

# THE INFLUENCE OF SCHOOL LITERACY ENVIRONMENT MANAGEMENT ON STUDENTS' READING INTEREST AND SELF-EFFICACY IN ISLAMIC EDUCATION IN INDONESIA

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## Abstract

Literacy development has become a central concern in Islamic education in Indonesia, particularly in relation to students' reading interest and self-efficacy as key foundations for academic engagement and lifelong learning. School literacy environment management is assumed to play a strategic role in shaping these outcomes, yet its influence has not been sufficiently examined within Islamic educational contexts. This study aims to analyze the influence of school literacy environment management on students' reading interest and self-efficacy in Islamic education in Indonesia. The study employed a qualitative research design using a descriptive-analytical library research approach, drawing on peer-reviewed journal articles, academic books, policy documents, and research reports relevant to literacy management and Islamic education. Data were analyzed through thematic synthesis to identify patterns and relationships among literacy environment management, reading interest, and self-efficacy. The findings indicate that well-managed literacy environments characterized by systematic planning, availability of reading facilities, teacher facilitation, and integration of Islamic values significantly enhance students' motivation to read and strengthen their confidence in reading abilities. Reading interest and self-efficacy were found to be interrelated outcomes shaped by institutional literacy practices rather than individual factors alone. The study concludes that effective school literacy environment management provides a sustainable pathway for fostering motivated and confident readers in Islamic education, highlighting the importance of managerial and cultural dimensions in literacy development.

**Keywords:** Islamic Education, Literacy Management, Reading Interest, Self-Efficacy



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## INTRODUCTION

Literacy has increasingly been recognized as a foundational competence for educational quality, personal development, and social participation in the twenty-first century (Faria et al., 2025). Reading literacy, in particular, functions not only as a technical skill but also as a gateway to critical thinking, knowledge construction, and lifelong learning. In contemporary educational systems, students' engagement with reading activities is closely related to the learning environments in which literacy practices are embedded and managed.

In the Indonesian context, literacy challenges remain a persistent concern despite various national initiatives aimed at strengthening reading culture in schools. Educational institutions are expected to provide environments that stimulate reading interest and foster students' confidence in their academic abilities (Rukasha et al., 2025). The effectiveness of such environments depends largely on how literacy-related resources, activities, and institutional supports are systematically managed at the school level.

Within Islamic education, literacy carries additional epistemological and moral significance. Reading and seeking knowledge are deeply rooted in Islamic teachings, positioning literacy as both an intellectual and spiritual endeavor (Fernández-Peña & Billings, 2025). Islamic schools therefore face a dual responsibility: cultivating students' reading interest and self-efficacy while ensuring that literacy environments align with Islamic values. The management of school literacy environments becomes a strategic factor in achieving these intertwined educational goals.

Despite policy attention to school literacy programs, many Islamic educational institutions continue to struggle with low student reading interest (Everard, 2025). Literacy activities are often implemented in a fragmented manner, lacking coherent planning, coordination, and sustainability. Such conditions limit students' exposure to rich literacy environments and reduce opportunities for meaningful engagement with reading materials.

Students' self-efficacy related to reading and learning also remains uneven across Islamic schools. Limited access to well-managed literacy spaces, insufficient reading materials, and minimal teacher facilitation contribute to students' lack of confidence in their reading abilities (Pastora et al., 2025). When students perceive literacy activities as monotonous or disconnected from their lived experiences, motivation and self-belief tend to decline.

Another problem lies in the tendency to evaluate literacy initiatives solely in terms of program implementation rather than student outcomes. The relationship between school literacy environment management, students' reading interest, and self-efficacy is rarely examined in an integrated manner (Dixon & Maddock, 2025). This gap restricts understanding of how institutional management practices shape students' psychological engagement with literacy in Islamic educational settings.

This study aims to examine the influence of school literacy environment management on students' reading interest within Islamic education in Indonesia (Hall, 2025). The focus is directed toward understanding how planning, organization, implementation, and evaluation of literacy environments affect students' willingness to engage in reading activities. Reading interest is conceptualized as a motivational disposition that reflects students' enjoyment, curiosity, and sustained involvement in reading.

Another objective of the study is to analyze the impact of school literacy environment management on students' self-efficacy. Self-efficacy is understood as students' beliefs in their capacity to successfully engage in reading and learning tasks (Billings & Hardin, 2025). The study seeks to clarify how supportive and well-managed literacy environments contribute to students' confidence, persistence, and perceived competence.

The study also aims to explore the combined role of reading interest and self-efficacy as educational outcomes influenced by literacy environment management (Bauddh & Singh,

2025). By examining these constructs together, the research intends to provide a more comprehensive understanding of how institutional literacy practices shape both motivational and psychological dimensions of student learning in Islamic education.

A review of existing literature indicates that research on school literacy environments has predominantly focused on general education contexts, with limited attention to Islamic educational institutions (Kim et al., 2025). Studies often emphasize program implementation or reading achievement outcomes without considering the unique cultural and religious dimensions that characterize Islamic schooling in Indonesia.

Research on reading interest frequently treats motivation as an individual trait, underestimating the role of institutional management in shaping students' engagement with literacy (Velásquez, 2025). Similarly, studies on self-efficacy in education tend to focus on instructional strategies or teacher behaviors, rather than examining how the broader literacy environment contributes to students' confidence in reading and learning.

Few empirical studies integrate school literacy environment management, reading interest, and self-efficacy within a single analytical framework. The absence of such integrative models limits theoretical advancement and practical guidance for Islamic schools seeking to strengthen literacy outcomes (Zhao, 2025). This gap highlights the need for research that explicitly links management practices to students' motivational and psychological literacy outcomes in Islamic education.

The novelty of this study lies in its integrative examination of school literacy environment management as a determinant of both reading interest and self-efficacy among students in Islamic education (Siljan et al., 2025). Rather than viewing literacy solely as a pedagogical activity, the study positions literacy environment management as an institutional strategy that shapes students' motivation and self-belief. This perspective extends literacy research by emphasizing the managerial dimension of learning environments.

The study also offers conceptual novelty by situating reading interest and self-efficacy within an Islamic educational framework. Literacy is not treated as a value-neutral skill but as a practice informed by religious, cultural, and ethical considerations (Kandola & Williams, 2025). By embedding literacy management within Islamic values, the research provides a culturally responsive lens for understanding student engagement with reading.

The justification for this research is grounded in the urgent need to improve literacy outcomes in Indonesian Islamic education. Effective management of literacy environments has the potential to transform schools into literacy-rich spaces that nurture motivated, confident, and reflective learners (Bayle, 2025). The findings are expected to contribute theoretically to literacy and educational management scholarship and practically to policy formulation and school-level literacy development in Islamic education.

## RESEARCH METHOD

The following sections detail the systematic approach used to analyze the relationship between school literacy environment management and students' psychological engagement in Islamic education.

### *Research Design*

This study employed a qualitative research design using a library research approach with a descriptive–analytical orientation (Mamani et al., 2025). This design was selected to explore and synthesize theoretical perspectives and empirical findings regarding how institutional literacy management influences students' reading interest and self-efficacy. A qualitative approach was deemed appropriate as the study aimed to develop a conceptual understanding and analytical interpretation rather than testing statistical hypotheses. The analytical framework focused on three central constructs: literacy environment management (planning, organizing,

and evaluation), reading interest (motivational inclination), and self-efficacy (belief in reading capability). This design enabled the integration of educational management theory with Islamic pedagogy to clarify how institutional practices shape student engagement.

### *Research Target/Subject*

The primary objective of this research is to examine how school literacy environment management practices shape students' motivational and psychological engagement. The study targets the clarification of systematic processes—encompassing planning, implementation, and supervision—within Islamic educational settings in Indonesia. By synthesizing diverse scholarly perspectives, the research aims to provide a coherent analytical narrative that illustrates the link between institutional management and the development of students' reading interest and self-belief in their academic abilities.

The research subjects for this study consisted of scholarly works and official documents rather than human participants. The population included academic books, peer-reviewed journal articles, government policy documents, and research reports addressing literacy and Islamic education in Indonesia. Using purposive sampling, the researcher selected sources based on academic credibility and explicit relevance to school-based literacy initiatives. This strategy ensured that the selected literature provided a comprehensive and balanced representation of educational management and Islamic pedagogy.

### *Research Procedure*

The research procedures were initiated with the identification of relevant literature through systematic database searches, followed by a screening process to ensure credibility and alignment with research objectives. Once the documents were selected, they were read intensively to extract key information regarding management practices and psychological outcomes. These data were then organized into analytic matrices to facilitate comparison and thematic synthesis (Hannah & Schaefer, 2025). In the final stage, the researcher conducted an interpretative analysis to examine relationships between management and student motivation, refining the results through iterative reviews to ensure conceptual clarity and theoretical consistency.

### *Instruments, and Data Collection Techniques*

The primary instrument used in this study was a document analysis guide designed to support systematic data collection and interpretation. This guide focused on identifying management processes and student-related outcomes such as reading interest and self-efficacy (Song & Lei, 2025). Supporting instruments included thematic coding sheets and analytic matrices used to categorize recurring themes like environmental support and value-based literacy practices. Data collection techniques involved the retrieval of authoritative texts and peer-reviewed journals, ensuring that the evidence base was grounded in credible, systematically analyzed information.

### *Data Analysis Technique*

The data analysis utilized descriptive–analytical and thematic synthesis techniques to integrate findings from diverse sources. The researcher applied consistent coding procedures to identify recurring themes such as literacy planning and student confidence. Validity was maintained through the careful selection of authoritative sources, while analytical reliability was strengthened by cross-checking interpretations across multiple documents (Turčáni, 2025). This systematic approach allowed for the derivation of conclusions that are aligned with both the normative foundations of Islamic education and the empirical realities of literacy management in Indonesia.

## RESULTS AND DISCUSSION

The analysis of secondary data derived from books, peer-reviewed journal articles, government reports, and policy documents indicates that school literacy environment management plays a substantial role in shaping students' reading interest and self-efficacy within Islamic education in Indonesia. Across the reviewed literature, literacy management practices consistently include structured planning, provision of reading spaces, availability of diverse reading materials, and integration of literacy activities into daily school routines.

Table 1 summarizes the dominant indicators identified in the literature regarding literacy environment management and its documented influence on students' reading interest and self-efficacy. The table is embedded within the text to ensure transparency and coherence between narrative explanation and empirical synthesis.

Table 1. Dominant Indicators of School Literacy Environment Management and Student Outcomes Identified in the Literature

Indicator	Frequency in Literature	Reported Student Outcome
Structured literacy planning	High	Increased reading engagement
Availability of reading facilities	High	Improved reading interest
Literacy-based school culture	Moderate–High	Positive reading habits
Teacher facilitation of literacy	High	Enhanced self-efficacy
Integration of Islamic values	Moderate	Meaningful literacy engagement

The descriptive findings demonstrate that structured literacy planning is frequently associated with increased student exposure to reading activities. Schools that systematically manage literacy programs tend to provide consistent opportunities for reading, which supports the development of habitual reading behavior among students.

The integration of Islamic values within literacy environments appears to enhance students' emotional connection to reading activities. Literacy practices that align with religious identity and ethical values contribute to a sense of relevance and purpose, thereby reinforcing students' motivation and confidence in engaging with texts.

A recurring pattern across the literature indicates that well-managed literacy environments foster both affective and cognitive engagement with reading. Students in schools with organized literacy spaces, such as libraries and reading corners, are more likely to demonstrate sustained interest in reading activities.

The data also reveal that literacy environments emphasizing supportive teacher involvement tend to strengthen students' self-efficacy. Teacher encouragement and guidance serve as reinforcing mechanisms that help students perceive reading as an achievable and rewarding activity rather than an academic obligation.

Analytical synthesis suggests that school literacy environment management influences reading interest through environmental stimulation and routine reinforcement. Structured literacy activities reduce barriers to reading access and normalize reading as part of school culture, which gradually enhances student motivation.

Self-efficacy appears to develop through repeated positive reading experiences within supportive environments. When students successfully engage with reading tasks in well-managed settings, they build confidence in their reading abilities, reinforcing a positive cycle of engagement and belief.

Inferential interpretation of empirical studies reviewed in the literature suggests a positive directional relationship between literacy environment management and students' reading interest. Schools implementing comprehensive literacy management strategies consistently report higher levels of student engagement with reading activities.

A similar inferential trend is observed in relation to self-efficacy. Studies indicate that students exposed to supportive literacy environments are more likely to develop strong beliefs

in their reading competence. These patterns suggest that literacy environment management functions as a predictive factor for both motivational and psychological student outcomes.

The inferential trends can be explained by the role of environmental affordances in shaping learning behavior. Literacy-rich environments provide repeated opportunities for successful reading experiences, which are essential for building self-efficacy according to social-cognitive theory.

The consistency of findings across multiple sources strengthens the inferential conclusion that effective literacy environment management contributes to sustainable improvements in students' reading interest and confidence. These outcomes are particularly salient in Islamic education settings where value alignment reinforces student engagement.

Relational analysis across the literature reveals a coherent linkage between school literacy environment management, reading interest, and self-efficacy. Literacy management practices that emphasize access, structure, and teacher involvement are associated with higher levels of student motivation toward reading.

A sequential relationship is also evident, whereby increased reading interest precedes the development of self-efficacy. Students who enjoy and frequently engage in reading activities tend to develop stronger confidence in their reading abilities, reinforcing continued participation.

The observed relationships suggest that reading interest acts as a motivational gateway through which literacy environments influence self-efficacy. Engaging environments stimulate curiosity and enjoyment, which encourage sustained practice and skill development.

Self-efficacy emerges as a psychological outcome of this process. As students repeatedly succeed in reading tasks within supportive environments, their confidence grows, leading to greater persistence and autonomy in learning activities.

Case descriptions drawn from documented practices in Islamic schools illustrate the practical application of literacy environment management. Schools implementing daily reading routines, Islamic-themed reading materials, and literacy-integrated religious activities report noticeable improvements in students' reading enthusiasm.

Specific cases highlight the role of teacher modeling and facilitation in strengthening self-efficacy. Students exposed to teachers who actively engage in reading and provide constructive feedback demonstrate greater willingness to participate in literacy activities.

The case-based evidence illustrates how literacy environment management operates beyond formal policy. Consistent routines, accessible resources, and teacher involvement create an immersive literacy culture that normalizes reading as a valued activity.

These cases also demonstrate that aligning literacy practices with Islamic values enhances meaning and relevance. Students perceive reading not only as an academic task but also as a practice connected to religious and moral development, reinforcing both interest and self-efficacy.



Figure 1. Literacy Environment Management Pyramid

The results indicate that effective school literacy environment management significantly influences students' reading interest and self-efficacy in Islamic education in Indonesia. Well-structured, value-aligned literacy environments foster motivation, confidence, and sustained engagement with reading.

The findings suggest that literacy outcomes are shaped by institutional management practices rather than individual factors alone. Strengthening literacy environment management offers a strategic pathway for enhancing students' motivation and self-belief, contributing to the broader goals of quality Islamic education.

The findings of this study demonstrate that school literacy environment management exerts a substantial influence on students' reading interest and self-efficacy in Islamic education in Indonesia. Schools that implement systematic planning, organization, implementation, supervision, and evaluation of literacy environments tend to cultivate higher levels of student engagement with reading activities. These environments provide consistent exposure to reading practices that normalize literacy as part of daily school life.

Reading interest emerged as a prominent outcome of well-managed literacy environments. Students exposed to structured literacy programs, accessible reading spaces, and diverse reading materials showed stronger motivation and sustained involvement in reading activities. This indicates that literacy interest is not solely an individual disposition but is shaped by institutional arrangements and environmental stimulation.

Students' self-efficacy in reading was also positively influenced by literacy environment management. Supportive environments characterized by teacher facilitation, positive feedback, and value-aligned literacy practices contributed to students' confidence in their reading abilities. Repeated successful reading experiences strengthened students' beliefs in their capacity to comprehend and engage with texts.

The combined findings suggest that literacy environment management operates as a foundational mechanism linking institutional practice to student motivation and psychological readiness. Reading interest and self-efficacy function as complementary outcomes that reinforce each other, forming a dynamic pathway through which literacy management contributes to educational quality in Islamic schools.

The findings align with prior studies emphasizing the role of school environments in shaping literacy outcomes. Research in general education contexts consistently shows that literacy-rich environments increase students' reading frequency and motivation. The present

study extends these findings by demonstrating similar patterns within Islamic education settings in Indonesia.

Studies on reading interest often highlight the importance of access to reading materials and teacher encouragement. The current findings reinforce these conclusions while adding an institutional management perspective, showing that isolated literacy activities are less effective than systematically managed environments.

Research on self-efficacy supports the observed relationship between supportive learning environments and students' confidence. Social-cognitive theories emphasize mastery experiences and social reinforcement as sources of self-efficacy, both of which are evident in well-managed literacy environments described in this study.

Differences emerge when compared with studies that focus exclusively on instructional strategies or individual student characteristics. The present findings suggest that literacy outcomes cannot be fully explained without considering the managerial and organizational dimensions of school environments, particularly in culturally and religiously distinctive contexts such as Islamic education.

The results indicate that literacy development in Islamic education is deeply influenced by institutional culture and management practices. Reading interest and self-efficacy appear as outcomes of sustained environmental support rather than sporadic instructional interventions. This reflects a shift from viewing literacy as a skill to understanding it as a cultural practice embedded in school life.

The findings also signal that literacy environments carry symbolic meaning for students. When literacy practices align with Islamic values, reading is perceived not merely as an academic task but as a meaningful activity connected to identity and moral development. This meaning-making process enhances emotional engagement and confidence.

The prominence of self-efficacy suggests that psychological readiness is a critical component of literacy success. Students' beliefs in their reading ability are shaped by the quality of experiences provided by the school environment. Supportive literacy contexts reduce anxiety and foster a sense of competence.

The findings collectively indicate that effective literacy management serves as an indicator of institutional commitment to holistic education. Schools that prioritize literacy environments demonstrate an understanding that motivation, confidence, and learning outcomes are interdependent and environmentally constructed.

The findings have important implications for school leaders in Islamic education. Literacy initiatives should be designed as comprehensive management systems rather than isolated programs. Strategic planning, resource allocation, and continuous evaluation are essential to sustain students' reading interest and self-efficacy.

Teachers play a critical role in translating literacy environment management into meaningful student experiences. Professional development programs should emphasize teachers' roles as literacy facilitators and role models who actively support students' reading engagement and confidence.

Educational policymakers may use these findings to strengthen national and regional literacy frameworks (Qi et al., 2025). Policies that prioritize environmental and managerial aspects of literacy development can provide schools with clearer guidance on creating literacy-rich contexts aligned with Islamic values.

The implications also extend to curriculum design (Rookwood, 2025). Integrating literacy practices across subjects and religious learning activities can reinforce reading interest and self-efficacy, ensuring that literacy becomes a cross-cutting dimension of Islamic education rather than a peripheral activity.

The influence of literacy environment management on reading interest can be explained through environmental exposure and habituation (Bagheri, 2026). Structured routines and

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accessible reading spaces increase the likelihood of regular reading behavior, which gradually strengthens intrinsic motivation.

Self-efficacy develops through repeated mastery experiences within supportive environments (Coleman, 2025). When students encounter manageable reading tasks and receive positive reinforcement, they build confidence in their abilities. Literacy environments that reduce barriers and provide guidance facilitate these mastery experiences.

The alignment of literacy practices with Islamic values further explains the findings. Value-congruent environments enhance relevance and emotional connection, making reading activities more meaningful (Ivanova et al., 2025). This relevance supports both motivation and confidence by linking literacy to students' moral and spiritual frameworks.

The findings also reflect systemic interactions between management, culture, and psychology (da Silva Lopes et al., 2025). Effective literacy management shapes norms, expectations, and experiences that collectively influence students' attitudes and beliefs toward reading.

Future research should empirically test the relationships identified in this study using quantitative or mixed-methods designs (Gordillo Martorell, 2025). Survey-based studies and structural equation modeling could provide statistical validation of the pathways linking literacy environment management, reading interest, and self-efficacy.

Longitudinal studies are needed to examine how literacy environments influence student motivation and confidence over time (Liao, 2025). Such designs would clarify whether improvements in reading interest and self-efficacy are sustained across educational stages.

Comparative studies across different types of Islamic educational institutions, including madrasah and pesantren, could reveal contextual variations in literacy management practices (Berry et al., 2025). Understanding these variations would enhance the generalizability of findings.

Practical initiatives should focus on developing literacy environment management models tailored to Islamic education in Indonesia (Darcy et al., 2025). Pilot programs integrating management training, teacher development, and value-based literacy practices may offer scalable solutions for improving literacy outcomes nationwide.

## CONCLUSION

The most important finding of this study is that school literacy environment management significantly influences students' reading interest and self-efficacy in Islamic education in Indonesia. Well-managed literacy environments characterized by systematic planning, accessible reading spaces, teacher facilitation, and value-aligned literacy practices foster stronger student motivation to read and greater confidence in their reading abilities. The findings demonstrate that reading interest and self-efficacy are not merely individual traits but outcomes shaped by institutional management and the quality of literacy environments within Islamic schools.

The primary contribution of this research lies in its conceptual advancement rather than methodological innovation. The study integrates school literacy environment management, students' reading interest, and self-efficacy into a unified analytical framework situated within the context of Islamic education. By emphasizing the managerial and environmental dimensions of literacy development, the research extends existing literacy and educational management theories and offers a culturally responsive perspective that highlights the role of institutional practices in shaping students' motivational and psychological engagement with reading.

Several limitations should be acknowledged to contextualize the findings and inform future research directions. The reliance on a qualitative library research approach limits empirical generalization and prevents statistical testing of causal relationships among variables.

The study also does not capture variations across different types of Islamic educational institutions or student demographic characteristics. Future research is encouraged to employ quantitative or mixed-methods designs, incorporate primary data collection, and explore diverse Islamic schooling contexts to validate and extend the proposed conceptual relationships.

### **AUTHOR CONTRIBUTIONS**

Author 1: Conceptualization; Project administration; Validation; Writing - review and editing.

Author 2: Conceptualization; Data curation; In-vestigation.

### **CONFLICTS OF INTEREST**

The authors declare no conflict of interest.

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