



Systematic Literature Review on the Implementation of Reading Workshop as a Strategy to Enhance Students' Reading Interest

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ABSTRACT

A reading workshop is an instructional approach that positions students at the center of literacy activities through mini lessons, independent or partner reading, and reflective sharing. While widely implemented in English-speaking countries, its application in diverse contexts such as Indonesia remains limited. This study conducted a Systematic Literature Review (SLR) of articles published between 2015–2024, focusing on reading workshops in elementary and middle school settings. Inclusion criteria covered studies addressing reading motivation, comprehension, literacy strategies, teacher training, student engagement, technology use, and curriculum integration. The findings reveal that reading workshops enhance students' motivation and comprehension, particularly when multimodal texts are integrated to match learners' digital habits. Cultural contexts and learner needs—such as vocabulary limitations, varied proficiency, and digital access—emerged as key factors shaping outcomes. Teacher preparedness also proved essential, with challenges in aligning workshops to standardized curricula and sustaining professional development. This study concludes that reading workshops hold strong potential to strengthen literacy when adapted to cultural settings and learner diversity. Future research is recommended to examine comparative effectiveness in non-Western contexts, longitudinal impacts on motivation, professional development models for teachers, and equity issues for learners with limited resources.

Keywords: reading workshop, multimodal literacy, reading motivation, systematic literature review

1. INTRODUCTION

Reading interest among Indonesian elementary school students remains a pressing issue in education. PISA 2023 results reveal that literacy performance is still below the OECD average, highlighting both low reading skills and weak intrinsic motivation. Many students engage in reading only when required in formal contexts, while limited teacher capacity, scarcity of relevant materials, and inadequate facilities such as libraries or reading corners further hinder the development of a reading culture (Sari et al., 2022; Martesya & Abduh, 2024). Socioeconomic factors and lack of access to engaging digital or printed resources also contribute to this challenge (Lestari & Wibawa, 2021).

National efforts such as the School Literacy Movement (GLS) have shown promising effects in increasing students' reading motivation, especially when supported by adequate infrastructure (Trisiantari et al., 2022). However, rigid curriculum standards, assessment pressures, and insufficient professional training in literacy pedagogy make innovative approaches difficult to sustain (Desysetyawati et al., 2023; Holincheck et al., 2024).

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In this context, the Reading Workshop model emerges as a flexible, student-centered strategy that combines mini-lessons, independent or partner reading, and reflective sharing. Empirical studies show that it strengthens reading motivation, comprehension, and engagement, particularly when multimodal texts and culturally relevant content are incorporated (Marni, 2022; Purwaningrum, 2024). Still, challenges remain in terms of teacher preparedness, availability of diverse resources, and curriculum alignment. Differentiated instruction, supportive libraries, digital tools, and active community involvement are essential enablers for its success (Achmad et al., 2024; Mahendra et al., 2024).

Given these complexities, a Systematic Literature Review (SLR) is needed to provide structured, evidence-based insights. By applying rigorous PRISMA protocols, SLR enables researchers to synthesize prior findings, identify gaps, and propose strategies for more effective and contextually relevant literacy interventions (Page et al., 2021; Rahmadhani et al., 2022). Accordingly, this study conducts an SLR to examine the implementation of Reading Workshops in elementary schools, focusing on their effectiveness, supporting factors, and challenges, with the aim of cultivating sustainable reading interest in Indonesian learners.

2. METHODOLOGY

This study applied the Systematic Literature Review (SLR) method to synthesize previous research on Reading Workshop as a strategy to enhance elementary students' reading interest, following PRISMA guidelines (Page et al., 2021). Two research questions guided the study:

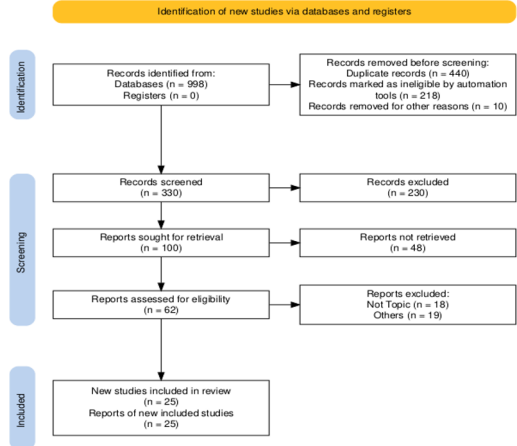
1. How effective is Reading Workshop in improving reading interest?
2. What are the supporting factors and challenges in its implementation?

A comprehensive search was conducted using Scopus, Sinta, and scholarly sources via Publish or Perish software. Keywords included "*Reading Workshop*," "*reading interest*," "*literacy strategies*," and "*elementary education*." Studies were limited to publications between 2020–2025, written in English or Indonesian, and focused on elementary-level contexts.

Inclusion criteria covered empirical or theoretical studies that examined Reading Workshop and its impact on reading interest, while exclusion criteria eliminated non-empirical works, unrelated topics, and studies with weak methodology.

From **998 identified records**, screening and full-text reviews reduced the pool to **25 high-quality studies** that met all inclusion standards. The PRISMA framework ensured systematic filtering through duplication removal, abstract/title screening, and full-text evaluation.

FIGURE 1. Identification of New Studies via Database and Magisters



Data extraction focused on study design, participants, intervention type, outcomes on reading interest, and noted challenges. A quality assessment evaluated methodological rigor and relevance. Narrative synthesis was then conducted to identify recurring patterns, consistencies, and research gaps.

This structured approach ensures validity, transparency, and replicability, providing a reliable evidence base for understanding the effectiveness and challenges of Reading Workshop implementation in elementary education.

TABLE 1. Criteria of Literature Review

Criteria	Inclusion	Exclusion
Research Topic	Studies on Reading Workshop and its impact on elementary students' reading interest	Studies unrelated to Reading Workshop or reading interest
Study Type	Empirical and theoretical research (journal articles, dissertations, reports)	Opinion pieces, editorials, or studies without empirical evidence
Language	Publications in English and Indonesian	Publications in other languages
Publication Year	2020–2025	Studies published outside this time frame
Education Level	Elementary education (primary school)	Studies focused on secondary or higher education
Methodology	Clear, valid methods for evaluating Reading Workshop outcomes	Unclear methodology or unverifiable data

3. RESULT AND DISCUSSION

Result

The review confirms that reading workshops are an effective strategy to foster students' reading interest across diverse educational contexts. Structured programs consistently enhance engagement, comprehension, and motivation (Winarsih et al., 2022; Putriani et al., 2023; Halimatussakdiah et al., 2023). Interdisciplinary and socially-constructivist approaches, such as cross-curricular workshops and literature circles, further strengthen students' enjoyment, comprehension, and writing skills (Cruz-Roa, 2024; Marín & Lorenzo, 2024).

At the elementary level, supportive infrastructure—including reading corners, libraries, and community-based programs—proved essential in sustaining reading habits (Anjaswuri & Deya, 2021; Intansari, 2025). Parental involvement also emerged as a significant contributor to children's literacy development (Kurniastuti et al., 2023).

Teacher preparedness was identified as a critical success factor. Effective workshops require educators who are trained in literacy pedagogy and able to manage flexible, student-centered instruction (Tiba, 2023). However, challenges persist, including limited resources, insufficient teacher training, unappealing materials, and weak classroom management (Sari et al., 2022; Kaufman, 2024).

When compared with alternative strategies such as digital storytelling, reading workshops provide more sustained and interactive literacy development, though both approaches offer complementary benefits (Ramalepe & Westhuizen, 2024).

The analysis of 25 selected studies shows that reading motivation dominates research attention, followed by literacy strategies and teacher training. Meanwhile, areas such as reading comprehension and curriculum integration remain underexplored, suggesting clear opportunities for further investigation.

Discussion

This study explored the effectiveness of the Reading Workshop model in enhancing reading motivation among elementary school students, while also identifying key enabling factors and challenges in its implementation. Findings from the systematic literature review confirm that well-structured Reading Workshops consistently increase students' motivation, engagement, and positive attitudes toward reading. These results align with prior evidence (Winarsih et al., 2022) showing that workshops not only enhance reading enjoyment but also extend students' daily reading time.

Unlike traditional teacher-centered instruction, Reading Workshops provide an interactive and student-centered environment. Their essential components—self-directed reading, collaborative discussions, shared text experiences, and reflective activities—stimulate both emotional and cognitive engagement. From the perspective of motivational theory, allowing students to exercise autonomy in choosing reading materials strengthens intrinsic motivation, which in turn sustains long-term literacy habits.

Three enabling factors stand out as critical for successful workshop implementation. First, availability of diverse and culturally relevant reading resources encourages exploratory reading and supports comprehension (Marín & Lorenzo, 2024; Anjaswuri & Deya, 2021). Second, teacher competence, built through continuous professional development, ensures effective facilitation, differentiated instruction, and meaningful text-based discussions (Tiba, 2023). Third, supportive literacy ecologies, encompassing both physical reading spaces and social involvement from families and communities, create a culture where reading is valued (Spours, 2024).

Nevertheless, challenges remain. Motivational gaps among certain students demand targeted strategies (Sari et al., 2022). Resource inequities, particularly in rural or under-resourced schools, limit access to diverse texts. The digital divide continues to hinder effective integration of technology into workshop activities (Tahmasebi, 2023). Moreover, weak parental involvement and limited community literacy initiatives reduce the broader impact of school-based interventions.

When compared with Digital Storytelling, Reading Workshops present complementary strengths. While storytelling tools promote emotional engagement (Foss & Kumar, 2025), they are often episodic in nature. In contrast, Reading Workshops emphasize continuity, peer discourse, and critical text analysis, which nurture deeper comprehension and transferable literacy skills (Ramalepe & Westhuizen, 2024).

These findings also resonate with global literacy concerns. UNESCO (2024) reports that elementary students worldwide average only 15–25 minutes of daily reading, with stagnation most apparent in developing contexts. Addressing this crisis requires systematic interventions that combine resource provision, teacher training, and motivational scaffolding.

Based on the synthesis of evidence, several recommendations are proposed:

1. Policy support for culturally relevant text collections to sustain student engagement.
2. Ongoing teacher professional development emphasizing facilitation of workshops

and multimodal literacy.

3. Stronger family and community partnerships to extend reading culture beyond classrooms.
4. Balanced technology integration, ensuring digital tools complement rather than replace human interaction.

Future research should prioritize longitudinal studies that examine the workshop's impact on reading achievement, higher-order thinking, and digital literacy. Such work would strengthen understanding of its long-term contributions to literacy development.

In sum, the Reading Workshop emerges as a transformative pedagogical model. By combining autonomy, collaboration, and reflection, it holds promise not only for increasing reading motivation but also for cultivating resilient literacy cultures across diverse educational contexts.

5. CONCLUSION

This study concludes that the Reading Workshop model is an effective strategy for enhancing elementary students' reading motivation and fostering sustainable literacy habits. By emphasizing student choice, collaborative discussion, and active engagement with texts, the model not only strengthens reading skills but also cultivates positive attitudes toward literacy. Three key success factors are identified: (1) availability of diverse and culturally relevant reading materials, (2) continuous professional development for teachers, and (3) supportive physical and social environments that nurture a reading culture. At the same time, challenges remain in the form of limited resources, inconsistent student motivation, and insufficient community involvement.

Given the urgency reflected in global literacy statistics, this research recommends concrete actions at both school and policy levels. These include establishing culturally responsive classroom libraries, implementing cyclical teacher training on workshop facilitation, and fostering family–community partnerships to extend literacy beyond school settings. Integrating Reading Workshops formally into curricula, with adequate funding and digital support, can further strengthen their impact.

In essence, the success of Reading Workshops relies on the collective commitment of teachers, schools, families, and policymakers. When these elements are aligned, Reading Workshops hold transformative potential to build resilient literacy cultures and nurture a generation of motivated, proficient readers read

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