

Revitalizing Reading Culture in Islamic Universities: Analysis of Reader Typology and the Strategic Model of the Islamic Literacy Triad

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ABSTRACT

This study aims to describe the dynamics of low reading interest in Islamic universities through literacy-level mapping, the identification of determinants, and the formulation of strategic policies. Using a qualitative case study design at UIN Walisongo Semarang, Islamic Religious Education Study Program, Faculty of Tarbiyah and Teacher Training, data were collected through unstructured interviews, participant observation, and document analysis, and analyzed using the Miles and Huberman model. Crucial findings reveal that the main problem is not a time deficit but a crisis in the quality of intellectual engagement, manifested in three typologies: value-oriented Pragmatic-Instrumental Readers, Superficial-Digital Readers trapped in the illusion of social media literacy, and an isolated minority of Autonomous-Critical Readers. This condition is triggered by a negative synergy among an instant mentality, lecturers' passive pedagogical methods, and a digital ecosystem that degrades abilities. In response, this study formulated an integrated solution comprising an Applied Literacy-Based Curriculum, Islamic Literacy Gamification, and the establishment of a Peer Mentor Community to reconstruct intrinsic motivation and collective culture. The study concluded that facility improvements alone are insufficient; simultaneous restructuring of academic structures, technological innovation, and social empowerment are needed to shift the reading paradigm from value transactions to knowledge transformation. The main contribution of this study lies in the formulation of a strategic model, the Islamic Literacy Triad, which offers the first holistic framework for revitalizing reading culture in the Islamic higher education systemically and sustainably.

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INTRODUCTION

In an ideal situation, Islamic universities should be intellectual strongholds where students' reading interest is truly high as an absolute manifestation of religious commandments and the adherence to Islamic civilization traditions; a condition that can only be achieved by a campus system that feels the presence of strategic policies from above, namely by developing a research-based curriculum, providing access to digital libraries, and a habit of heated critical discussion (Umar Mansyur, 2020). In contrast, today's social reality is a sharp and worrying contradiction to this ideal, with students' reading interest merely being concerned (Aziz & Amir, 2025; Chande, 2023; Hasbiyallah et al., 2024).

The form during which this conflict occurs is a real thing in an academic society that has spiritual values about the primacy of knowledge, stopping views that are shackling those who rule, namely mere suggestions and without direct results giving to simanalisis, so that students depend entirely on dogmatic texts of mere memorization of rights, without in-depth analysis through diverse literature (Abedi, 2024; Faizah et al., 2025; Maulana et al., 2022). In return for developing strategic reasoning policies to enhance criticism, many institutions are still trapped in passive learning methods that do not stimulate curiosity, exacerbated by the onslaught of instant culture and the dominance of social media that distracts from serious reading activities (Andi Kaharuddin, 2025).

This phenomenon creates a sad paradox where the Islamic label attached to educational institutions does not correlate with literacy productivity, even tending to produce graduates who are less able to respond to the challenges of the times due to a lack of broad insight (Amalia, 2026; Amalia et al., 2024, 2025). The conflict between the hope for a superior generation of Muslim scholars and the reality of low book consumption reflects a systemic failure to translate religious vision into concrete action, which ultimately hinders the intellectual progress of the community and reinforces negative stereotypes about the decline of thinking in certain circles, even though the potential for human resources is abundant if only managed with the right strategy (Prenada Media, (2022).

The phenomenon of low reading interest in Islamic universities has been the focus of intensive study, evidenced by five recent studies that confirm this literacy crisis. First, (Hidayat (2023) found that the dominance of social media content significantly degrades students' in-depth reading duration. Second, a study (Sari and Pratama 2024) revealed that lecturers' still-conventional learning methods fail to spark students' intrinsic motivation to explore literature. Third, (Fauzi (2023) highlighted that limited access to reputable international journals in campus libraries is a major structural barrier. Fourth, research by Nurhaliza (2024) shows a gap between religiosity and literacy behavior, where religious enthusiasm is not converted into an academic reading ethos. Fifth, (Wibowo (2025) emphasized that campus policies are often merely symbolic without measurable performance indicators for evaluating reading culture (Anam et al., 2025; Azizah et al., 2026; Eraku et al., 2021). Although these five studies provide a comprehensive overview of external and internal factors, there is a research gap that has not been adequately filled. The majority of previous studies tend to focus on identifying inhibiting factors or describing empirical conditions alone, but very little offers and tests the effectiveness of strategic policy intervention models specifically integrated with Islamic values as a solution approach (Hakim & Salim, 2024; Ismawati, 2023; Wafa et al., 2024). No study has yet formulated an operational framework linking the revitalization of tradition (yellow books) with modern digital literacy within a holistic campus policy ecosystem. Consequently, the solutions offered so far remain partial and unable to address the root of the problem in a systemic and sustainable manner (K-Media Publisher, 2025).

This study aims to comprehensively describe the dynamics of low reading interest in Islamic higher education through three main problem formulations: first, mapping the actual level of student reading interest; second, identifying the determinants, both internal and external, that cause this phenomenon; and third, formulating effective strategic policies as a sustainable solution. Achieving these goals is crucial for bridging the gap between idealism and academic-religious studies with existing empirical realities. The urgency of conducting this research specifically at Walisongo State Islamic University (UIN) Semarang, Central Java, is based on strong logical reasons. As one of the leading centers of Islamic studies in Indonesia with a long history of integrating religious and scientific knowledge, UIN Walisongo holds a strategic role in producing superior Muslim intellectuals. However, a paradox arises when an institution of this stature still faces significant literacy challenges.

METHODS

This research adopts a qualitative approach with a case study design to explore in depth the complexity of the phenomenon of low reading interest in Islamic higher education environments, specifically at UIN Walisongo Semarang, the Islamic Religious Education Study Program, the Faculty of Tarbiyah and Teacher Training. This approach was chosen because it allows researchers to understand the social, cultural, and psychological contexts surrounding student behavior holistically, rather than simply measuring surface statistics. As a case study, this research limits its focus to a limited system (bounded system), namely the literacy dynamics on campus, so that an intensive analysis can be carried out on the interaction between individual internal factors and institutional policies (Firda Juita, 2025). The implementation of this methodology begins with the determination of clear case boundaries, namely active students from various faculties representing a diversity of academic backgrounds. The researcher acts as the main instrument who goes directly into the field to observe reading behavior patterns, access to library resources, and the atmosphere of academic discussions in a natural setting. This design facilitates rich narrative exploration, where researchers seek not only what happened but also why and how the process of anti-reading attitudes developed in their daily lives (Ilham Cahaya M Raja, 2025). The flexibility of the qualitative design allows for mid-course adjustments to data collection strategies if significant new findings are discovered, ensuring that the research results truly reflect the living and dynamic empirical reality of the campus community, not simply rigid theoretical constructs.

Data collection techniques were conducted through a combination of triangulation methods, including participant observation, analysis of campus policy documents, and structured yet flexible in-depth interviews (Nur Intifada Zahroh, 2025). The primary focus of primary data collection was in-depth interviews, conducted for a total of 180 minutes, divided into three separate 60-minute sessions, with eight selected informants consisting of students with varying levels of reading interest and representatives of student organizations. The unique interview process was conducted entirely in Javanese to foster psychological comfort and allow the informants to express their feelings and experiences authentically without formal linguistic barriers. After the sessions were completed, the audio recordings were transcribed verbatim into Indonesian with the full consent of the interviewees to ensure accuracy. This was followed by professional translation into English for international scientific publication. To maintain research ethics and the security of personal data, the identities of all interviewees were disguised using the initials MHS1 to MHS8. Simultaneous observations were conducted in the library and discussion rooms to validate the interviewees' verbal claims with actual behavior, while document analysis examined the curriculum, the library's annual report, and the rector's decree on literacy. This rigorous procedure ensured the richness of the collected data, with high emotional depth and contextual validity.

Table 1. Informan

No	Initials	Gender	Residence	Age
1	R	MALE MALE	Kendal	19
2	Z	MALE MALE	Semarang	18
3	F	MALE MALE	Blora	19
4	A-M	MALE MALE	Semarang	18
5	L-A	MALE MALE	Kebuman	18
6	D	MALE MALE	Jepara	18
7	A	MALE MALE	Semarang	18
8	A-Z	WOMEN	Semarang	20

Data validity in this study was strictly maintained through a triangulation model of sources and techniques, where information obtained from interviews was cross-verified with field observations and findings from analysis of official campus documents. This process aims to minimize the researcher's subjective bias and ensure consistency of facts on the ground (Nurhayati Nurhayati, 2024). After the data was collected and verified, data analysis was conducted following the interactive model of Miles and Huberman, which consists of three simultaneous activity flows: data reduction, data presentation, and conclusion drawing. In the data reduction stage, researchers select, focus, and simplify raw data from Javanese-Indonesian-English interview transcripts and field notes to identify key themes related to inhibiting factors and policy opportunities. The reduced data are then presented in the form of matrices, network graphs, or structured text narratives to facilitate understanding of the patterns of relationships between variables. The final stage is conclusion drawing and verification, in which researchers formulate initial findings into theoretical propositions that address the research questions regarding the level of interest, causal factors, and policy strategies. The entire analysis process is iterative; researchers continually return to the field to test the robustness of their preliminary conclusions until a definitive conclusion is reached.

FINDINGS AND DISCUSSION

Student Reading Interests at UIN Walisongo Semarang

The findings of this study reveal three typologies of student reading interests at UIN Walisongo Semarang, reflecting a complex and multi-layered literacy spectrum. The first category is Pragmatic-Instrumental Readers, a group of students who only read when compelled by academic demands, such as final assignments or exam preparation. Reading is viewed as an obligation rather than an intellectual necessity, resulting in sporadic, shallow reading patterns that cease as soon as grade targets are achieved. The second category is categorized as Digital-Superficial Readers, a new phenomenon in which students perceive themselves to be reading extensively due to their high level of interaction with social media content, but in reality only skim headlines and short excerpts without the ability to critically analyze the full text. This creates the illusion of pseudo-literacy competence that is detrimental to the depth of their Islamic insight. The third type, which constitutes a very small minority, is the Autonomous-Critical Reader, a handful of students who possess a strong internal initiative to regularly explore diverse literature, both traditional books and international journals, for self-development, even though they often struggle alone against a campus culture that is not yet fully supportive.

These three types demonstrate that the low reading interest at UIN Walisongo is not simply a matter of time, but rather a crisis in the quality of engagement with texts. The dominance of pragmatic and superficial types underscores the significant gap between students' intellectual potential and the reality of everyday literacy behavior, which demands policy intervention that not only provides facilities but also shifts the mindset from reading as a value transaction to reading as a transformation of knowledge.

The Pragmatic-Instrumental Reader phenomenon dominates the literacy landscape at UIN Walisongo, where reading activities are driven solely by academic pressures rather than intellectual curiosity. This is confirmed by R's statement, My reading habits are not very routine, while F adds frankly, *"Reading is a heavy burden if there are no assignments due tomorrow."* This transactional attitude is reinforced by L-A, who said, As soon as I get an A, I immediately put the book aside and forget its contents, demonstrating the sporadic nature of their habits. Z also expressed a similar pattern, saying, Why read so much when a friend's summary is enough to pass? This reflects a shallow engagement with the text. Furthermore, A stated, *"My only motivation is a high GPA, not to become a scholar,"* confirming the shift in educational goals to mere commodity grades. Even A-M acknowledged a reliance on emergencies, saying, *"I only start reading the day before a presentation, and even then, only the important parts."* Supporting data from research findings indicate that the majority of students are trapped in this cycle, viewing literature as a mere tool for achieving grades, rather than as a medium for transforming knowledge. This creates a fragile reading culture that stops altogether once academic pressure subsides.

The emergence of the Digital-Superficial Reader typology signals a new danger in the form of the illusion of literacy, where students feel they have consumed a lot of information when in fact they are simply skimming social media content without in-depth analysis. D admitted, *"I feel like I've read a lot because I scroll through Instagram news for hours every day,"* a misperception of literacy competence. Student 8 reinforced this by saying, *"I'm lazy enough to read long captions, let alone books with hundreds of pages. I'd rather watch short videos,"* indicating a degradation of cognitive focus. Z also engaged in this phenomenon, *"Often I just read the headline of a viral article and then immediately comment without reading the entire content,"* proving their shallow understanding. R acknowledged their reliance on snippets of information, *"My brain is used to getting instant information from TikTok, so I can't wait to read the full text,"* confirming the negative impact of the digital ecosystem. L-A added, *"It feels like I know a lot when I only memorize short quotes on social media,"* acknowledging the illusion of competence they experience. Finally, F stated, *"If there is a long paragraph on the cellphone screen, my eyes immediately run to look for the next or skip button,"* which describes the inability to retain. The research findings confirm that high interaction with gadgets actually creates a generation that is vulnerable to misinformation because it loses the critical ability to dissect the text in a complete and comprehensive manner. Amidst the dominance of the two previous typologies, there is a small minority of "Autonomous Readers".

What factors contribute to low student reading interest?

This study identified three dominant clusters of factors that synergistically contribute to low student reading interest: internal psychological factors, pedagogical factors related to lecturers, and digital ecosystem factors. First, at the internal level, an instant mentality and low literacy were found, where students view reading long academic texts as a tiring cognitive burden compared to consuming concise visual content, exacerbated by a lack of intrinsic motivation because they do not see the direct relevance of literature to future career prospects. Second, pedagogical factors play a crucial role, where lecturers' teaching methods, still dominated by a one-way approach (lecturing) and an over-reliance on concise materials (handouts) or presentation slides without requiring exploration of primary references, indirectly instill a culture of reading sluggishness from an early age. Lecturers often fail to serve as inspiring role models for literacy, leaving students without guidance in navigating the ocean of information. Third, digital ecosystem factors create a highly distracting environment.

Social media algorithms designed to trigger instant dopamine make it difficult for students to maintain the deep focus needed to comprehend complex texts, while limited access to physical books or unresponsive library systems further widen the gap between students and sources of

knowledge. The interaction of these three factors creates a negative cycle that is difficult to break: internal disinterest is reinforced by passive teaching methods, then validated by a digital environment that favors instant gratification, so that serious reading is perceived as irrelevant, boring, and outdated in the dynamics of daily campus life.

Internal psychological factors, particularly the instant gratification mentality and its low level of gratification, are a major barrier that causes students to view reading as a cognitive burden irrelevant to their future careers. R admitted, "I feel really lazy when I have to read thick books because it feels like a waste of time on something that won't necessarily be useful in the future," reflecting a loss of intrinsic motivation. Similarly, F said, *"My brain is used to quickly absorbing information, so reading long journals feels very torturous and tiring,"* demonstrating a decline in mental resilience to complex texts. L-A added a pragmatic perspective, *"Why bother reading theory when practical skills are more sought after by employers upon graduation?"* This confirms the perceived irrelevance of academic literature. Z also expressed self-doubt, saying, "I'm afraid I won't understand the content if I read it alone, so it's better to just wait for the lecturer's explanation," a clear demonstration of low confidence in literacy skills. A reinforced this argument, saying, "Honestly, I prefer watching video tutorials to reading manuals because they sink in faster," suggesting a preference for concise visual content. Finally, A-M stated, *"My motivation drops drastically if there's no immediate value to be gained from reading,"* confirming that their internal drive is very weak without immediate external rewards. This data supports the finding that the crisis in reading interest is rooted in the psychology of students who have been conditioned by a culture of instant gratification, making the process of deepening knowledge through reading an obstacle to self-development opportunities.

Pedagogical factors play a central role in perpetuating a culture of reading malaise, where lecturers' predominantly one-way teaching methods and reliance on concise materials fail to encourage exploration of primary references. D criticized this situation, saying, *"Our lecturers rarely ask us to open original books; simply taking notes from presentation slides is enough for exams,"* indicating the absence of in-depth academic demands. A-Z added, *"We're used to being given summary handouts so we never learn how to find primary sources ourselves,"* a dependency created by the lecture system. Z highlighted the failure of lecturers as role models, *"We rarely see our lecturers discussing recent book excerpts in class, mostly just theoretical lectures,"* leaving students without literacy role models. L-A admitted to exploiting this loophole, *"Since there's no requirement to cross-reference, I take the opportunity to not read at all,"* proving that lax pedagogical standards exacerbate laziness. F also felt the impact, *"The monotonous lecture method makes me sleepy before I can get interested in finding out more from the book,"* a negative response to the passive teaching style. A concluded, *"It's as if the lecturers want us to graduate quickly without having to bother with complex literature reviews,"* a perception that depth of knowledge is not a curriculum priority. The research findings suggest that.

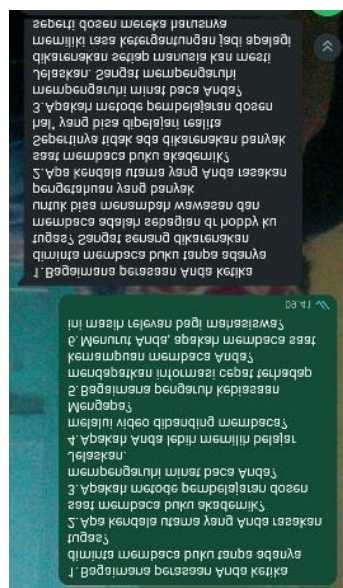


Figure 1

Interview with Active Students

What strategic policies can be implemented to increase students' interest in reading?

Based on field findings, this study formulated three integrated strategic policies to revitalize students' interest in reading. First, the implementation of an "Applied Literacy-Based Curriculum," which requires the integration of reading primary texts, both traditional books and international journals, as a primary assessment component in every course, replacing the dominance of memorization with structured critical analysis, making reading an inevitable academic necessity. Second, the transformation of the digital ecosystem through the "Gamification of Islamic Literacy" program, in which the university developed a dedicated application platform that provides incentive points, certificates, and academic recognition to students who actively complete reading challenges, while utilizing social media algorithms to disseminate engaging book summaries to pique their initial curiosity. Third, the establishment of a "Mentor-Peer Reader Community," fully facilitated by the university, where students with a strong interest in reading (autonomous-critical type) are trained to become mentors to guide their peers in regular book discussions, creating positive social pressure and a supportive environment that erodes the stigma that reading is a boring, solitary activity. These three strategies are designed to simultaneously attack the root of the problem: forcing engagement through the curriculum, transforming extrinsic motivation into intrinsic motivation through technology, and building a sustainable collective culture. The synergy between strict academic regulations, technological innovations relevant to the lifestyles of Generation Z, and socio-cultural approaches is expected to break the cycle of low literacy, transforming libraries from mere book warehouses into vibrant, dynamic centers of campus intellectual activity, truly reflecting the scholarly spirit of Islamic higher education.

The implementation of the "Applied Literacy-Based Curriculum," which requires the integration of primary texts as a key assessment component, is seen as a decisive step to compel academic engagement among students who have traditionally been accustomed to shortcuts. R welcomed this policy, saying, "If reading traditional books and journals becomes an absolute requirement for passing a course, I will be forced to devote serious time every day," acknowledging the need for structural coercion. F added, "The memorization system must be replaced with written critical analysis so that we are truly compelled to understand the contents of the book, not simply memorizing the lecturer's slides," supporting the shift in evaluation

methods. L-A agreed with this assertion, "Without the substantial value of reading, we will never move out of this comfort zone of lazy reading," highlighting the importance of formal academic incentives. A saw the urgency of change, "A curriculum that requires weekly book reviews will change our mindset that reading is the core of lectures, not just a supplement," promising a transformation in the learning culture. Z also responded positively, "I need strict rules like this because my own motivation often loses out to the sudden laziness that comes when faced with long texts," acknowledging a lack of self-discipline. Finally, A-M emphasized, "With the obligation to analyze primary texts, lecturers can no longer simply lecture without engaging us in in-depth literature-based discussions," demanding teacher accountability. This supporting data demonstrates that strict and structured academic regulations are a crucial foundation for breaking the cycle of instrumental pragmatism and making reading an inevitable academic necessity for all students.

The transformation of the digital ecosystem through the "Gamification of Islamic Literacy" program is considered a brilliant strategy to bridge the gap between Generation Z's gadget-focused lifestyle and the demands of in-depth academic literacy. D expressed his enthusiasm, "I would definitely be a diligent reader if there was an app that gave me points and a digital badge every time I finished a chapter," drawn to the instant reward mechanism. A-Z added, "The concept of tiered reading challenges like online games would make reading fun and competitive, not boring anymore," seeing the potential for engagement through gamification. Z agreed with this approach, "The incentive of a digital certificate that can be displayed on social media would be a strong extrinsic motivation for us to start building a reading habit," capitalizing on the need for social recognition. L-A highlighted the algorithmic aspect, "If the campus could utilize social media algorithms to share interesting book summaries, I'm sure our initial curiosity would be piqued to read the full version," an effective digital bait strategy. R also hoped, "A dedicated platform that visually tracks our reading progress would spark enthusiasm to complete our targets."

Beyond Literacy: Reconstructing the Ethos of Knowledge in Islamic Higher Education

Based on field findings, this study formulated three integrated strategic policies to revitalize students' interest in reading. First, the implementation of an "Applied Literacy-Based Curriculum," which requires the integration of reading primary texts, both traditional books and international journals, as a primary assessment component in every course, replacing the dominance of memorization with structured critical analysis, making reading an inevitable academic necessity. Second, the transformation of the digital ecosystem through the "Gamification of Islamic Literacy" program, in which the university developed a dedicated application platform that provides incentive points, certificates

DISCUSSION

The most important finding of this study reveals that the low interest in reading at UIN Walisongo Semarang is not simply a deficit in the quantity of time, but rather a crisis in the quality of intellectual engagement manifested in three dominant typologies: "Pragmatic-Instrumental Readers" who only read for grades, "Digital-Superficial Readers" who are trapped in the illusion of literacy caused by social media, and a minority of "Autonomous-Critical Readers" who struggle alone (Awwaliyah & Hafidz, 2024; Hidayat et al., 2026, 2026). This crisis is triggered by the negative synergy of three main factors: the instant and low mentality of students, passive pedagogical methods of lecturers without the demand for primary references, and a digital ecosystem that degrades skills. The combination of these factors creates a cycle of stagnation in which reading is considered an outdated burden, not a necessity for scientific transformation. As

a strategic response, this study formulates a revolutionary integrated solution: first, the implementation of an "Applied Literacy-Based Curriculum" that requires primary text analysis as the core of academic assessment; second, the adoption of "Islamic Literacy Gamification" to transform extrinsic motivation into intrinsic through digital incentives relevant to the lifestyle of generation Z; and third, the establishment of a "Peer Mentor Community" to build a supportive social ecosystem. Key findings confirm that facility improvements alone are insufficient; they require simultaneously reengineering compelling academic structures, engaging technological innovations, and a strengthening collective culture (Fitriani et al., 2024; Ratnawulan et al., 2025). This strategy is designed to break the chain of literacy laziness and shift the reading paradigm from a mere value transaction to a process of critical and ongoing insight development, so that UIN Walisongo can truly realize its ideals as a leading bastion of Islamic intellectualism in the modern era.

The primary theoretical significance of this research finding lies in the empirical validation and extension of Deci and Ryan's SDT (Theory of Islamic Teaching and Learning) in the context of Islamic higher education literacy (Nedi Kurnaedi, 2025). This theory postulates that sustained intrinsic motivation only emerges when three basic psychological needs are met: autonomy, competence, and social connectedness (Azkia Ramadani Ishaq and Ma'Mun Hanif, 2025). The finding regarding the dominance of "Pragmatic-Instrumental Readers" directly indicates a failure to meet these needs, where students read solely due to external pressure (values) rather than self-awareness, leaving their interest fragile and waning when the demands disappear. Furthermore, the phenomenon of "Superficial-Digital Readers" and their low literacy rate reflects a deficit in needs; students feel inadequate due to passive lecturer methods and digital distractions, so they avoid complex texts to protect their self-confidence. Finally, the isolation experienced by the minority of "Autonomous-Critical Readers" highlights the absence of needs, where the absence of a supportive community makes reading feel like a solitary burden.

The strategic solutions offered by this study through an empowering curriculum, gamification that builds a sense of achievement, and a peer mentoring community theoretically function as restorative mechanisms to fulfill the three pillars of SDT (Lina Herlina, 2025). Thus, this study strengthens the theoretical argument that increasing reading interest cannot be achieved through a behavioristic approach alone (rewards/punishments), but rather through the design of an ecosystem that holistically fosters intellectual autonomy, confidence in competence, and strong academic social ties. The findings of this study substantially support and deepen several previous studies (Hidayat, 2023; Sari & Pratama, 2024; Fauzi, 2023; Nurhaliza, 2024; Wibowo, 2025), which all identified social media, conventional teaching methods, and limited access as barriers to literacy. However, there are fundamental differences in the level of analysis and resolution of the solutions offered (Al-Barakat et al., 2025; Fatah et al., 2025).

While previous studies tended to stop at partial descriptions of inhibiting factors or statistical generalizations, this study goes further by unraveling the psychological mechanisms behind them through a new typology: "Digital-Superficial Readers" and "Pragmatic-Instrumental Readers." These findings reject the simplistic view that low reading interest is simply a matter of availability of facilities (Fauzi, 2023) or mere gadget distraction (Hidayat, 2023), but instead emphasize the existence of an intellectual quality crisis exacerbated by the illusion of false competence. Furthermore, unlike (Wibowo, 2025), who only criticized symbolic policies without offering a tested alternative model, this research presents a concrete and integrated intervention framework. The main novelty of this research lies in the formulation of the "Islamic Literacy Triad" strategic model that synergizes mandatory curriculum engineering, Islamic value-based gamification, and a peer-mentor ecosystem as a unified system. This is the first breakthrough (Bahri et al., 2026; Husni et al., 2026).

CONCLUSION

The conclusions of this study present a shocking reality that smacks of academic conscience: in the heart of Islamic higher education, which should be a beacon of scientific civilization, a slow but massive "intellectual character assassination" is taking place. These findings reveal the astonishing fact that the majority of UIN Walisongo students are not simply lazy about reading, but are trapped in a dangerous illusion where they feel literate when in fact they only practice superficial reading, creating a generation of "semi-literates" vulnerable to hidden ignorance. Even more shocking, the existing education system has apparently unconsciously conspired to perpetuate this condition through passive teaching methods that stifle critical thinking, so that the label "Islamic" becomes nothing but an empty symbol devoid of deep scientific substance. This study concludes that this crisis is a national emergency that demands radical action; conventional solutions such as increasing the number of books or building luxurious library buildings have proven completely irrelevant and futile in the face of this instant mentality. The only way out remains a total revolution through the "Islamic Literacy Triad" which forces a paradigm shift structurally, technologically, and socially. If these drastic interventions are not implemented immediately, we are preparing for a future where Islamic university graduates will become passive spectators on the global stage, losing the ability to think deeply and compete—a tragic irony for an institution born from the tradition of a pre-existing religious love of reading.

The fundamental weakness of this study lies in its geographic and contextual limitations, focusing solely on the UIN Walisongo Semarang ecosystem. Therefore, the findings regarding reader typology and the effectiveness of the "Islamic Literacy Triad" model are potentially subject to strong local bias due to demographic characteristics, Javanese culture, and campus-specific policies that may not fully represent the diversity of all Islamic Religious Higher Education Institutions (PTKI) in Indonesia with their diverse sociocultural backgrounds. Generalizing this research result to other institutions without further verification risks producing policies that are less relevant or fail to be implemented in regions with unique student dynamics. To address this limitation, future researchers should immediately conduct cross-regional comparative studies involving representative samples from various PTKIs in Sumatra, Sulawesi, and Papua, to test the robustness and universality of the formulated intervention model. Furthermore, a much larger sample-scale approach is needed to measure the statistical significance of each inhibiting factor variable nationally. Future researchers are also advised to conduct longitudinal trials for at least two to three years to monitor the long-term impact of implementing these strategic policies on sustainable changes in reading behavior, not just short-term effects. Inter-campus research collaboration is vital for building a comprehensive Islamic higher education literacy database, ensuring that the resulting solutions are truly inclusive, adaptable to various local contexts, and capable of becoming national benchmarks in revitalizing the community's reading culture.

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