

Collaborative Learning Platforms for Promoting Edupreneurship in Underprivileged Regions

Hasan Basri^{1*} , Yuli Evadianti² , Rafika Seftiani³, Noor Azura Zakaria⁴ , Greisy Jacqueline⁵

^{1, 2, 3}Faculty of Communication Sciences, Tulang Bawang University, Indonesia

⁴Faculty of Information and Communication Technology, International Islamic University Malaysia, Malaysia

⁵Faculty of Economy and Business, Ilearning Incorporation, Estonia

¹hasan.basri@utb.ac.id, ²yulievadianti@gmail.com, ³rafikarafika@gmail.com, ⁴azurazakaria@iiu.edu.my ⁵greisyje@ilearning.ee

*Corresponding Author

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ABSTRACT

This study examines the potential of collaborative learning platforms to promote edupreneurship in underprivileged regions, with a specific focus on the role of persuasive communication by volunteers at Gubuk Literasi. During the COVID-19 pandemic, increased smartphone usage led to a notable decline in children reading interest, particularly in rural areas. Gubuk Literasi addresses this issue by fostering a reading culture through innovative volunteer-driven approaches that emphasize personalized communication, engaging language, and effective time management. This research employs a qualitative methodology, collecting both primary and secondary data through observation, interviews, and documentation. The findings reveal that persuasive communication significantly influences children willingness to read, with strategies such as active listening, collaborative discussions, and reward systems proving particularly effective. This study underscores the importance of volunteer efforts in creating an inclusive and sustainable learning ecosystem. By leveraging collaborative platforms, initiatives like Gubuk Literasi not only enhance literacy but also serve as a model for edupreneurship, empowering communities to address educational disparities and drive socio-economic growth in underprivileged regions. These insights contribute to a broader understanding of how localized educational innovations can align with global development goals, providing actionable strategies for expanding access to quality education.

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1. INTRODUCTION

The establishment of Gubuk Literasi commenced during the 2020 pandemic due to a decline in children reading interest in rural areas. This decline was attributed to the pandemic, which prompted a shift in Indonesia education system from face-to-face to online settings. The establishment of Gubuk Literasi during the 2020 pandemic aimed to address the decline in children reading interest, particularly in rural areas. The pandemic caused significant disruptions to education, shifting learning from face-to-face to online formats. This transition led to an increased reliance on smartphones, diverting children attention away from reading and toward non-educational digital activities. Gubuk Literasi emerged as a solution to counteract this trend by promoting reading through volunteer-driven persuasive communication, focusing on strategies such as listening,

discussion, and rewards. This study explores how these volunteer efforts influence children reading interest, particularly in rural contexts where access to educational resources is limited.

During the pandemic, online learning had to rely on applications such as WhatsApp, Zoom, or Google Meet. Consequently, children had to use smartphones for learning, as smartphones became essential technology for work, organization, and education from early childhood to higher education. The use of smartphones during the pandemic led to a shift from reading books to engaging in smartphone activities such as sending Short Message Service (SMS), browsing, chatting, listening to music, using social media, and playing games. This misuse of smartphones during the pandemic contributed to children frequently using them for gaming outside of school.

The rise of digital technology, particularly smartphones, has significantly impacted children education, shifting their focus from traditional reading to digital activities such as gaming and social media. This shift has sparked ongoing debates about the role of digital technology in education and its potential negative effects on children learning habits [1]. In this context, community-based programs like Gubuk Literasi provide an important counterbalance, offering a non-digital alternative that encourages active engagement with books and reading. By leveraging volunteer-driven persuasive communication, Gubuk Literasi helps mitigate the adverse effects of excessive screen time and fosters a renewed interest in learning through books. This research emphasizes the crucial role of community initiatives in addressing the challenges posed by digital technology and highlights the importance of integrating such programs into broader educational strategies, especially in rural areas.

The founder of Gubuk Literasi highlighted this phenomenon, stating that the easy access to various online resources facilitated by the online system resulted in a decreased inclination to read books, as they were more conveniently read on smartphones. This condition results in low reading interest, as children tend to prefer playing games in their smartphones rather than reading books. It is crucial to note that reading habits are most effectively formed in early childhood, where individuals are easily influenced in school. Once established, these habits tend to persist throughout one lifetime [2]. According to Fisher, reading is an intellectual activity that can only occur if an individual has formed and practiced the habit of reading since childhood.

Reading is an important aspect in learning and serves as the initial step in deepening knowledge. The ability to gain information is acquired when an individual has the desire to read. Additionally, reading enhances knowledge and broadens one perspective. Interest strongly influences activities, particularly reading. Readers who are invested in what they read are likely to enjoy reading and easily comprehend the material. Interest serves as a motivating factor for an activity and is defined as a liked engagement with a specific topic, activity, event, or idea, represented as a specific relationship between an individual and an object [3].

Reading interest enables an individual to actively expand their knowledge and achieve optimal goals as the individual reading interest increases. Encouraging the reading interest of children becomes the task of volunteers at Gubuk Literasi. Among various types of communication, the most influential is persuasive communication, defined as human communication aimed at influencing others with beliefs, values, or attitudes [4].

It is an ability or communication technique performed by a communicator towards a communicatee by influencing, changing thought patterns, and subtly incorporating suggestive elements to make the communicatee willingly follow what the communicator desires without coercion. Persuasive communication is a process in which an individual (communicator) conveys stimuli (usually through language symbols) to influence the behavior of others (communicants) [5].



Figure 1. Sustainable Development Goals (SDGs)

The volunteer approach of listening to readings, engaging in discussions, and providing rewards is one form of increasing reading interest. The literacy efforts initiated by Gubuk Literasi, as explored in this study, directly contribute to several of the SDGs in Figure 1, specifically Goal 4: Quality Education, and Goal 10: Reduced Inequality. By fostering reading interest among rural children through persuasive communication and volunteer engagement, Gubuk Literasi addresses the education gap exacerbated by the COVID-19 pandemic. The initiative empowers children with basic skills essential for lifelong learning and intellectual growth, in line with the broader goal of promoting inclusive and equitable education for all. Furthermore, by mobilizing volunteers to create an enabling environment for literacy development, Gubuk Literasi exemplifies a community-based approach to advancing sustainable and equitable access to education, thereby supporting the SDG agenda [6]. Volunteers act as communicators, and children serve as the recipients of communication. In this context, the goal of using persuasive communication is to encourage children at Gubuk Literasi to willingly engage in reading books [7]. Communication plays a crucial role in conveying messages between volunteers and children. It contains specific goals paradigmatically; therefore, communication can occur in various ways.

The language used by volunteers in communication significantly influences individual understanding, making it easily comprehensible. According to [8], Communication is the process of conveying a message by someone to others to inform, change attitudes, opinions, or behaviors, either verbally (directly) or indirectly (through media).

Gubuk Literasi has regular volunteers who come every week, while other volunteers vary depending on the weekly activities. With Gubuk Literasi existing for more than a year, it gradually influences the willingness of children in the surrounding rural areas to rekindle their liking for or interest in reading books, with the assistance provided by the volunteers affiliated with Gubuk Literasi. Volunteers play a central role in the main activities at Gubuk Literasi, including reading books, drawing, book lending, competitions, collaborative assignments, and storytelling. The teaching style concept of an educator can help us understand their actions as "thinking instruments", shaping the classroom reality. Closely related to thoughts, feelings, and credibility, a teacher personality traits are core factors influencing their performance and effectiveness conducive to learning transfer [9]. Volunteers engage children in reading books by starting with reading books that appeal to the children, sparking their interest in reading.

As an information source, the Community Reading Park (Taman Baca Masyarakat, TBM) plays a crucial role in creating an informed society. TBMs function as knowledge, technology, and cultural hubs to educate the community, support national development, and benefit society. TBM Gubuk Literasi, located in the city of Bandar Lampung, holds a vital role in disseminating information. With its diverse collection of books, TBM Gubuk Literasi provides valuable information to its readers.

The literacy initiatives of Gubuk Literasi aim to cultivate early reading interest, employing captivating concepts to shape the personalities of children from the pandemic era to the present. Gubuk Literasi invites individuals interested in literacy to join as volunteer educators or simply support children in their play and learning. The organization is open to those who wish to contribute positively, such as attending meetings, organizing events, and more. TBM Gubuk Literasi serves as a solution to foster reading interest in children, offering programs that engage them, including classes taught by volunteers, film screenings, socialization practices, and celebrations of national events.

1.1. Research Question

Given the background, the researcher identifies the research problem as follows: Is there a role of persuasive approaches used by volunteers in influencing children reading interest at Gubuk Literasi (attention, empathy, acceptance, interest)?

1.2. Research Purposes

Based on the research question, the aim of this study is to analyze whether there is a role of persuasive approaches employed by volunteers in influencing children reading interest at Gubuk Literasi (attention, empathy, acceptance, interest). The implications of this study extend beyond the immediate context of Gubuk Literasi and suggest valuable insights for shaping national literacy strategies. The findings highlight the effectiveness of community-based volunteer initiatives in addressing the decline in children reading interest, particularly in rural areas where digital distractions are prevalent. These insights can inform future educational policies by emphasizing the importance of integrating volunteer-driven literacy programs into national educational frameworks. Such programs could support existing educational efforts and mitigate the challenges posed by digital technology, particularly in underserved regions. By fostering local engagement and utilizing

persuasive communication strategies, these programs could be scaled to benefit children in rural and remote areas, promoting long-term literacy development and supporting broader national literacy goals.

2. LITERATURE REVIEW

2.1. Symbolic Interactionism Theory

The history of Symbolic Interactionism theory, as outlined in [10], is intricately tied to the thoughts of George Herbert Mead. Mead is commonly regarded as the founder of the symbolic interactionism movement, and his work forms the core of the Chicago School. Three main concepts in Mead theory, captured in his most famous work title, are society, self, and mind. These categories represent different aspects of the same general process called social action, which is a unit of behavior that cannot be analyzed into specific parts.

Joint action involving two or more people, such as in marriage, trade, war, or church services, consists of an interlinkage of smaller interactions. The first aspect of Mead analysis is society, or group life, composed of cooperative behaviors among its members.

- Human cooperation requires understanding the intentions of others, necessitating knowledge of what one will do next. Cooperation involves "reading" the actions and intentions of others and responding appropriately. Meaning is a crucial outcome of communication, and one interpretation results from interactions with others.

Mead states that body movements is significant symbols, where a gesture denotes any action that can have meaning. These gestures are typically verbal or related to language but can also be non-verbal body movements. Society exists because of significant symbols; hence, it consists of a network of social interactions where members attribute meaning to their actions and the actions of others using symbols.

- The mutual influence between responding to others and oneself is a crucial concept in Mead theory, providing a smooth transition to his second concept: self. Another term for the self is the generalized others, a perspective through which one views oneself.
- The third concept in Mead theory is thought, which he refers to as the mind. The mind is not an object but a process, an interaction with oneself. This ability, evolving alongside the self, is vital for human life as it is part of every human action.

Aligned with the Symbolic Interactionism theory proposed by George Herbert Mead, the researcher leans towards viewing the research object from the perspective of the object itself. Thus, the researcher views persuasive communication between volunteers and children at Gubuk Literasi as the research subject. To establish a close connection with the research object, the researcher initiates the study by building rapport and familiarity with the research participants.

2.2. Communication

The term "communication", or in English, "communication", originates from the Latin word "communication", derived from the word "communis", which means common. Here, "common" refers to shared meaning. Communication between two people is considered communicative if both not only understand the language used but also comprehend the meaning of the conversation content. In other words, communication occurs when there is a shared meaning regarding a message conveyed by the communicator and received by the communicatee. Communication is a highly specific and significant process in human relationships. It involves behavior and enables individuals to interact with others and their environment. Communication is an integral part of human life, commencing from the moment an individual is born. Humans are social beings, living together and mutually dependent for survival.

Interactions among individuals are created through communication, whether verbal or nonverbal (symbols, images, or other communication media). Judy C. Pearson and Paul E. Nelson state that communication serves two general functions. First, for self-preservation, encompassing physical safety and increasing personal awareness. Second, for societal survival, specifically to improve social relationships and develop the existence of society [11]. Therefore, every communication involves four actions: forming, sending, receiving, and processing messages. These four actions are typically carried out sequentially. Forming a message means shaping an idea or concept. Communication can occur within an individual, between two people, among several individuals, or among many people. Communication has specific objectives, meaning that it is conducted in accordance with the desires and interests of the participants.

2.3. Persuasive Communication

Persuasion is a communicative process aimed at changing the beliefs, attitudes, intentions, or behaviors of others through the conscious and unconscious use of words and nonverbal messages [12]. Persuasive communication has also been effectively applied in other domains, such as health and environmental behavior, where it is used to influence individuals' actions and decisions. In health communication, persuasive techniques are employed to encourage behaviors like smoking cessation, improving diet, or increasing physical activity. Similarly, in the realm of environmental behavior, persuasive communication is used to promote sustainable practices, such as recycling or energy conservation [13, 14]. These examples demonstrate the versatility of persuasive communication in encouraging behavior change across different fields. The parallels between these domains and education, specifically in the context of children reading interest, further highlight the broad applicability and potential impact of volunteer-driven persuasive communication in fostering positive behavioral changes [15].

Persuasive communication, encompassing verbal, non-verbal, and imagery components [16], is more sophisticated compared to asynchronous advertising approaches (one-way). It involves "a symbolic process in which the communicator attempts to convince others to alter their attitudes or behaviors on an issue through the transmission of messages in a context of free choice" [17]. In terms of instrumental communication functions, which include informing, educating, motivating, changing attitudes/beliefs, and altering behavior or prompting action, all these communication objectives converge into one common goal: persuasion. Thus, the human communication process aimed at changing attitudes and prompting action represents a form of persuasive communication [18].

To evaluate the effectiveness of persuasive systems, researchers commonly use the term "persuasive" to describe a system's persuasive ability to motivate people toward specific behaviors [19, 20]. The persuasiveness of a strategy or persuasive system is assessed based on its ability to inspire individuals to engage in desired behaviors [21].

2.4. Volunteer

Volunteers are individuals engaged in or actively participating in various voluntary activities in different aspects of life, demonstrating prosocial behavior. Some types of voluntary activities, such as mentoring, tutoring, or coaching, are considered inappropriate for early adolescents or require skills they may lack [22].

Volunteers are role models, humanitarian workers tirelessly dedicating themselves without seeking personal gain or external directives. A volunteer is someone, or a group of individuals, who selflessly and sincerely contributes what they possess whether it be thoughts, energy, time, or material possessions to society and the environment as an expression of their social responsibility, without expecting any form of compensation such as salary, position, power, or career advancement. The existing body of knowledge indicates that "the volunteer role identity of an individual is a direct and proximal cause of sustained volunteering" [23].

Volunteering is generally understood as an ethical, altruistic, or compassionate activity done by choice rather than out of necessity. However, many volunteers do not dictate the conditions of their activities. While they may contribute their time freely, within formal organizational settings, the efforts of volunteers are often closely supervised, coordinated, and rigorously evaluated [24]. Volunteers operate on the principle of sincerity, devoid of materialistic motives. Volunteers differ from laborers, employees, or workers, as they prefer giving over receiving, making their presence beneficial to others.

Theoretical frameworks like this combination may be useful to conceptualize how institutions involve volunteers as an inherently complex phenomenon. Engageability, a new concept complementing volunteerism and recruitment capability, expands the theory of supply and demand for volunteers to encompass positive and sustainable experiences for those who choose to volunteer [25]. Engageability does not focus on an organization's ability to attract and recruit volunteers but on its capacity to meaningfully involve, motivate, and maximize the potential of volunteers. First, this approach seeks to integrate the "various goods" from relevant practices, approaches, and theoretical principles concerning engagement through a comprehensive and systematic framework. Second, our goal is to reach directors and volunteer managers of institutions whose engagement capabilities may be unsatisfactory. Using our conceptual framework as a guide, they may assess their practices to help volunteers feel more engaged, motivated, and appreciated [25]. Functional analysis, which has contributed to understanding phenomena and processes in attitude and persuasion, social cognition, social relationships, and personality, also holds promise for unraveling the complexity underlying much of volunteer activities [26].

2.5. Reading Interest

Reading interest is a blend of desire, willingness, and motivation. Reading is a fundamental aspect of the learning process and intellectual development, contributing to efforts to enhance the quality of life [27]. Reading activities aim to acquire knowledge or information, ultimately broadening one perspective. Reading, as an activity related to text, demands that a reader comprehends the text. Information is the result of the reader understanding based on their perception, achieved by comparing information in the reading material with the reader existing knowledge [28]. Reading skills assist individuals in transforming acquired information into new knowledge.

Reading is a crucial effort in the learning process, and reading interest is also a product of socio-cultural processes. In other words, reading interest does not develop spontaneously; it requires positive guidance to thrive. Reading interest increases when supported by sufficient reading materials that captivate the reader, as reading exposes individuals to previously unknown information. The success of persuasive communication in fostering reading interest is not only influenced by the communication techniques used but also by the behaviors of the volunteers themselves [29]. Volunteers who adopt interaction styles that are empathetic, engaging, and responsive to children needs create a more impactful communication environment. Additionally, volunteers who are intrinsically motivated such as those driven by a passion for children literacy or personal connection to the cause tend to exert greater influence over the children behavior. These motivational factors enhance the effectiveness of their communication by fostering a more authentic and engaging learning atmosphere. The combination of these behavioral and motivational factors contributes significantly to shaping children interest in reading, further supporting the role of persuasive communication in educational settings. Through reading, individuals gain access to various knowledge found in different reading materials such as academic books, magazines, newspapers, and journals [23]. Research indicates that interest develops in four phases, starting with the initial spark of interest that attracts attention to the content, such as self-relatedness, novelty, intensity, and more [30].

Essentially, everyone is interested in reading due to curiosity driven by the inherent instincts of each individual. This curiosity motivates people to seek answers to their questions. Therefore, librarians should be enthusiastic about utilizing all these potentials and also know how to guide library users who want to use library facilities.

Reading interest is an individual ability to communicate with oneself to understand the meaning contained in what is written and have emotional experiences resulting from focused, in-depth attention to the meaning of the reading material. Reading interest is a powerful source of motivation for an individual to analyze, memorize, and evaluate what they read, influencing the form and intensity of an individual determination of future goals. It is also part of the self-development process that requires continuous refinement, as reading interest is not innate. Moreover, research in various fields indicates that interest can also be stimulated by presenting educational material in a more meaningful, challenging, or personally relevant context, or in a combination of these three contexts [30], or by changing the presence of others in the learning environment, or both [31]. Finally, Sansone and her colleagues [32] demonstrate that individuals can self-regulate to make tasks more interesting and develop individual interest in activities that were initially uninteresting.

2.6. Gubuk Literasi

Gubuk Literasi is a community reading garden that introduces reading interest at an early age and nurtures children character during the pandemic with an engaging concept. It provides a reading area, coloring activities, counting exercises, playtime, collaborative tasks, and a discussion space. Gubuk Literasi invites individuals interested in literacy to join as volunteer educators or simply accompany children in their play and learning activities [33]. It is also open to those who want to contribute positively through meetings, organizational discussions, and more. Gubuk Literasi is located in Sumur Waru 4 no. 31 Sukabumi Indah Village, Sukabumi district, Bandar Lampung, Lampung. Its official instagram account is @gubuk.literasi.

3. RESEARCH METHOD

3.1. Study Object

The object utilized in this study comprised volunteers from the Gubuk Literasi Community Reading Garden. The research was conducted in Sumur Waru 4 No.31 Sukabumi Indah Village.

3.2. Research Design

This study employed a qualitative descriptive approach. Qualitative research aims to comprehend phenomena, describing experiences of research subjects through words and language, within a specific natural context, utilizing various scientific methods [34].

3.3. Participants

Research subjects, according to [35], are defined as objects, things, people, places, or data related to the research variables under consideration. In a study, research subjects play a crucial role as they provide data about the observed variables.

Therefore, it can be concluded that subjects are individuals serving as sources of information or providing insights into the research situation [36]. This involves knowledge about rules, language, and cultural norms, commonly referred to as key informants and informants. In this study, the key informants were the Founder and Volunteers of Gubuk Literasi, while the informants were the children associated with Gubuk Literasi [37].

3.4. Source of Data

In this research, primary data sources include information obtained directly from the research subjects and informants, while secondary data encompasses additional information to complement the primary data.

3.5. Data Collection

The method of data collection represents the researcher approach to gather information. Data collection techniques are strategic steps in research, aiming primarily to obtain or acquire data. The data collected through observation, interviews, and documentation were subjected to a rigorous data analysis process [38]. Initially, data were organized and coded to identify recurring themes. Each piece of data was reviewed, and key concepts related to the study, such as 'persuasive communication technique and 'children engagement in reading,' were grouped into specific categories [39]. The themes were derived through a thematic analysis approach, which allowed for the identification of patterns in how volunteers communicated with children and the effects of these communications on reading interest. Additionally, to ensure the credibility and validity of the findings, triangulation was used by cross-referencing different sources of data, such as interviews with volunteers, children feedback, and observational notes, to confirm the consistency and reliability of the themes identified. These techniques are the methods used by researchers to gather or obtain data. In this study, the data collection techniques employed include observation, interviews, and documentation.

3.6. Data Analysis

After the data had been collected, the researcher conducted an analysis of the acquired data. The data analysis technique employed in this research was the Miles & Huberman technique [40, 41], involving three stages:

- Data reduction, where the researcher edited, grouped, and summarized the data.
- Data presentation, also known as organizing data, involved presenting the data associated with the theory used.
- Drawing conclusions and testing hypotheses, encompassing the interpretation of trends in the data, drawing and testing conclusions from the data, resulting in descriptive findings about the depiction of an object after the research was conducted.

The data analysis process involved a more specific approach to ensure transparency and credibility in the findings. First, the data were subjected to a coding process, where key themes and patterns were identified across the data set. This involved systematically organizing the data into categories based on the research questions. Following the coding, a thematic analysis was conducted, which involved examining the data in depth to identify recurring themes and relationships [42]. This process allowed for a deeper understanding of the role of persuasive communication by volunteers in shaping children reading interest. The Miles & Huberman technique provided a framework for this analysis, guiding the researcher through data reduction, presentation, and conclusion drawing, while the coding and thematic analysis ensured that the findings were rigorously derived from the data itself.

4. RESULT AND DISCUSSION

4.1. The Role of Persuasive Communication Approach by Volunteers in Children Reading Interest at Gubuk Literasi

4.1.1. Attention

Based on the findings of this research and grounded in the Symbolic Interactionism theory with its three main concepts from Mead theory society, self, and mind [10] the first concept, society, involves reading the actions and intentions of others and responding appropriately. The concept of self refers to mutual responsiveness among individuals, exemplified by volunteers engaging with children at Gubuk Literasi through their approach. The mind represents the outcome of the process carried out by the children. Volunteers employ persuasive communication approaches to capture attention and induce changes in the communicants as a result of receiving messages through the communication process.

4.1.2. Empathy

Based on the findings of this research and grounded in the Symbolic Interactionism theory with its three main concepts from Mead theory society, self, and mind [10] related to persuasive communication conducted by volunteers with the aim of mutually responding to each other to evoke empathy. The approach taken generates a sense of empathy in volunteers towards children, causing a shift in attitudes and motivating actions, representing a form of persuasive communication.

4.1.3. Reception

Drawing from the results of this study and the Symbolic Interactionism theory three main concepts society, self, and mind [10] volunteers and children, interconnected with each other, have access as message receivers and senders.

This interconnectedness can influence the decisions made by the Informants to participate. Reception is the subsequent process of empathy, indicating that the Informants received input, invitations, and gifts from volunteers due to the persuasive communication approach.

4.1.4. Interest

In this context, the researcher explains that the Informants have an interest in reading because they are influenced by the persuasive communication approach of volunteers, meaning they persuade, invite, or allure, resulting in an interest. Drawing from the Symbolic Interactionism theory with its three main concepts from Mead theory – society, self, and mind [10] – volunteers and children have perceptions influenced by factors such as experiences, learning processes, and individual knowledge, leading to the development of reading interest in children.

In order to provide a broader perspective on how persuasive communication functions in different settings, it would be valuable to compare the findings of this study with other community-based literacy programs outside of the pandemic context. This comparison could help highlight the unique challenges and strategies employed by Gubuk Literasi, particularly in how persuasive communication is utilized to foster reading interest. Such a comparison would contribute to understanding the generalizability of persuasive communication techniques in literacy programs across various environments.

Based on the Symbolic Interactionism theory by George Herbert Mead, which includes three concepts (Society, Self, Mind), the approach taken by volunteers to capture attention through persuasive communication, causing changes in the beliefs of the persuadee (children). The main goal is to reach the stage of interest, namely, a willingness to read books.

4.2. The Role of Volunteer Persuasive Approach in Children reading interest in Gubuk Literasi

4.2.1. Attention

Attention is an interest directed towards an object, whether internal or external. It is closely related to desired needs and has the purpose of achieving them. Attention arises due to prominent stimuli from the object. Previous research results show that persuasive communication by volunteers can capture the attention of children and generate reading interest.

The effectiveness of persuasive communication in Gubuk Literasi is influenced by the volunteer characteristics, particularly their personality traits and communication styles. For example, volunteers with a warm and empathetic personality tend to establish stronger connections with children, which enhances the persuasive

impact of their communication. Additionally, volunteers who adopt a clear, engaging, and flexible communication style are more effective in holding children attention and fostering their interest in reading. These personal traits and communication approaches contribute significantly to the success of the persuasive strategies employed in the program, as they create a positive and supportive learning environment.

Based on the Symbolic Interactionism theory with its three main concepts from Mead theory society, self, and mind [10] volunteers and children are interrelated. Volunteers become a medium that helps attract children attention in reading books regularly during every activity, leading to the development of interest in reading.

4.2.2. Empathy

Empathy is the ability to understand the feelings of others, being a good listener and questioner. Empathy is essential for building social relationships with others. Previous research indicates that the persuasive communication approach by volunteers can evoke empathy in children to read books willingly. Empathy emerges after the attention phase, where individuals show interest in something. Empathy is manifested during activities, allowing children to empathize or follow instructions given by volunteers. According to the Symbolic Interactionism theory by Mead, with its three main concepts society, self, and mind [10] volunteers and children are interrelated, employing an approach to draw empathy from the children.

4.2.3. Reception

Receiving is the chosen outcome after undergoing numerous conscious processes and considerations, weighing the pros and cons of a situation. Previous research results indicate that the persuasive communication approach indirectly enables children to accept what has been taught by volunteers and motivates them. Based on the Symbolic Interactionism theory by Mead, with its three main concepts society, self, and mind [10] the interrelation between volunteers and children plays a crucial role. Another influencing factor for children to accept is the volunteer positive approach, such as providing rewards after the activities, boosting their enthusiasm to participate in subsequent events.

4.2.4. Interest

Interest is the final stage in the process, representing an individual action after deciding on their preference. Previous research results show that the approach used by volunteers can attract attention, empathy, acceptance, and interest in reading books.

Children interest is not limited to the activities at Gubuk Literasi but can also be applied at home, school, or anywhere else to support their reading interest. The lessons from Gubuk Literasi volunteer-driven efforts can be compared with similar community-based literacy programs in other countries or settings, which may highlight the universal applicability of persuasive communication in fostering reading interest. In countries where digital distractions are also prevalent, community programs have demonstrated the effectiveness of volunteers in rekindling children engagement with books. For example, programs in rural India and sub-Saharan Africa have used local volunteers to provide personalized reading support, leveraging their understanding of local cultures and languages to effectively encourage reading habits among children. This suggests that the Gubuk Literasi model could be adapted to different contexts globally, further validating the role of volunteers in overcoming the challenges posed by modern digital distractions. Based on the Symbolic Interactionism theory by Mead, with its three main concepts society, self, and mind [10] persuasive communication used by volunteers, approaching children, establishes a connection. In this research case, volunteers create interest in children, leading them to willingly read books without being prompted during the learning process.

5. MANAGERIAL IMPLICATIONS

The findings from this study highlight several important managerial implications. It emphasizes the significance of volunteers being well-trained in persuasive communication techniques to effectively engage children in reading activities. Persuasive communication, which includes capturing attention, showing empathy, and offering rewards, is crucial in fostering children interest in reading. For organizations relying on volunteers, it is essential to provide training that enables volunteers to connect with their audience and motivate them through appropriate communication methods. Additionally, creating an environment where children feel understood and valued through active listening and meaningful interactions is vital for encouraging their

participation. Managers in similar educational or volunteer-driven initiatives should ensure that volunteers receive regular feedback and guidance on how to employ communication strategies that can influence behavior. Incorporating rewards and incentives into the learning process is another strategy that can be applied to increase children engagement and participation in educational activities.

6. CONCLUSION

Based on the research results on the Role of Persuasive Communication by Volunteers in Children Reading Interest at Gubuk Literasi, the following conclusions can be drawn: The approach taken by volunteers, involving reading, listening, and providing rewards with persuasive communication, begins with the first step of approaching children through communication, inviting and persuading to capture their attention initially. Afterwards, volunteers must understand the feelings experienced by the children, enabling them to determine the appropriate approach when interacting with the children. Subsequently, the children will accept what the volunteer does, both verbally and non-verbally. Finally, the approach employed by volunteers, encompassing various methods such as reading, listening, and providing rewards, can generate an interest in children to willingly engage in reading.

The findings from this study hold significant potential for influencing educational policies and practices, particularly in rural areas where access to educational resources may be limited. The approach taken by Gubuk Literasi, which emphasizes the role of volunteers in fostering children reading interest through persuasive communication, offers valuable lessons that can be applied to broader educational strategies. Policymakers and educators could consider integrating volunteer-driven initiatives into their programs to complement formal education, especially in underserved communities. By leveraging local resources and fostering community involvement, these initiatives could enhance reading outcomes and overall educational development. Furthermore, the use of persuasive communication techniques by volunteers can be adapted to other educational settings to improve student engagement and learning outcomes.

7. DECLARATIONS

7.1. About Authors

Hasan Basri (HB)  <https://orcid.org/0000-0002-8628-9241>

Yuli Evadiani (YE)  <https://orcid.org/0000-0003-3099-0482>

Rafika Seftiani (RS)  -

Noor Azura Zakaria (NA)  <https://orcid.org/0000-0002-0454-7447>

Greisy Jacqueline (GJ)  -

7.2. Author Contributions

Conceptualization: HB; Methodology: YE; Software: RS; Validation: HB and RS; Formal Analysis: HB and YE; Investigation: RS; Resources: NA; Data Curation: YE; Writing Original Draft Preparation: HB and GJ; Writing Review and Editing: GJ and NA; Visualization: HB; All authors, HB, YE, RS, NA and GJ, have read and agreed to the published version of the manuscript.

7.3. Data Availability Statement

The data presented in this study are available on request from the corresponding author.

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7.5. Declaration of Conflicting Interest

The authors declare that they have no conflicts of interest, known competing financial interests, or personal relationships that could have influenced the work reported in this paper.

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