

## The Contribution GPAN Community (Gerakan Perpustakaan Anak Nusantara) to Increase Public Interest in Reading

Muhammad Assa Ridho Rousin<sup>1\*</sup>, Galuh Indah Zatadini<sup>2</sup>

<sup>12</sup>Universitas Islam Negeri Sayyid Ali Rahmatullah, Tulungagung, Indonesia

\* Email correspondence: [himma.dewiyana@usu.ac.id](mailto:himma.dewiyana@usu.ac.id)

### Information

Submitted: 27-09-2025

Revised: 24-11-2025

Accepted: 04-12-2025

**How to cite:** The Contribution GPAN Community (Gerakan Perpustakaan Anak Nusantara) to Increase Public Interest in Reading (2025). *TADWIN: Jurnal Ilmu Perpustakaan Dan Informasi*, 6 (2), 208-218.

<https://doi.org/10.19109/tadwin.v6i2.29457>

**DOI:** [doi.org/10.19109/tadwin.v6i2.29457](https://doi.org/10.19109/tadwin.v6i2.29457)

### First Publication Right:

Tadwin: Jurnal Ilmu Perpustakaan dan Informasi, Program Studi Ilmu Perpustakaan, Fakultas Adab dan Humaniora UIN Raden Fatah Palembang, Indonesia

### Licensed:



This article is licensed under a [Creative Commons Attribution-Share Alike 4.0 International License](https://creativecommons.org/licenses/by-sa/4.0/).

### ABSTRACT

*This study aims to analyze the Lapak Baca activities organized by the Gerakan Perpustakaan Anak Nusantara (GPAN) Regional Tulungagung community in increasing the reading interest of visitors to Alun-Alun Tulungagung. Reading interest in Indonesia is relatively low, and initiatives such as Lapak Baca are an alternative to bring literacy closer to the community in a more inclusive way. This study uses a qualitative approach with a phenomenological method to explore the meaning of the experiences of volunteers and visitors to the activity. Data collection techniques include participant observation, structured interviews, and documentation. Informants consist of GPAN members and Lapak Baca visitors. The results of the study show that Lapak Baca activities create an inclusive space that encourages active community involvement in literacy activities. Children feel free to choose reading material, while volunteers feel they have an important role in educating the community. In addition, internal and external factors were found that influence reading interest, such as personal motivation, environmental support, and the availability of interesting reading materials. The obstacles faced include limited book collections and physical facilities of Lapak Baca. This study provides theoretical benefits in enriching community-based literacy studies as well as practical benefits as material for evaluating and developing the Lapak Baca program by GPAN and related parties. It is hoped that these results can be a reference for similar literacy initiatives in other areas.*

**Keywords:** Literacy Movement; Interest In Reading; GPAN; Reading Corner; Library Community; Public Interest In Reading

## 1. INTRODUCTION

The reading interest of Indonesians is still relatively low compared to other countries (Prasrihamni, Zulela, & Edwita, 2022). Based on the results of the *Programme for International Student Assessment (PISA)* survey released by the OECD in 2019, Indonesia ranked 62nd out of 70 countries in terms of reading literacy (Mutadin, Sutanto, Rondli, & Kanzunudin, 2024). This condition reflects that the culture of reading has not become a deeply rooted habit in the lives of the people (Noviandari & Gularso, 2022). In fact, reading ability is the main foundation in forming critical thinking, broadening horizons, and improving the quality of human resources (Al-Shaye, 2021).

In the face of these challenges, efforts to improve literacy cannot rely solely on formal institutions such as schools and libraries; they also require support from the broader social environment (Kaputa, Loučanová, & Tejerina-Gaite, 2022). The role of the community is crucial in creating an inclusive literacy ecosystem, particularly through the provision of alternative reading spaces that are easily accessible to people of various ages and backgrounds (Fang et al., 2023). Community-based initiatives have proven effective in offering reading experiences that are more flexible, interactive, and aligned with the needs of local communities, thereby having the potential to gradually and sustainably enhance reading habits.

Low reading interest is caused by various factors, both internal and external (Fakuri, Frotan, Hosain, & Biani, 2023). Limited access to interesting reading materials, a lack of reading facilities in public spaces, and the widespread use of digital media have marginalized reading activities (Loh & Sun, 2022). Aware of this situation, various literacy community initiatives have emerged, aiming to bring reading activities closer and make them more enjoyable. One such initiative is the *Lapak Baca* program, initiated by the Gerakan Perpustakaan Anak Nusantara (GPAN) Regional Tulungagung community.

Several previous studies have discussed similar activities, such as the *Lapak Baca* program in Hative (Labetubun et al., 2023), Tarung Manuah (Kurniawan et al., 2023), and Dusun Sentono (Firdaus et al., 2022). These studies show that community-based literacy activities can encourage the growth of reading interest, especially among children. However, these studies are generally still descriptive in nature and have not explored the experiences and meanings felt by the actors and beneficiaries of the activities in depth.

This article offers scientific innovation through a phenomenological approach used to explore the subjective experiences of volunteers and visitors in the GPAN Regional Tulungagung Reading Stall activity. With this approach, researchers attempt to capture the inner dimensions of literacy activities that cannot be reached by quantitative data alone. The problems in this study are formulated as follows: What are GPAN's strategies in implementing *Lapak Baca* to increase interest in reading? What are the supporting factors and obstacles encountered in implementing these activities? And what are visitors' perceptions and experiences of *Lapak Baca*?

The purpose of this study is to identify and analyze the strategies employed by the Nusantara Youth Reading Movement (GPAN) in implementing the *Lapak Baca* (Reading Stall) program as an effort to increase public interest in reading. In addition, this study also aims to identify various supporting factors and obstacles encountered in the implementation of the program. Furthermore, this study aims to describe the perceptions and experiences of visitors to the *Lapak Baca* activities organized by GPAN, so as to provide a comprehensive picture of the effectiveness of these activities in fostering a culture of literacy in the community. Thus, this article presents original contributions and scientific innovations through a phenomenological approach that has not been widely applied in community literacy studies.

The results of this study are expected to serve as a reference for the development of more meaningful and sustainable community-based literacy programs.

## 2. RESEARCH METHOD

This study uses a qualitative approach with a phenomenological method (Nasir, Nurjana, Shah, Sirodj, & Afgani, 2023), which aims to explore in depth the subjective meaning of individuals' experiences of a phenomenon, namely the Lapak Baca activity organized by the Gerakan Perpustakaan Anak Nusantara (GPAN) Regional Tulungagung. The phenomenological approach was chosen because it is able to reveal the informants' views, feelings, and perceptions comprehensively, especially in understanding their experiences as implementers and participants of literacy activities in public spaces.

Informants were selected using purposive sampling, which is the deliberate selection of individuals considered to have knowledge and experience relevant to the phenomenon being studied. The criteria for informants included: (1) volunteers or active administrators of GPAN Regional Tulungagung who were directly involved in the implementation of Lapak Baca, and (2) visitors to Tulungagung Square who had participated in the activity.

In the initial stage, this study involved four informants, consisting of three GPAN volunteers and one visitor. This number was considered sufficient to obtain preliminary data from two different perspectives, namely the organizers and participants of the activity. However, the number of informants was flexible, and additional participants could be included if the data obtained had not reached saturation, which is the condition where no new information or themes emerge in the data collection process.

Table 1. Research Informants

Name	Address	Age	Status
Fidela Arista	Blitar	21	Member
Zunnurain	Tulungagung	23	Member
Sitta Safrinah	Lamongan	21	Member
Isna Nabila	Tulungagung	24	Visitor

Data collection techniques in this study included participant observation, in-depth interviews, and documentation. Participant observation was conducted through the researcher's direct involvement in Lapak Baca activities to understand the social interactions and dynamics that occurred in the field. Interviews were conducted in a semi-structured manner with open-ended questions, so that informants had the freedom to express their views and personal reflections on their experiences. Meanwhile, documentation was used to support the validity of the findings through photographs of activities, field notes, and GPAN community archives.

The data obtained was analyzed using phenomenological analysis techniques, namely by tracing the essential themes that emerged from the informants' narratives. The analysis process was carried out in three stages: (1) data reduction, which involved filtering important information from the interviews and observations; (2) data presentation, in the form of descriptive narratives and direct quotations from informants; (3) drawing conclusions, which involved formulating deeper meanings based on the patterns of experience found; (4) Theme Interpretation, which is the interpretation of the

deeper meaning that emerges from each theme by relating it to the social context and research objectives.

To maintain data validity, researchers triangulated sources and cross-checked informants. With this approach, it is hoped that the research results can fully describe the social reality in the field and contribute scientifically to the development of community-based literacy. In presenting the results, the researchers included direct quotes from informants to reinforce the validity of the interpretation and provide depth of meaning to the findings. To ensure the validity of the data, source triangulation was conducted between volunteer informants and visitors, as well as member checks by requesting confirmation of the findings from the informants.

With this approach and procedure, this study is expected to produce a comprehensive understanding of the subjective experiences of volunteers and visitors to Lapak Baca activities, while also contributing academically to the development of community-based literacy studies in Indonesia.

### **3. RESULTS AND DISCUSSION**

#### **History of the Tulungagung regional GPAN community**

The Tulungagung Regional Nusantara Children's Library Movement (GPAN) was founded in March 2020 by nine people initiated by Maris Nirmala and the then Chairman of GPAN Central, Moh. Choirul Anam. The formation of this community began with discussions at Republic Dendy Café and was built from scratch by members who did not come from other regional GPANs. Cahyo was appointed as the first Coordinator, assisted by Tiza as Secretary and Ahda as Treasurer.

In the early days, GPAN Tulungagung faced various challenges such as limited inventory, members, and an undefined vision and mission, which were further exacerbated by the COVID-19 pandemic. The first program implemented was the Free Reading Corner at Tulungagung Square. Although it was initially unpopular, the presence of children from street vendor families became a source of motivation for the members. Book collection and donation initiatives began to develop, and to this day, GPAN Tulungagung continues to grow with new members actively promoting literacy in the community.

This study aims to analyze the steps taken by the Tulungagung Regional GPAN community in increasing the reading interest of visitors to Tulungagung Square, as well as identifying the supporting and inhibiting factors and the contribution of activities to the formation of reading motivation. Based on the results of observations, interviews, and documentation, three main findings relevant to the problem formulation were obtained.

#### **1. GPAN's Strategic Measures to Increase Reading Interest**

The Reading Stall activity is held regularly every weekend at Tulungagung Square, featuring a collection of books for children, teenagers, and the general public. The collection is arranged on mats, making it easy for everyone to access, including children who are usually more comfortable reading while sitting relaxed in an open space. The open and freely accessible placement of the books creates the impression that reading is a light, enjoyable activity that anyone can do without restrictions.

In addition to free reading, GPAN volunteers also held storytelling activities, literacy quizzes, and light discussions. These activities not only enlivened the atmosphere, but also served as effective stimuli in fostering an interest in reading. Through storytelling, for example, children were introduced to stories in a visually and emotionally engaging way, while literacy quizzes stimulated their memory and understanding of the reading material. Casual

discussions also provide a space for visitors to share their views on the books they have read, thereby encouraging more active interaction.

The approach used is informal and participatory. This means that activities are carried out without pressure or rigid rules, and provide maximum space for active participation from visitors, both children and parents. This makes visitors feel more comfortable and motivated to participate voluntarily. This strategy has been proven to encourage reading interest by meeting the indicators outlined by the Indonesian National Library (Anjani, Dantes, & Artawan, 2019), namely:

- a. The joy of reading: Visitors, especially children, appeared enthusiastic and enjoyed the activities. This was evident from their cheerful expressions, their active participation in storytelling, and their willingness to sit and read for quite a long time. This shows that reading is no longer seen as an obligation, but as an enjoyable experience.
- b. Reading needs: Some visitors return every week to read. The consistency of these visits indicates that reading has become a necessity in their routine. They don't just come to fill their time, but are actually looking for reading material as a means of entertainment, education, or even escape from their daily activities.
- c. Interest in reading: An interesting and varied collection of reading materials encourages perseverance in reading. Children, for example, choose books that suit their interests—such as picture books, folk tales, or educational comics. The variety of the collection makes them feel comfortable and want to try other books, thereby naturally expanding their reading range.
- d. Desire to read and search for reading materials: Some visitors asked about how to borrow or obtain similar books elsewhere. This shows that their interest does not stop at the reading stall, but continues beyond the activity. They become more active in searching for other reading materials, whether at libraries, bookstores, or even downloading digital versions, as a form of initiative to fulfill their desire to read.

This activity is also relevant to the *Self-Determination Theory* (Ryan & Deci, 2017), in which visitors feel the freedom to choose books (autonomy), feel capable of understanding the content (competence), and have positive social experiences with volunteers and fellow visitors (relatedness). In this *Lapak Baca* activity, visitors are free to choose the books they want to read, feel capable of understanding the content of the reading material that is appropriate for their age, and feel a warm atmosphere because they can interact with volunteers and other visitors.

## 2. Supporting and Hindering Factors

The next finding relates to the factors that influence the effectiveness of the *Lapak Baca* activity.

Supporting Factors:

### a. Strategic location

Tulungagung Square, as a public space that is frequently visited, especially on weekends, allows this activity to reach various segments of society, from children to adults. Located in the city center, it is easily accessible to visitors from various areas, whether they are pedestrians, vehicle users, or families who come for recreation. This indirectly expands the reach of *Lapak Baca* activities because visitors who come are

not only interested in reading, but also spontaneously attracted when passing by or seeing the activities taking place.

b. The enthusiasm and dedication of GPAN volunteers.

GPAN volunteers not only attend regularly, but also take the initiative to create a friendly and pleasant atmosphere when interacting with visitors, including through storytelling and reading together activities. The volunteers' enthusiasm in building friendly and supportive interpersonal communication makes visitors, especially children, feel valued and cared for. This creates a conducive atmosphere that naturally encourages an interest in reading. They are also able to adjust their approach according to the age and character of each child.



Figure 1. Assistance from volunteers



Figure 2. Interaction between volunteers and children

This illustration shows the warm interaction between volunteers and children who are reading, as a form of direct involvement in the literacy process.

c. The activity is packaged in a fun and child-friendly way.

The informal format of the activities, based on games and stories, made visitors feel at home, especially children, who were the main target of the program. Activities such as storytelling, drawing, literacy quizzes, and educational games such as

alphabet snakes and ladders were designed not only to entertain but also to incorporate elements of learning. This helped to create an atmosphere that supported a positive literacy experience, so that children could learn without feeling lectured or burdened



Figure 3. Snake and ladder game

This documentation shows how literacy can be packaged into fun and engaging activities for children.

- d. Easy access without administrative requirements.  
Anyone can read the available books without having to become a member or register. This makes the community feel more free and unburdened. This system also reaches community groups who previously may have been reluctant to come to formal libraries because they felt they did not have "official access" or because of other bureaucratic barriers. This open model reflects inclusiveness and a community-based literacy approach that prioritizes visitor comfort.

Inhibiting Factors:

- a. Limited number and variety of book collections.  
Most of the books available are old or donated, which are less appealing to today's children and teenagers. This causes some visitors to quickly lose interest or not find reading material that suits their interests. Some children were seen randomly selecting books and then putting them back without reading them, indicating that the collection does not fully meet current reading needs or preferences, such as books on popular science, technology, or stories with modern characters.
- b. The physical condition of the stalls is not supportive.  
The activity relies solely on simple mats without tents or protection from heat and rain. This discourages visitors from staying long, especially when the weather is unfavorable. Even when the weather is cloudy or scorching hot, the activity must be stopped early or moved to a less optimal area. This dependence on the weather limits the continuity of the activity and the overall comfort of visitors.



Figure 4. Condition of the reading stalls

This image shows the very simple physical condition of the booth, indicating that activities are carried out with limited equipment and depend on the availability of space and weather conditions.

c. Lack of comfortable reading facilities.

There are no comfortable chairs or alternative seating other than mats. In addition, there is no special place for children to read with focus, so activities are disrupted by the traffic of visitors to the square. This causes some children to quickly become bored or find it difficult to concentrate while reading. The open and dynamic environment does provide an inclusive value, but it can also interfere with comfort, especially for visitors who need a quiet atmosphere for more in-depth reading.

d. Lack of support from the local government.

This activity is purely community-based and has not received any assistance from the local government, whether in the form of logistics, promotion, or policy support. In fact, if this activity received structural support from relevant agencies, such as the Library or Education Office, the impact could be more widespread and sustainable. The lack of support is also an obstacle to expanding the activity to other places or formats, such as mobile reading stalls or the provision of digital books.

3. Impact on Reading Interest

From interviews with one of the visitors, it was found that he began to enjoy reading since he regularly visited the Reading Stall with his child. This shows a positive behavioral change that is a direct result of the GPAN program. As shown in Table 2, several indicators of reading interest were consistently identified in visitors who actively participated in the activities.

Table 2. Reading Interest Indicators among GPAN Lapak Baca Visitors

Reading Interest Indicators	Examples of Empirical Findings
Enjoyment of reading	Children enthusiastically sit and read and listen to stories
Reading needs	Some visitors come regularly every week

Interest in reading	Visitors choose and ask questions about the contents of books
The desire to read	Some visitors bring their own books from home
The desire to find reading material	Visitors ask where they can find similar books

This table shows that Lapak Baca activities have effectively shaped reading habits and interests, not only passively but also through active initiatives from visitors. This means that visitors do not just read while at the lapak, but also show curiosity, look for other books, and even bring their own books. This indicates that the activities carried out by GPAN have succeeded in forming reading habits that grow from personal awareness and willingness. Thus, the interest in reading that emerges is not because they are forced to, but because they truly enjoy the process of reading itself.

The positive impact of Lapak Baca activities is not only evident in the increasing number of visitors, but also reflected in tangible changes in individual behavior. One visitor, Isna Nabila, shared her experience during an interview:

*"Awalnya anak saya susah banget disuruh baca, tapi setelah sering ke Lapak Baca ini, dia jadi semangat sendiri tiap Minggu minta ke alun-alun buat cari buku." (Interview with Isna Nabila, Lapak Baca GPAN visitor)*

This statement illustrates a transformation in reading habits, from disinterest to active interest and even enthusiasm. This is a tangible example of the success of Lapak Baca in fostering intrinsic motivation to read. Children who initially had to be asked or forced to read now take the initiative to find reading materials themselves. This supports the finding that GPAN's activities not only provide access to books, but also create an enjoyable reading experience and build positive social relationships. Thus, these activities are effective in fulfilling motivational aspects such as *autonomy*, *competence*, and *relatedness* as described in *Self-Determination Theory*.

#### 4. Discussion of Findings with Previous Research

These findings are in line with the research by (Labetubun dkk., 2023) , which found that reading stalls can be an effective medium for increasing children's interest in reading. In addition, (Kurniawan et al., 2023) also confirms that community-based literacy activities have a significant impact on students' reading skills and learning engagement. However, unlike previous studies, this article integrates motivational psychology theory to analyze the factors that drive reading interest more comprehensively. Thus, the GPAN Reading Stall activity is not only a medium for providing reading materials, but also a means of forming intrinsic motivation through a social and participatory approach.

#### 4. CONCLUSION

This study shows that the Lapak Baca activity carried out by the GPAN Regional Tulungagung community has made a real contribution to increasing the reading interest of visitors to Tulungagung Square. The literacy strategies implemented, such as providing free reading materials, establishing a relational approach between volunteers and visitors, and organizing enjoyable reading activities, have

successfully fostered five dimensions of reading interest, namely: enjoyment of reading, need for reading, interest in reading materials, desire to read, and desire to seek reading materials.

This activity also clearly meets the psychological needs of visitors in accordance with the *Self-Determination Theory* framework, namely autonomy, competence, and social connectedness. Thus, the increase in reading interest does not only occur because of the provision of reading materials, but also because of the creation of a literacy environment that supports intrinsic motivation. Therefore, the author recommends that the GPAN Regional Tulungagung Reading Stall activity continue to be developed by involving cross-sector collaboration, such as schools, community reading parks, and local governments. In addition, adding a more varied collection of books and more comfortable stall facilities can further improve the quality of the activity and expand its impact.

## REFERENCES

- Al-Shaye, S. (2021). Digital storytelling for improving critical reading skills, critical thinking skills, and self-regulated learning skills. *Kıbrıslı Eğitim Bilimleri Dergisi*, 16(4), 2049-2069. DOI [10.18844/cjes.v16i4.6074](https://doi.org/10.18844/cjes.v16i4.6074)
- Anjani, S., Dantes, N., & Artawan, G. (2019). Pengaruh Implementasi Gerakan Literasi Sekolah Terhadap Minat Baca. *PENDASI: Jurnal Pendidikan Dasar Indonesia*, 3(2), 74-83. DOI [10.23887/jpdi.v3i2.2869](https://doi.org/10.23887/jpdi.v3i2.2869)
- Fadhilah, A. (2021). Peran Taman Bacaan Masyarakat (Tbm) Ruang Baca Dalam Meningkatkan Minat Baca Masyarakat Di Kota Langsa. *Jurnal UIN Surakarta*. <http://repository.uinsu.ac.id/14546>
- Fakuri, ف., Frotan, M., Hosain, S., & Biani, A. (2023). Recognizing the effect of internal and external arousal on strengthening reading skills. *Political Sociology of Iran*, 5(12), 218-238. DOI [10.30510/psi.2022.311673.2522](https://doi.org/10.30510/psi.2022.311673.2522)
- Fang, M. L., Sixsmith, J., Hamilton-Pryde, A., Rogowsky, R., Scrutton, P., Pengelly, R., ... & Creaney, R. (2023). Co-creating inclusive spaces and places: Towards an intergenerational and age-friendly living ecosystem. *Frontiers in Public Health*, 10, 996520. DOI [10.3389/fpubh.2022.996520](https://doi.org/10.3389/fpubh.2022.996520)
- Frotan, M., Hosain, S., & Biani, A. (2023). Recognizing the effect of internal and external arousal on strengthening reading skills. *Political Sociology of Iran*, 5(12), 218-238. DOI [10.30510/psi.2022.311673.2522](https://doi.org/10.30510/psi.2022.311673.2522)
- Kaputa, V., Loučanová, E., & Tejerina-Gaite, F. A. (2022). Digital transformation in higher education institutions as a driver of social oriented innovations. *Social innovation in higher education*, 61, 81-85. DOI [10.1007/978-3-030-84044-0\\_4](https://doi.org/10.1007/978-3-030-84044-0_4)
- Kurniawan, U., Istiqamah, S., Anggreiningrum, S. A., Mahfudz, M. A., Alvanajati, N., Astuti, Y., Sari, N. P., Ilmiani, A. M., Awaliyah, S., Musyarofah, L., Rahmadani, W., Musyarofah, L.,

- Alvanajati, N., Alvanajati, N., Sari, N. P., Sari, N. P., Ilmiani, A. M., & Ilmiani, A. M. (2023). Pelaksanaan Lapak Baca di Desa Tarung Manuah dalam Meningkatkan Minat Baca pada Siswa SDN-1 Tarung Manuah. *Jurnal Pengabdian Kepada Masyarakat*. DOI [10.30999/jpkm.v13i3.2986](https://doi.org/10.30999/jpkm.v13i3.2986)
- Labetubun, C. L., Ngangun, U., Emray, Y. E., Intopiana, M., Fatubun, I., & Leiwakabessy, T. F. F. (2023). Implementasi Program Lapak Baca Untuk Meningkatkan Minat Baca Anak-Anak Negeri Hative Kecil. *Pattimura Mengabdi: Jurnal Pengabdian Kepada Masyarakat*, 1(3), 28–32. DOI [10.30598/pattimura-mengabdi.1.3.28-32](https://doi.org/10.30598/pattimura-mengabdi.1.3.28-32)
- Loh, C. E., & Sun, B. (2022). The impact of technology use on adolescents' leisure reading preferences. *Literacy*, 56(4), 327–339. DOI [10.1111/lit.12282](https://doi.org/10.1111/lit.12282)
- Mutadin, A., Sutanto, S., Rondli, W. S., & Kanzunudin, M. (2024). Analisis faktor-faktor yang mempengaruhi rendahnya minat baca siswa sekolah dasar. *Jurnal Guru Sekolah Dasar*, 1(1), 10–18. DOI [10.70277/jgsd.v1i1.0002](https://doi.org/10.70277/jgsd.v1i1.0002)
- Nasir, A., Nurjana, N., Shah, K., Sirodj, R. A., & Afgani, M. W. (2023). Pendekatan fenomenologi dalam penelitian kualitatif. *Innovative: Journal Of Social Science Research*, 3(5), 4445–4451. <https://j-innovative.org/index.php/Innovative/article/view/5224/3798>
- Noviandari, A., & Gularso, D. (2022). Budaya Membaca Siswa Di Sekolah Dasar Negeri Sokaraja Nanggulan Kulon Progo Yogyakarta. *Jurnal Cakrawala Pendas*, 8(1), 276–290. DOI [10.31949/jcp.v6i1.2880](https://doi.org/10.31949/jcp.v6i1.2880)
- Prasrihamni, M., Zulela, Z., & Edwita, E. (2022). Optimalisasi penerapan kegiatan literasi dalam meningkatkan minat baca siswa sekolah dasar. *Jurnal cakrawala pendas*, 8(1), 128–134. DOI [10.31949/jcp.v6i1.3535](https://doi.org/10.31949/jcp.v6i1.3535)
- Ryan, R. M., & Deci, E. L. (2017). Self-determination theory: an introduction and overview. *Self-Determination Theory: Basic Psychological Needs in Motivation, Development, and Wellness*, 3–25. DOI [10.7202/1041847ar](https://doi.org/10.7202/1041847ar)