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Beyond Cognitive Skills: Humanistic Educational Philosophy in Elementary Reading Literacy

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Abstract: This study aims to reconceptualize elementary reading literacy through a humanistic educational perspective by examining how affective and experiential dimensions shape literacy development. While reading literacy is commonly viewed as a cognitive and technical skill, emerging evidence suggests the importance of integrating emotional, relational, and contextual aspects of learning. This study employed a systematic qualitative content analysis of 26 selected articles published between 2020 and 2025, following procedures inspired by the PRISMA framework. The findings reveal that autonomy, empathy, and meaningful learning function as key humanistic dimensions that influence reading literacy through affective engagement and experiential meaning. These dimensions act as mediating mechanisms linking pedagogical practices to literacy outcomes, including reading engagement, comprehension, and identity. The study proposes a humanistic mediation model that provides a conceptual explanation of how literacy development occurs beyond cognitive processes. The findings highlight the need for more student-centered, relational, and contextually relevant literacy instruction in elementary education. This study extends existing literacy frameworks by offering a more holistic and humanistic understanding of reading literacy and provides a foundation for future empirical research.

Keywords: Reading Literacy; Humanistic Education; Autonomy; Empathy; Meaningful Learning; Elementary Education

Introduction

Reading literacy in elementary education has traditionally been conceptualized as a cognitive and technical competence, emphasizing decoding skills, comprehension accuracy, and measurable academic performance. This dominant paradigm is embodied in large-scale international assessments, such as those conducted by the Organisation for Economic Co-operation and Development, in which researchers operationalize literacy primarily through performance-based indicators. While such approaches provide valuable benchmarks for evaluating students' reading proficiency, they tend to reduce literacy to an individual cognitive capacity, overlooking the complex interplay of emotional, relational, and experiential dimensions that shape how learners engage with texts and construct meaning (OECD, 2023; Schleicher, 2015).

Recent scholarship has increasingly questioned the sufficiency of cognitively oriented models in explaining variations in reading engagement and long-term literacy

development. Empirical evidence suggests that students' reading difficulties are not solely attributable to deficits in cognitive skills, but are also closely linked to low intrinsic motivation, limited emotional engagement, and instructional practices that fail to connect with learners' lived experiences (Noveliana & Ghani, 2022; Rohim & Rahmawati, 2020). These findings indicate that researchers should understand literacy challenges not merely as technical shortcomings but as multidimensional phenomena rooted in broader pedagogical and philosophical assumptions about learning.

Despite this growing recognition, existing literacy frameworks remain largely grounded in cognitive and performance-driven paradigms, leaving affective and experiential mechanisms under-theorized. Even when researchers acknowledge motivational and engagement-related factors, they often treat them as supplementary variables rather than as central processes that mediate the relationship between pedagogy and literacy outcomes. Consequently, current models offer limited explanatory power in capturing how learners develop meaningful and sustained engagement with reading in real educational contexts.

In response to these limitations, humanistic educational philosophy provides a compelling alternative framework for reconceptualizing reading literacy. Rooted in the view that learners are holistic individuals, humanistic approaches emphasize the integration of cognitive, emotional, and social dimensions of learning (Nadiroh et al., 2024). From this perspective, reading is not merely a process of extracting information from text, but a meaning-making activity shaped by personal experience, social interaction, and emotional connection (Qori & Rohana, 2023; Yulianti & Takiddin, 2024). Therefore, core principles such as autonomy, empathy, and meaningful learning function as central mechanisms that influence how learners engage with and interpret texts (Ryan & Deci, 2022; Trinh, 2021; Firmansyah et al., 2024).

However, research on the humanistic dimensions of literacy remains fragmented and lacks an integrative conceptualization. Existing studies tend to focus on isolated instructional strategies or specific affective factors without systematically examining how these dimensions interact to shape literacy development (Muhammadin & Pamungkas, 2024). More importantly, researchers have not sufficiently theorized the mechanisms through which humanistic principles influence literacy outcomes, particularly in elementary education, where learners form foundational reading habits and identities (Puspita et al., 2023; Munandar & Newton, 2021).

This gap highlights the need for a more comprehensive, theoretically grounded framework that explains literacy development beyond cognitive processes. Specifically, there is a lack of systematic synthesis that integrates humanistic educational principles into a coherent model capable of explaining how pedagogical practices translate into literacy outcomes through affective and experiential pathways.

Accordingly, this study aims to reconceptualize elementary reading literacy by developing a humanistic mediation model grounded in a systematic qualitative synthesis of recent literature. Focusing on the dimensions of autonomy, empathy, and meaningful learning, this study examines how these humanistic elements function as mediating mechanisms that connect pedagogical practices with literacy outcomes, including reading engagement, comprehension, and reader identity. By doing so, this study extends existing literacy theories and offers a more holistic framework for understanding literacy development in elementary education.

Method

This study employed a systematic qualitative evidence synthesis, with a conceptual-analytical approach, to reconceptualize elementary reading literacy from a humanistic educational perspective. This approach enables a structured and transparent synthesis of relevant literature while maintaining depth in conceptual interpretation (Booth et al., 2016; Flick, 2018). To enhance methodological rigor, the study adopted procedures inspired by the PRISMA 2020 framework, ensuring a systematic process of identification, screening, eligibility assessment, and inclusion.

The literature search was conducted across multiple academic sources, including Google Scholar, ERIC, and nationally accredited journals indexed in SINTA levels 2 to 4, focusing on publications from 2020 to 2025. The researchers designed the search strategy to capture studies related to reading literacy, humanistic education, and elementary education. They combine keywords such as reading literacy, reading comprehension, humanistic education, learner autonomy, empathy, meaningful learning, and elementary school using Boolean operators AND and OR to refine search results.

To ensure the relevance and quality of the selected studies, the researchers establish explicit inclusion and exclusion criteria prior to the screening process. They formulate these criteria to ensure alignment with the conceptual focus on humanistic literacy and the methodological rigor of the selected studies. The study presents these criteria in Table 1.

Table 1. Inclusion and Exclusion Criteria

Criteria	Description
Inclusion	Elementary-level reading literacy studies
	Studies addressing pedagogical, affective, or experiential dimensions (e.g., motivation, engagement)
	Studies aligned with humanistic principles (autonomy, empathy, meaningful learning)
	Peer-reviewed journal articles (SINTA 2–4 or international indexed journals)
	Publications from 2020–2025
	Articles available in full text (English or Indonesian)
Exclusion	Studies focusing solely on technical or cognitive literacy skills
	Studies lacking methodological clarity
	Non-peer-reviewed publications (proceedings, books, reports, opinion articles)
	Studies not related to elementary education
	Articles without full-text access or insufficient data
	Duplicate records removed during screening

The study selection process followed a structured screening procedure inspired by PRISMA guidelines. Initially, the researchers identified 78 records through database searching. After removing duplicate records, they retain 65 articles for screening. Through title and abstract screening, they select 41 articles for full-text review. Of these, they exclude 11 articles due to methodological limitations and lack of relevance to humanistic literacy constructs. Subsequently, the researchers assessed 30 articles for eligibility and included 26 articles in the qualitative synthesis. The study presents a summary of this process in Table 2, while Figure 1 illustrates the detailed flow.

Table 2. PRISMA Flow Summary of Study Selection Process

Stage	Number of Articles
Identification: Records from database searching	78
After duplicate removal	65
Title and abstract screening	41
Full-text eligibility assessment	30
Final inclusion in qualitative synthesis	26

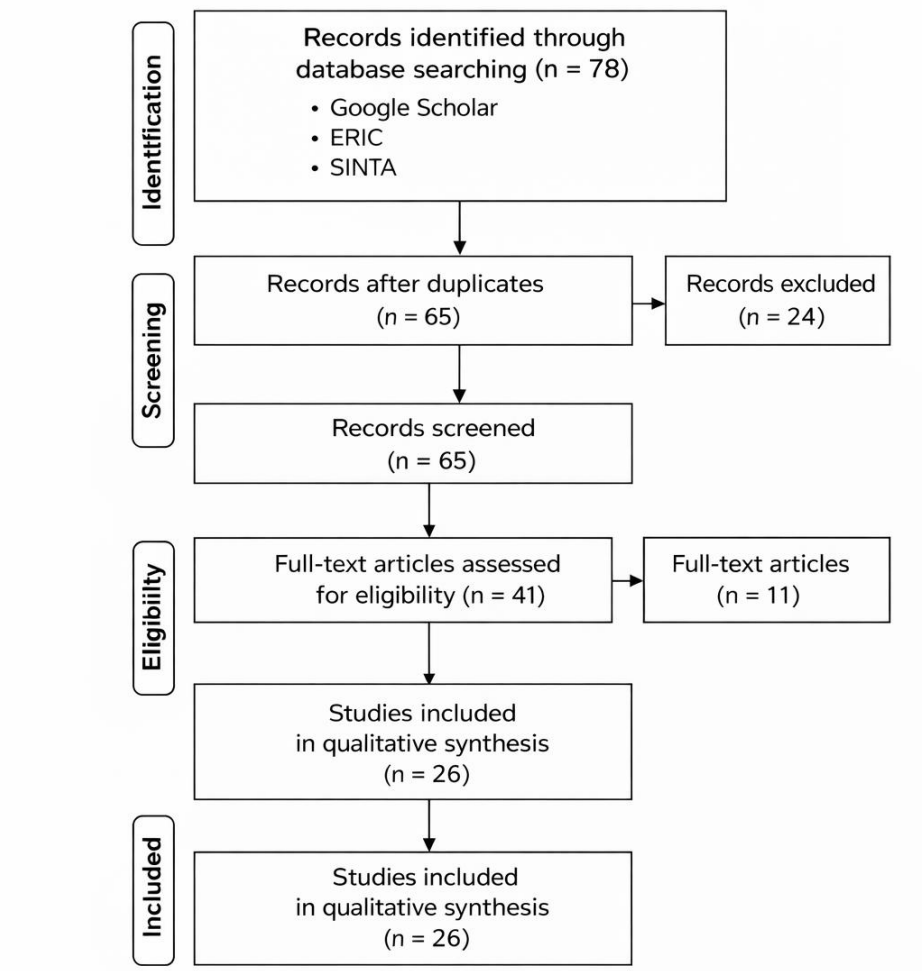


Figure 1. PRISMA 2020 Flow Diagram of Study Selection Process

The researchers conduct data extraction using a structured coding framework to capture key information from each study, including authorship, research focus, methodological design, and key findings. They analyze iterative stages of qualitative content analysis. First, they identify relevant textual units related to literacy practices and student experiences. Second, they code these units into thematic categories, including autonomy, empathy, meaningful learning, affective engagement, experiential meaning, and intrinsic motivation. Third, they analyze patterns and relationships across studies through constant comparison and synthesize them into broader conceptual themes. To enhance analytical transparency, the researchers cross-compare representative excerpts and coding examples across studies to ensure consistency in theme construction.

In the final stage, the researchers perform analytical abstraction by conceptually integrating the relationships among themes to explain how humanistic principles influence reading literacy outcomes. This process leads to the development of a

humanistic mediation model that positions affective and experiential dimensions as key mechanisms linking pedagogical practices to literacy development.

To ensure trustworthiness, this study employed several strategies, including source triangulation across multiple studies, iterative and reflexive analysis, and transparent documentation of research procedures. These strategies enhance the credibility, dependability, and conceptual rigor of the findings.

Result and Discussion

1. Result

a. Autonomy as a Foundation of Reading Engagement

The synthesis of the reviewed studies indicates that learner autonomy plays a fundamental role in shaping reading literacy practices at the elementary level. Across the selected articles, students who are allowed to choose their reading materials and actively participate in learning processes demonstrate higher levels of engagement and motivation. These findings suggest that reading literacy is not merely a structured instructional activity but a self-directed process in which learners construct meaning based on their interests and experiences (Firmansyah et al., 2024; Puspita et al., 2023; Rohim & Rahmawati, 2020).

In classroom practice, autonomy appears in student-centered approaches that position learners as active participants rather than passive recipients of knowledge. The reviewed studies consistently show that when teachers encourage students to explore texts independently and express their interpretations, their involvement in reading activities increases significantly. These findings indicate that autonomy contributes to the development of a more meaningful and engaging literacy environment (Puspita et al., 2023; Rifqiyah et al., 2025).

Furthermore, autonomy functions as a foundational element within the proposed humanistic mediation model. It enhances intrinsic motivation and supports affective engagement, which in turn influences reading outcomes. Thus, autonomy serves as a key mechanism that initiates the mediation process linking pedagogical practices to literacy development (Firmansyah et al., 2024; Rohim & Rahmawati, 2020).

b. Empathy and Relational Pedagogy in Literacy Practices

The analysis also highlights the significant role of empathy in fostering effective literacy learning environments (Muhammadin & Pamungkas, 2024). Across the reviewed studies, empathetic teacher-student relationships increase emotional comfort, confidence, and participation in reading activities. These findings indicate that literacy learning is influenced not only by instructional strategies but also by the quality of interpersonal relationships within the classroom (Munandar & Newton, 2021; Rohim & Rahmawati, 2020) .

Empathy appears in teachers' ability to understand students' individual needs, learning differences, and social contexts. The findings show that when teachers adopt a supportive and responsive approach, students become more willing to engage in reading activities and share their interpretations. These results reinforce the idea that reading literacy is a relational process that involves emotional and social interaction (Puspita et al., 2023; Munandar & Newton, 2021; Syamsuriyanti & Padipa, 2023).

Within the humanistic mediation model, empathy strengthens affective engagement, which becomes a key pathway connecting pedagogical practices to literacy outcomes.

Students who experience empathetic learning environments tend to develop positive attitudes toward reading, leading to increased participation and persistence (Rohim & Rahmawati, 2020; Munandar & Newton, 2021).

c. Meaningful Learning and Experiential Engagement

The findings further reveal that meaningful learning is a critical dimension in humanistic literacy practices. Across the selected studies, students demonstrate higher engagement when reading activities are connected to their personal experiences, cultural contexts, and everyday realities. This suggests that reading literacy should be understood as a contextual and meaningful activity rather than a decontextualized skill (Fauziyyah & Iswara, 2024; Dewi & Wijaya, 2023; Gürhan, 2025).

In practice, meaningful learning is reflected in the use of contextual materials and interactive strategies that allow students to relate texts to their own experiences . The reviewed studies show that these approaches enhance students' comprehension and encourage deeper understanding of the material. This indicates that experiential engagement plays a significant role in strengthening literacy development (Puspita et al., 2023; Dewi & Wijaya, 2023).

From the perspective of the proposed model, meaningful learning contributes to experiential meaning, which acts as a mediating variable between instructional practices and literacy outcomes. By integrating students' experiences into literacy activities, educators can facilitate more effective and sustainable learning processes (Fauziyyah & Iswara, 2024; Puspita et al., 2023).

d. Integration into the Humanistic Mediation Model

The synthesis of findings across the reviewed studies demonstrates that reading literacy development is shaped by the interaction of autonomy, empathy, and meaningful learning. These dimensions operate in an interconnected manner through affective and experiential pathways. Autonomy enhances students' motivation, empathy strengthens emotional engagement, and meaningful learning facilitates the construction of experiential understanding.

This integrated perspective indicates that reading literacy is not solely a cognitive process but a holistic activity involving emotional, social, and experiential dimensions. The humanistic mediation model proposed in this study provides a conceptual framework for understanding how these dimensions interact to influence literacy outcomes, including engagement, comprehension, and reading identity.

Moreover, the findings emphasize the importance of adopting humanistic approaches in literacy instruction. By prioritizing student-centered learning, relational interaction, and contextualized experiences, educators can create more effective literacy practices. This study, therefore, contributes to a more comprehensive understanding of reading literacy in elementary education, grounded in empirical findings from the reviewed studies.

2. Discussion

a. Reconceptualizing Reading Literacy Beyond Cognitive Paradigms

The findings of this study challenge the dominant perspective that positions reading literacy primarily as a cognitive and technical competence. The reviewed studies

consistently show that affective, relational, and experiential dimensions shape literacy practices, indicating that cognitive processes alone cannot fully explain literacy development. Students engage in reading activities not only through decoding and comprehension skills but also through motivation, interaction, and contextual relevance (Rohim & Rahmawati, 2020; Puspita et al., 2023; Dewi & Wijaya, 2023).

These findings suggest that reading literacy should be understood as a holistic process that integrates cognitive, emotional, and social dimensions of learning. Learning environments that emphasize participation, emotional support, and contextualized experiences tend to produce more meaningful literacy outcomes (Fauziyyah & Iswara, 2024; Munandar & Newton, 2021; Prawira et al., 2023; Rahmawati et al., 2025). In this sense, literacy functions not merely as an academic skill but as a meaningful activity through which learners actively construct understanding and engagement.

b. Humanistic Mediation Model in Literacy Development

As illustrated in Figure 2, this study proposes a humanistic mediation model that explains how pedagogical practices influence literacy outcomes through affective and experiential pathways. The model highlights the roles of autonomy, empathy, and meaningful learning as central humanistic dimensions that mediate the relationship between instructional practices and literacy development.

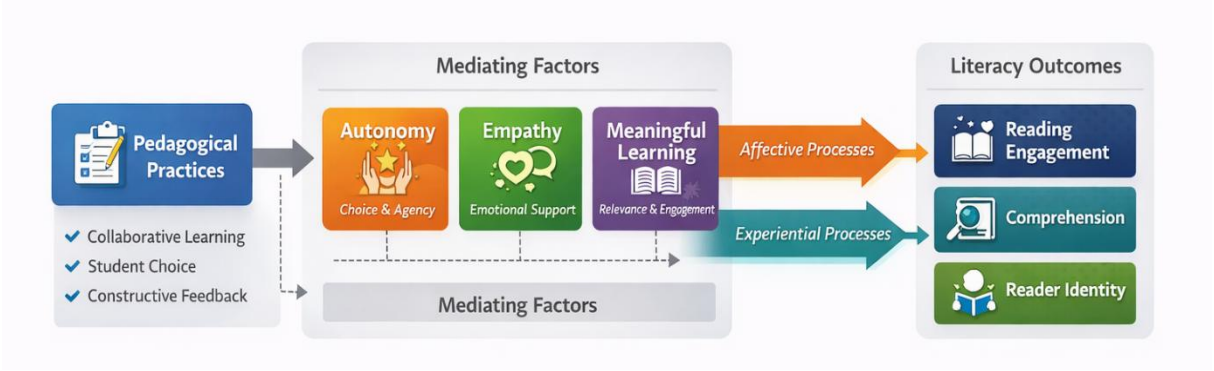


Figure 2. Humanistic Mediation Model of Reading Literacy Development

The model illustrates how pedagogical practices influence literacy outcomes through the mediating roles of autonomy, empathy, and meaningful learning, facilitated by affective engagement and experiential meaning. Autonomy enables students to actively engage in reading by providing opportunities for choice and self-directed learning, which enhances intrinsic motivation (Firmansyah et al., 2024). Empathy, reflected in supportive teacher-student relationships, fosters emotional security and encourages participation in literacy activities (Munandar & Newton, 2021). Meanwhile, meaningful learning connects reading activities with students' personal experiences and social contexts, facilitating deeper comprehension and sustained engagement (Fauziyyah & Iswara, 2024; Dewi & Wijaya, 2023).

These dimensions operate through two key pathways identified in the model: affective engagement and experiential meaning. Affective engagement strengthens students' emotional connection to reading activities, while experiential meaning enables learners to relate texts to their own lives. Together, these mediating processes explain how pedagogical practices are translated into literacy outcomes, including reading engagement, comprehension, and reader identity.

c. Implications for Pedagogical Practices

The integration of humanistic dimensions into literacy instruction has important implications for elementary education. The findings suggest that teachers should move beyond traditional instructional approaches and adopt strategies that support student autonomy, foster empathetic relationships, and promote meaningful learning experiences. Such practices can enhance students' motivation, participation, and comprehension in reading activities (Firmansyah et al., 2024; Puspita et al., 2023; Ika Sari et al., 2024).

In addition, the model presented in Figure 2 provides a practical framework for designing literacy instruction. By focusing on the mediating processes of affective engagement and experiential meaning, educators can better understand how to create learning environments that support holistic literacy development. This indicates that effective literacy instruction requires not only appropriate teaching strategies but also attention to students' emotional and experiential dimensions of learning.

d. From Local Evidence to Global Relevance

Although the model is developed based on a synthesis of national-level studies, its conceptual structure offers broader relevance beyond the local context. The consistency of findings across the reviewed studies suggests that autonomy, empathy, and meaningful learning represent fundamental dimensions of literacy development that are applicable across diverse educational settings.

The humanistic mediation model offers a transferable framework that researchers can adapt and test across different contexts. Although the findings remain bounded by the scope of the selected studies, the model contributes to broader discussions on literacy by demonstrating how humanistic approaches enhance student engagement and learning outcomes. These findings indicate that locally grounded evidence can yield insights relevant to global educational discourse.

e. Theoretical Contribution and Model Advancement

This study contributes to the development of literacy theory by proposing a humanistic mediation model that integrates autonomy, empathy, and meaningful learning into a unified conceptual framework. As shown in Figure 2, the model extends beyond traditional cognitive approaches by emphasizing the role of affective and experiential processes in literacy development.

The model provides a clearer explanation of how pedagogical practices influence literacy outcomes through mediating mechanisms, offering a more comprehensive understanding of reading literacy. By positioning humanistic dimensions as central components, this study advances existing literacy frameworks and highlights the importance of holistic approaches to literacy instruction (Puspita et al., 2023; Firmansyah et al., 2024).

f. Limitations and Directions for Future Research

Despite its contributions, this study has several limitations. The analysis is based on a limited number of studies (n = 26), which may not fully represent the diversity of literacy practices across contexts. Additionally, the qualitative nature of the study limits the generalizability of the findings. Future research is recommended to test the

proposed model using quantitative or mixed-methods approaches empirically. Further studies are also needed to examine the model's applicability across diverse cultural and educational contexts, thereby strengthening its theoretical and practical relevance.

Conclusion

This study reconceptualizes elementary reading literacy as a humanistic and multidimensional process that extends beyond purely cognitive and technical skills. The findings demonstrate that literacy development is shaped by the interplay of autonomy, empathy, and meaningful learning, which serve as core humanistic dimensions that influence students' engagement, comprehension, and reading experiences. These dimensions operate through affective and experiential pathways, as reflected in the proposed humanistic mediation model, which explains how pedagogical practices influence literacy outcomes indirectly through internal learning processes. This contribution highlights that effective literacy instruction is not solely determined by instructional strategies, but also by the extent to which learning environments support student agency, emotional connection, and meaningful engagement.

From a practical perspective, this study emphasizes the importance of adopting student-centered, relational, and contextually relevant approaches in literacy instruction. Teachers are encouraged to facilitate autonomy, foster empathetic relationships, and design meaningful learning experiences to enhance literacy development. Despite its contributions, this study is limited by the scope of the reviewed articles and the qualitative nature of the analysis. Future research is recommended to empirically examine the proposed model using quantitative or mixed-method approaches and to explore its applicability across diverse educational contexts, thereby advancing more humanistic and sustainable literacy practices in elementary education.

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