

The Influence of Rural School Libraries on Reading Motivation, Students' Wellbeing and Teachers' Pedagogy in Eastern Indonesia

Aim/focus of the session:

This session examines how school libraries using Room to Read library model influence students, teachers, and families in rural Nagekeo District, Eastern Nusa Tenggara, Indonesia. Drawing on PhD research data from four primary schools, the study explores six influence domains: reading motivation, reading skills, students' wellbeing, which includes students' agency, teachers' pedagogical practices, school culture, and the design and use of the library environment.

Relevance to ALEA 2026 theme

This research honours diverse voices, the findings are drawn from qualitative thematic analysis of students', teachers, principals, librarians, and parents' voices from underprivileged communities. The findings show that school libraries promote students' agency, inclusive literacy teaching in the classroom, and become the "Third Space" where home, school, and community meet.

Overview of research

Guided by Bronfenbrenner's ecological systems theory, Third Space theory, PERMA wellbeing framework, and Guthrie & Wigfield's motivation theory, this qualitative study employs grounded theory methodology. Data sources include focus groups with lower and upper primary students and teachers; one-on-one interviews with librarians, principals, and a district official; and observations of Library Time across four school libraries (total samples: 129 participants). Key findings reveal: 1) read-aloud, paired and shared reading strengthen intrinsic and social motivation; 2) access to local language books and levelled story books enhances reading skills and students' confidence; 3) library routines and library environment contribute to students' wellbeing (positive emotion, engagement, relationships, accomplishment); 4) the child-friendly library model shifts school culture toward more inclusive, student-centred literacy practices.

Intended outcomes

Participants will gain practical insights into the characteristics of an effective rural school library model and how such libraries can strengthen reading culture, support equitable literacy development, and transform teaching and learning in underserved communities.