

A Descriptive Evaluation of Students' Reading Interest in the Monday Literacy Program

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ABSTRACT

This research aims to analyze the implementation of the Monday Literacy Program as a strategy to strengthen students' reading interest in higher education. The research uses a descriptive quantitative approach with a case study design. The research subjects consisted of 13 students participating in the Monday Literacy Program. Data was collected using a five-point Likert scale reading interest questionnaire consisting of 10 indicators, including enjoyment of the program, reading motivation, reading focus, reading comprehension, intrinsic motivation, sustainability of reading habits, search for reading materials, discussion activities, and reading recommendations. The data were analyzed using descriptive statistics by calculating the average score for each indicator and the overall average. The research results show that the Monday Literacy Program has made a positive contribution to strengthening students' reading interest with an overall average score of 3.75 (high category). The indicator with the highest score is the enjoyment of participating in literacy activities ($M = 4.15$), while the lowest score is on the habit of continuing reading activities outside the program ($M = 3.31$). These findings indicate that the program successfully increased student motivation and engagement during literacy activities but has not yet fully succeeded in forming sustainable reading habits outside the program's implementation. Thus, the Monday Literacy Program can be used as an institutional strategy to strengthen the literacy culture in higher education. The implication is that further program development is needed to encourage continuous independent reading practices through mentoring, providing a more diverse range of reading materials, and follow-up activities based on discussion and reflection.

Keywords: *case study, literacy culture, literacy program, reading interest, students*

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INTRODUCTION

The ability to read literacy is one of the fundamental competencies that students must possess as a foundation for developing critical, analytical, and reflective thinking skills during their higher education. Literacy is no longer understood merely as the ability to read and write, but also as the ability to comprehend, process, evaluate, and effectively utilize information in both academic and professional life (Duoblien^é et al., 2023; da Rocha, 2026; Magtoltol & Oropa, 2025). In the context of higher education, a reading culture becomes an important indicator in supporting the quality of learning, improving academic achievement, and developing lifelong learning skills (see Figure 1).

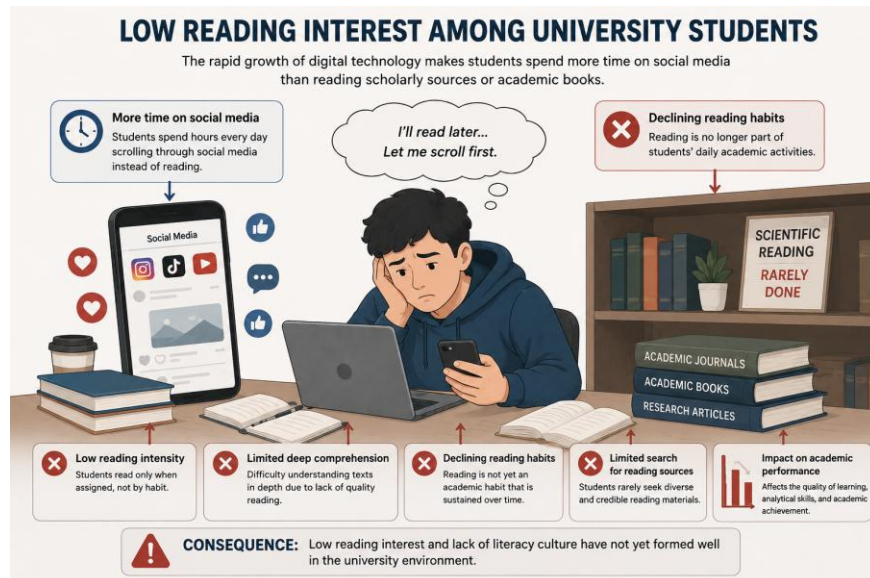


Figure 1. Factors contributing to low reading interest among university students

Nevertheless, various studies show that the reading interest of students in Indonesia still faces various challenges. The rapid development of digital technology has changed the pattern of information access, causing students to spend more time on social media than reading scientific sources or academic books (Sari et al., 2024; Al Husna & Khadafianto, 2025; Awalia & Wafi, 2025). This condition has resulted in a low reading intensity, limited ability to understand reading materials in depth, and a decline in reading habits as part of daily academic activities. Various strategies have been developed to enhance the literacy culture in higher education institutions, including the provision of reading corners, independent reading programs, campus literacy movements, the utilization of digital libraries, and the integration of literacy into the learning process (Meilina et al., 2026; Pratama et al., 2026; Winanto & Sumartiningsih, 2025; Ilami & Khomaeroh, 2025). Previous research shows that literacy programs can enhance students' reading motivation and academic skills if implemented continuously and supported by a conducive learning environment (Tan & Tang, 2025; Li & Balinas, 2025; Vashishth et al., 2024). However, most research still focuses on the implementation of the School Literacy Movement at the elementary and secondary education levels, while studies on literacy programs conducted regularly and scheduled in higher education environments are still relatively limited.

Furthermore, previous research generally evaluates literacy culture in a broad sense without examining the effectiveness of literacy programs with a fixed schedule as part of students' academic habituation. Not many studies have measured how the implementation of the Monday Literacy Program contributes to strengthening students' reading interest based on reading interest in indicators, such as reading enjoyment, reading motivation, reading comprehension, sustainability of reading habits, seeking reading sources, and sharing reading results. These conditions indicate a research gap that needs further investigation. Based on this gap, this study offers novelty in two aspects. First, the research examines the implementation of the Monday

Literacy Program as a scheduled literacy habituation model in higher education, which has rarely been reported in previous studies. Second, the research evaluates the program's effectiveness using various indicators of students' reading interest, providing a more comprehensive picture of the aspects of literacy that have been strengthened and those that still require improvement. The findings of this research are expected to serve as a foundation for the development of campus literacy policies aimed at fostering a sustainable reading culture.

Based on the description, the objective of this research is to analyze the implementation of the Monday Literacy Program as a strategy to strengthen students' reading interest in higher education and to identify the reading interest in indicators that are reinforced through the implementation of the program. The research results are expected to provide empirical contributions to the development of literacy programs in higher education and to serve as a reference for educational institutions in designing more effective literacy cultivation strategies.

METHOD

Research Design

This study employed a descriptive quantitative approach with a cross-sectional survey design to describe students' reading interest following their participation in the Monday Literacy Program. The quantitative approach was used to obtain empirical data based on students' responses to a structured reading-interest questionnaire. The cross-sectional design was selected because the data were collected after students had participated in the program at a single point in time. The study did not employ a pretest, control group, comparison group, or longitudinal measurement. Therefore, the research was not intended to determine the causal effect or effectiveness of the program in increasing students' reading interest. Instead, the study provides a descriptive account of students' reported reading interest following their participation in the Monday Literacy Program (Yin, 2018).

Monday Literacy Program

The Monday Literacy Program was organized by the Cendekia Literacy Community at STAI Solok Nan Indah as a regular literacy activity for students. The program was conducted every Monday, with each session lasting approximately 1.5 hours. The implementation was coordinated by an organizing committee responsible for preparing the literacy activities and determining the speakers for the sessions. The speakers were lecturers from STAI Solok Nan Indah who were considered competent and relevant to the topics presented.

The literacy activities involved two main components: fiction reading activities and scientific article writing training. Students were provided with selected fictional texts as reading materials and were encouraged to read and engage with the texts during the literacy sessions. Following the reading activities, students participated in scientific article writing training facilitated by the invited lecturers. The training introduced students to academic writing activities and provided opportunities to develop their ability to transform reading experiences into academic writing. Thus, the program combined reading activities with academic literacy development through scientific article writing training.

Research Participants

The participants in this study consisted of 13 undergraduate students who participated in the Monday Literacy Program at a higher education institution in West Sumatra, Indonesia. A total sampling technique was employed, whereby all students enrolled in the program were included as research participants. This sampling technique was considered appropriate because the target population was relatively small, allowing all members of the population to be included in the study and ensuring comprehensive representation of the program participants (Sugiyono, 2016).

Research Instrument

The data were collected using a structured questionnaire designed to describe students' reading interest following their participation in the Monday Literacy Program. The questionnaire

employed a five-point Likert scale, consisting of 1 = strongly disagree, 2 = disagree, 3 = undecided, 4 = agree, and 5 = strongly agree (see Table 1). The instrument was developed with reference to the conceptual dimensions of reading motivation, reading engagement, and reading habits discussed in previous literature. The questionnaire consisted of 10 items covering seven indicators, namely enjoyment of participating in literacy activities, reading motivation after participating in the program, reading concentration, reading comprehension, intrinsic motivation to read, willingness to continue reading habits beyond the program, and ability to seek additional reading resources. The items were formulated to capture students' perceptions and self-reported reading-related experiences after participating in the program (Carmelia et al., 2025; Linnenbrink-Garcia et al., 2026).

Table 1. Indicators of the Reading Interest Questionnaire

No.	Indicator
1	Enjoyment of participating in the Monday Literacy Program
2	Reading motivation after participating in the program
3	Reading concentration
4	Reading comprehension
5	Intrinsic motivation to read
6	Willingness to continue reading habits beyond the program
7	Ability to seek additional reading resources
8	Willingness to discuss reading materials
9	Willingness to recommend reading materials to peers
10	Perceived benefits of the Monday Literacy Program

Prior to data collection, the questionnaire was evaluated for content validity through expert judgment by two lecturers with expertise in elementary education and literacy education. Subsequently, the instrument's internal consistency was assessed using Cronbach's Alpha coefficient. The questionnaire was considered reliable if the Cronbach's Alpha value was 0.70 or higher (Hair et al., 2019).

Data Collection

Data were collected after the completion of the Monday Literacy Program. Participants completed the questionnaire online via Google Forms. All participants provided informed consent and voluntarily agreed to participate in the study.

Data Analysis

The collected data were analyzed using descriptive statistics with the assistance of Microsoft Excel 2021. The analysis consisted of the following steps:

1. Calculating the score for each questionnaire item.
2. Calculating the mean score for each indicator.
3. Calculating the overall mean score of students' reading interest.
4. Interpreting the results based on the predefined Likert scale categories.
5. The mean score was calculated using the following formula:

$$\bar{X} = \frac{\sum X}{N}$$

Where:

- $\bar{X}$ = Mean
- $\sum X$ = Sum of all scores
- N = Number of respondents

Table 2 presents the interpretation categories used to classify the mean scores obtained from the respondents' answers. The scores are grouped into five levels based on their intervals. These categories serve as the basis for determining the level of each indicator in the study.

Table 2. Interpretation categories of the mean scores

Mean Score Interval	Category
4.21–5.00	Very High
3.41–4.20	High
2.61–3.40	Moderate
1.81–2.60	Low
1.00–1.80	Very Low

Research Procedure

The study was conducted through a series of sequential stages, as illustrated in [Figure 2](#). The research procedure began with problem identification, in which the problems to be addressed by the program were determined. This was followed by a literature review of relevant theories, research, and previous studies related to the problem. Based on these findings, the researcher developed the instruments needed to collect data and then validated them to ensure they were valid and reliable. Next, the Monday Literacy Program was implemented according to the plan. After the program, questionnaires were distributed to the participants or respondents, and the data were collected from the returned questionnaires and other sources. The collected data were then analyzed to answer the research questions. Finally, the results were interpreted, and conclusions were drawn from the study.

**Figure 2. Research procedure**

RESULT AND DISCUSSION

Results

This study examined students' reported reading interest following their participation in the Monday Literacy Program. Data were collected from 13 undergraduate students who participated in the program and were analyzed using descriptive statistics. The analysis focused

on the mean scores of the reading-interest indicators and the overall mean score to describe students' reading interest after participating in the program.

The internal consistency of the 10-item reading-interest questionnaire was examined using Cronbach's alpha with IBM SPSS Statistics version 26. The analysis yielded a Cronbach's alpha coefficient of 0.872. Although this value indicates a high level of internal consistency, the result should be interpreted cautiously because the coefficient was calculated from a small sample of 13 participants. Therefore, the reliability estimate is considered exploratory rather than definitive.

Table 3. Reliability Test Results

Instrument	Number of Items	Cronbach's Alpha	Interpretation
Students' Reading Interest	10	0,872	Excellent Reliability

The descriptive analysis revealed that the Monday Literacy Program had a positive effect on strengthening students' reading interest. The overall mean score was 3.75, which falls within the high category according to the predetermined interpretation criteria.

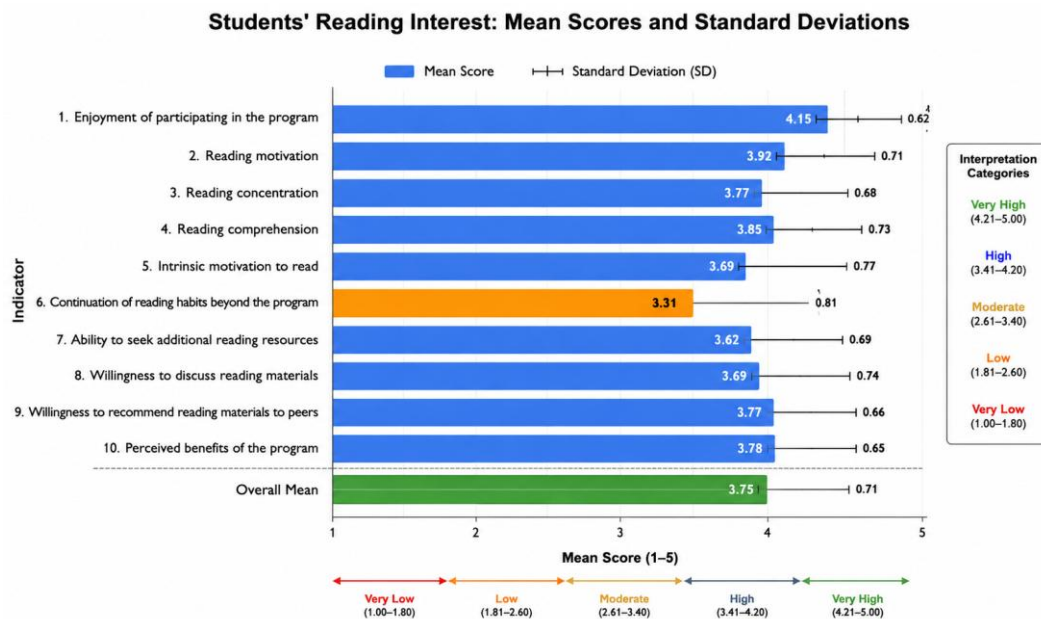


Figure 3. Mean Scores and Standard Deviations of Students' Reading Interest

The bar chart indicates that the enjoyment of participating in the Monday Literacy Program achieved the highest mean score ($M = 4.15$), whereas the continuation of reading habits beyond the program obtained the lowest mean score ($M = 3.31$). Nevertheless, almost all indicators were classified within the high category, suggesting that the program was positively associated with strengthening students' reading interest.

Table 4 shows that all indicators achieved high mean scores, except for the continuation of reading habits beyond the program, which remained within the moderate category. The highest-rated indicator was enjoyment of participating in the Monday Literacy Program ($M = 4.15$), indicating that students responded positively to the implementation of the literacy activities conducted every Monday. In contrast, the indicator continuation of reading habits beyond the program ($M = 3.31$) received the lowest mean score, suggesting that students' independent reading habits outside the scheduled program require further reinforcement.

Table 4. Descriptive statistics of students' reading interest

No.	Indicator	Mean	Category
1	Enjoyment of participating in the Monday Literacy Program	4.15	High
2	Reading motivation after participating in the program	3.92	High
3	Reading concentration	3.77	High
4	Reading comprehension	3.85	High
5	Intrinsic motivation to read	3.69	High
6	Continuation of reading habits beyond the program	3.31	Moderate
7	Ability to seek additional reading resources	3.62	High
8	Willingness to discuss reading materials	3.69	High
9	Willingness to recommend reading materials to peers	3.77	High
10	Perceived benefits of the Monday Literacy Program	3.78	High
Overall Mean		3.75	High

Overall, the findings indicate that the Monday Literacy Program was associated with higher levels of reading motivation, reading engagement, and positive reading experiences among participating students. The program also fostered a supportive academic environment by promoting regular and structured reading activities, thereby encouraging the development of a sustainable literacy culture within the higher education setting.

Discussion

The findings indicate that the Monday Literacy Program was associated with a high level of students' reading interest, with an overall mean score of 3.75. These findings address the research objective by suggesting that regularly scheduled reading activities can foster students' motivation to engage in reading. The structured implementation of the program provided participants with consistent opportunities to develop reading habits as part of their academic routines. This finding is consistent with the reading engagement theory, which posits that learners' motivation and reading frequency increase when they experience enjoyable and meaningful reading activities on a regular basis.

Among the measured indicators, enjoyment of participating in the Monday Literacy Program obtained the highest mean score. This finding suggests that students perceived the program as an engaging learning activity rather than an additional academic obligation. Positive reading experiences play a crucial role in fostering intrinsic reading motivation, thereby encouraging students to read voluntarily. This result is consistent with previous studies (Haywood & Sembianti, 2023; Xu et al., 2024; Ghodoosi et al., 2023) which reported that sustained participation in literacy activities enhances reading interest and contributes to the development of a stronger literacy culture.

Conversely, the indicator continuation of reading habits beyond the program received the lowest mean score among all indicators. This finding suggests that although students enjoyed the institutionally facilitated literacy activities, the development of independent reading habits outside the scheduled program remains limited. Similar findings have been reported by (Ng et al., 2024; Yim & Su, 2025; Yang et al., 2025) who argued that reading motivation tends to increase when learning environments provide continuous support but often declines when structured literacy activities are no longer available. Therefore, the Monday Literacy Program should be complemented by follow-up initiatives, such as reading communities, reflective reading journals, literacy-based assignments, and greater utilization of digital library resources, to encourage the sustainability of students' reading habits.

The results further reveal that students demonstrated relatively high levels of motivation to seek additional reading resources, discuss reading materials, and recommend readings to their peers. These findings indicate that the literacy program not only encouraged students to read more frequently but also promoted academic interaction through discussion and knowledge sharing. According to (Porter et al., 2023), reading activities accompanied by critical discussion improve reading comprehension while simultaneously fostering higher-order thinking skills.

Overall, the findings reinforce the importance of structured reading practices in promoting students' engagement with literacy activities. (Whiteside et al., 2022), identified reading engagement as one of the strongest predictors of intrinsic motivation in academic learning. Similarly, (Siregar et al., 2024) reported that students who engage in regular reading activities demonstrate better comprehension of academic texts than those who read only to fulfill course requirements. Furthermore, UNESCO (2024) emphasized that higher education institutions should establish sustainable literacy ecosystems to support lifelong learning, while OECD (2023) highlighted that consistent reading habits contribute to the development of critical thinking and problem-solving skills. Collectively, these findings suggest that the Monday Literacy Program represents a practical example of habit-based learning, supporting the development of a sustainable academic reading culture within higher education.

Compared with previous studies, this research offers two main contributions. First, whereas most earlier studies have focused on the implementation of school literacy programs at the primary and secondary education levels, this study examines a structured literacy habituation program implemented in a higher education context. Second, rather than measuring reading interest as a single construct, this study evaluates multiple dimensions of reading interest, including reading motivation, engagement, comprehension, information-seeking behavior, and the sustainability of reading habits. Consequently, the findings provide empirical evidence that can inform the development of literacy habituation models for higher education institutions.

Unlike previous studies that primarily assessed students' reading interest through cross-sectional surveys without examining a specific literacy intervention (DeFrain et al., 2025; Maspul & Sopyan, 2024; Widianingsih, n.d.), this study evaluates a literacy program implemented systematically on a weekly basis. This approach provides empirical evidence that strengthening literacy culture depends not only on the availability of reading resources but also on the institution's commitment to providing structured and consistent opportunities for reading practice.

Taken together, these findings suggest that fostering a literacy culture in higher education requires more than simply providing access to reading materials. Sustainable literacy development should be supported through structured, regularly scheduled, and institutionally sustained programs. Accordingly, the Monday Literacy Program has the potential to serve as a replicable model for promoting reading culture in other higher education institutions, with appropriate adaptations to institutional contexts and student characteristics.

CONCLUSION

This study described students' reported reading interest following their participation in the Monday Literacy Program at STAI Solok Nan Indah. Based on the descriptive analysis, the overall mean score of students' reading interest was 3.75, which was categorized as high according to the predetermined interpretation criteria. The highest-rated indicator was enjoyment of participating in the literacy program, while the willingness to continue reading activities beyond the program received the lowest mean score. These findings indicate that the participants reported relatively favorable experiences and levels of reading interest after participating in the program, particularly in relation to their engagement in literacy activities. However, the findings do not establish that the program caused an increase in students' reading interest because the study did not include pre-program measurements, a comparison group, or longitudinal data. The findings provide preliminary, context-specific evidence regarding students' reading interest following participation in a structured literacy program in a higher education setting. The results also indicate that maintaining reading practices beyond scheduled literacy activities may require further attention. Future implementation of similar programs may consider providing continued reading opportunities, diverse reading materials, structured discussion and reflection activities, and follow-up support to encourage students' independent reading practices. The findings should be interpreted within the context of the study limitations. The study involved only 13 students participating in a single Monday Literacy Program at one higher education institution, and the data were collected through a post-program self-report

questionnaire. Therefore, the findings cannot be generalized to higher education students or institutions more broadly. Future research should involve larger and more diverse samples across multiple programs or higher education institutions and, where possible, employ pre-post measurements, comparison groups, or longitudinal designs to examine changes in reading interest over time. Combining quantitative data with qualitative evidence, such as interviews, observations, reading logs, or program documents, may also provide a more comprehensive understanding of students' experiences and the implementation of literacy programs.

CONFLICTS OF INTEREST

The authors declare that there is no conflict of interest

AUTHOR CONTRIBUTIONS STATEMENT

Conceptualization, D.D. and E.N.Q.; methodology, D.D. and E.N.Q.; formal analysis, D.D. and A.H.B.S.; investigation, D.D. and N.Z.; writing original draft preparation, D.D. and E.N.Q.; writing review and editing, D.D., E.N.Q., A.H.B.S., and N.Z. All authors have read and agreed to the published version of the manuscript.

AI DISCLOSURE STATEMENT

The data and the grammatical structure in this article have been validated and verified by English language experts and no AI-generated sentences are included in this article.

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