

Selection of Literary Readings for Junior High School Students Based on the Horizon of Public Readers' Acceptance of Kompas Selected Short Stories 2024

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ABSTRACT

Literary learning in junior high school still often chooses short stories based on the reputation of the work or the availability of materials, while the acceptance of students as lay readers has not been used as a basis for selecting texts. This research aims to describe the horizon of student acceptance for the twelve Kompas Selected Short Stories 2024 and formulate criteria for curating junior high school literature readings. This descriptive qualitative research involved 23 students of grade VII C of Sekolah Rakyat Menengah Junior 6 East Jakarta. Data were obtained through written responses about predictions, feelings, understanding, and further desires after reading, as well as learning observations. The data were analyzed heuristically and hermeneutically with the categories of expectation horizon, reception horizon, advanced response, and reception variation. The results showed that short stories with concrete conflicts, relatively clear language, easily recognizable characters, and themes related to students' experiences tended to receive positive responses. Ambivalent or resistive responses arise when the text contains cultural vocabulary, dense symbols, distant socio-political contexts, or sensitive themes. These findings resulted in five curation criteria, namely readability, experiential proximity, clarity of conflict, thematic sensitivity, and reflectivity. Practically, these criteria can be used to classify short stories as priority reading, supervised reading, or selective reading, while determining support such as context introduction, glossary, and directed discussion.

1. INTRODUCTION

Literary learning at the junior high school level is not sufficiently understood as an activity to recognize themes, characters, plots, settings, and mandates. Literature provides a space of aesthetic experience that allows learners to read conflicts, values, life choices, and possible meanings that are not always singular. Efendi (2011) emphasized that literature is able to balance thoughts and feelings and foster human sensitivity as a whole (Efendi, 2011). In the context of education, this function becomes important because literary learning deals not only with cognitive understanding, but also with the formation of students' affective, social, and reflective sensitivities. This direction is in line with the Indonesian Language Learning Achievement Phase D in the Independent Curriculum. Students are directed to understand, interpret, discuss, and express ideas through various types of texts, including literary texts (BSKAP, 2024). This competency demands that students be positioned as active readers who can relate the text to their initial experience and knowledge. Therefore, the selection of literary reading for junior high school students needs to consider not only the quality of the text, but also the way the text is received by lay readers. The issue of reading selection has become

increasingly important when the literacy achievement of Indonesian students is still facing challenges. PISA 2022 shows that Indonesian students' reading achievement is still below the OECD average, and only about a quarter of students reach Level 2 or higher (Pisa, 2023). In literary learning, reading skills at this level are related to the ability to find information, understand main ideas, interpret conflicts, and reflect on texts. If the chosen reading is too far from the student's horizon without accompaniment, learning risks stopping at confusion and not achieving the expected aesthetic experience. A number of studies have provided an important foundation for reader-oriented literary learning. The reader-response approach places students as active constructors of meaning through personal responses, discussions, and response writing; This approach opens up opportunities so that the reader's experience is not treated as a wrong answer that must be immediately standardized (Mujiyanto & Hartono, 2020). At the same time, the study of children's and adolescent literature confirms that texts can expand social understanding if reading provides space for students to weigh perspectives, textual evidence, and ethical issues that arise in stories (Simpson & Cremin, 2022). In the Indonesian context, research on junior high school reading interests also shows that reading experience is inseparable from the reader's social conditions, including economic and family education backgrounds (Nurhaliza et al., 2022).

These findings are important, but they do not directly answer more specific curricular questions: what kind of contemporary short stories can be an entrance for junior high school students, which elements of the text facilitate or hinder their acceptance, and what forms of support are needed when the text presents a social-cultural world that is distant. The literature on adolescent reading engagement also emphasizes that reader response data needs to be used to understand learning needs, not just to measure reading outcomes (Anderson et al., 2023). Thus, the research gap lies in the unoperability of the junior high school student admission horizon as an empirical basis for curating contemporary literary reading. Studies of reader responses generally focus on the process of meaning or teaching strategies, while studies of complex texts deal more with the form of scaffolding when students have been confronted with the text. There have not been many studies that link the pattern of student acceptance of certain short stories with the decision to select the text whether a short story is worthy of priority reading, used with assistance, or selected selectively. This gap is important because the choice of reading that only pursues convenience can limit the expansion of the student's experience, while the provision of texts that are too far apart without mediation risks causing confusion and rejection (Reynolds & Fisher, 2022). This article responds to this gap by analyzing the admission horizon of 23 grade VII students to the twelve Kompas Selected Short Stories 2024. The students' responses were used not only to describe the reader's impressions, but to compile a curation instrument in the form of five criteria: readability, proximity of experience, clarity of conflict, sensitivity of theme, and reflectivity. The contribution of the article lies in transforming the reception of students into a pedagogical decision-making basis that connects the choice of short stories with the level and form of assistance needed. With that framework, this research supports the demands of active and reflective literary learning while maintaining students' opportunities to enter challenging texts proportionately.

2. METHODS

This study uses a descriptive qualitative approach to understand students' acceptance of short stories in the context of learning. The focus of the research includes how students imagine stories, sense conflicts, assess characters, and provide follow-up responses after reading (Tomaszewski et al., 2020). The subjects of the study were 23 students of grade VII C of Sekolah Rakyat Menengah Pertama 6 East Jakarta. Students are positioned as lay readers because they do not have formal training in literary studies, but have had personal, social, and emotional experiences that influence

their interpretation of the text. The object of the research is in the form of 12 short stories in *the 2024 Kompas Selected Short Stories* which were purposively selected based on pedagogical feasibility, thematic diversity, and reflective potential for junior high school students (Ahmad & Wilkins, 2025). The selection of short stories takes into account the complexity of language, clarity of plot and conflict, the proximity of the theme to the student's experience, the sensitivity of the issue, and the potential for human value. Short stories with a higher level of difficulty are still chosen if they can be supported through a glossary, context introduction, character maps, or gradual reading (Reynolds & Fisher, 2022).

Table 1. Indicators of pedagogical feasibility of short stories

Aspects	Indicator
Language complexity	Foreign vocabulary, cultural terms, figurative language, and sentence structure.
Story structure	Clarity of characters, plots, conflicts, and cause-and-effect relationships.
Theme proximity	Themed relationships with family, school, friends, environment, or adolescent experiences.
Sensitivity of the issue	The presence of violence, death, war, horror, identity conflict, or socio-political issues.
Reflective values	The potential of stories encourages empathy, moral judgment, and students' creative responses.
Assistance needs	Possible use of glossaries, character maps, context introductions, and directional discussions.

Key data is obtained through students' written responses that contain initial predictions, feelings after reading, parts that are understood or confusing, and further desires for the story. The data is supported by learning observations, especially related to students' questions, emotional responses, and difficulty understanding story elements (Mujiyanto & Hartono, 2020). Data were analyzed through heuristic reading to identify an initial understanding of the story elements and hermeneutic reading to interpret students' emotional, evaluative, and reflective responses. Next, the data is grouped into expectation horizons, acceptance horizons, follow-up responses, and reception variations. Simple frequencies are used to reinforce response patterns without changing the character of qualitative research (Naeem et al., 2023). The validity of the data is maintained through triangulation of sources and methods. Source triangulation was done by comparing responses between students, while method triangulation was done by comparing written responses and observation results. *Member checking* is done by asking several students to confirm a summary of the researcher's interpretation of their response. All response sheets, observation notes, codes, and analysis categories are stored as research audit trails (Ahmed, 2024). This study uses a descriptive qualitative approach to understand students' acceptance of short stories in the context of learning. The focus of the research includes how students imagine stories, sense conflicts, assess characters, and provide follow-up responses after reading (Tomaszewski et al., 2020). The subjects of the study were 23 students of grade VII C of Sekolah Rakyat Menengah Pertama 6 East Jakarta. Students are positioned as lay readers because they do not have formal training in literary studies, but have had personal, social, and emotional experiences that influence their interpretation of the text. The object of the research is in the form of 12 short stories in *the 2024 Kompas Selected Short Stories* which were purposively selected based on pedagogical feasibility, thematic diversity, and reflective potential for junior high school students (Ahmad & Wilkins, 2025). The selection of short stories takes into account the complexity of language, clarity of plot and conflict, the proximity of the theme to the student's experience, the sensitivity of the issue, and the potential for human value. Short stories

with a higher level of difficulty are still chosen if they can be supported through a glossary, context introduction, character maps, or gradual reading (Reynolds & Fisher, 2022).

3. RESULTS AND DISCUSSION

3.1. Results

The results of the study show that the horizon of student acceptance for *the Kompas Selected Short Story in 2024* is formed through the relationship between the character of the text and the reader's experience. Students are more likely to accept short stories that have a closeness to daily experiences, concrete conflicts, easily recognizable characters, and relatively clear language. Short stories that present a living room, school, place of worship, social environment, or events that are close to the lives of teenagers tend to elicit a stronger response. In the short story "Komando Dat Night", the horizon of student acceptance is formed through the conflict between the rules of the pesantren and the desire of students to watch football. The proximity of the football theme makes it easy for students to imagine events, feel tension, and propose follow-up responses, such as the hope that the pesantren will hold a watch together. This pattern suggests that texts that are close to students' popular interests can strengthen emotional engagement and open up spaces for discussion about rules, character choices, and the consequences of actions. In the short story "Bakiak-Bakiak Maksum", students receive stories through cultural objects, the work of the characters, and changes in the function of the worship room. Some students initially did not understand the meaning of the word *clog*, but were still able to relate it to the character's experience. One student wrote, "I feel sorry for Maksum because his prayer room has changed". The quote shows that the change of the prayer room is not only understood as an event in the story, but also gives rise to empathy for the characters. In the short story "Moving Home", the horizon of student acceptance is influenced by the elements of a new house, a mystical atmosphere, the birth of a baby, and the loss of a child. Students show fear, sadness, curiosity, and compassion for the figure. This short story shows that the element of horror or mystery can attract students' attention, but it still requires pedagogical management so that the discussion does not stop at fear. Teachers need to direct students to read family conflicts, social concerns, and the attitudes of the characters in dealing with the events of the story. Meanwhile, the short story "Spring on Kisufim Road" shows a more complex acceptance. Some students are interested in love stories, conflict, blood, and identity, but others find it difficult to follow the plot and understand the socio-political context of the story. This kind of short story does not have to be removed from the junior high school reading list, but its use requires stronger assistance, such as an introduction to the context, character maps, glossary, and directed discussions.

Table 2. Short story selection criteria based on student admission horizon

Aspects	Indicator	Strong acceptance	Pedagogical implications
Readability	Language, vocabulary, and flow	Students are able to follow the main events and don't ask for much re-explanation.	Can be used as priority reading.
Proximity of experience	Family, school, neighborhood, place of worship, and teenage habits	Students easily connect stories with everyday experiences.	It can be an initial discussion sparker.
Conflict clarity	Cause-and-effect relationship and the position of the figure	Students are able to assess the actions of the characters and understand the consequences of events.	Suitable for interpretation exercises and reflection of values.

Theme Sensitivity	Violence, horror, war, death, or identity conflict	Students are interested but need direction so as not to stop at the sensation.	Need an introduction to context and discussion boundaries.
Reflective power	Empathy, moral judgment, and follow-up responses	Students propose a desire to help the character, change the ending, or continue the story.	It can be developed into a reception dialogue or a creative response.

Table 2 shows that the student admission horizon can be operationalized into a reading selection criterion. With these criteria, teachers not only judge short stories from literary reputation, but also from the possibility of the text being read, felt, interpreted, and discussed by junior high school students.

Table 3. Recommendations for the use of short stories for junior high school students

Recommendation level	Short stories	Acceptance horizon basis	Forms of mentoring
Priorities	Command of the Night; Maksum Squirrels; The Secret of the Tea Shop; When Tired	It is close to the student's experience, evokes emotions, and is relatively easy to use as a class discussion.	Spark questions, response dialogues, and creative response production.
Recommended with mentoring	Moving House; King and the Sky Stone; Yai	It has both narrative and reflective appeal, but some elements require an explanation of context or symbols.	Glossary, character maps, and step-by-step readings.
Selective	Spring on Kisufim Road; Giri Tohlangkir; seizing land; three other graves; Lara Lere	The theme is heavier, symbolic, or social-culturally distanced, so some students experience confusion.	Introduction to context, directed discussion, and restriction of sensitive issues.

The classification in Table 3 is the result of a synthesis of student admission patterns. Selective categories do not mean that short stories are not worth using, but suggest that teachers need to provide *stronger scaffolding* so that the aesthetic distance between the text and the reader can be productively negotiated.

Discussion

Acceptance Horizon as a Basis for Interpretation and Text Selection

The findings of the study show that students' acceptance of short stories is not primarily determined by the literary reputation of the text, but by the ability of students to find a foothold in experience to enter the world of stories (Mujiyanto & Hartono, 2020). A more intense response pattern to short stories themed on family, school, religious life, daily work, and popular interests suggests that early experiences work as an interpretive bridge, not just a reader's psychological background (Anderson et al., 2023). In the *reader-response approach*, the reader is understood as an active builder of meaning. Therefore, students' impressions, predictions, and assessments need to be treated as valid learning data, not as subjective responses that must be corrected immediately (Pierce & Gilles, 2021). This explanation is in line with the study of adolescent literacy which places reader involvement, choice, and identification as prerequisites for reading to develop from answering questions to practicing meaning (Lammers et al., 2022). Thus, the strength of acceptance in certain short stories in this study can be read as evidence that the selection of junior high school reading needs to start from the question "from where can students enter the text?", not just "what value is contained in the text?" (Mujiyanto & Hartono, 2020). The proximity of the experiences that emerge in the data should not be simplified as a demand that the entire reading always resemble the student's

life (Simpson & Cremin, 2022). The short story "Maksum Clogs" shows that cultural elements that were originally foreign are still acceptable when students have the opportunity to connect objects, spaces, and conflicts in the story with the knowledge built up during reading (Kennedy & Chinokul, 2020). That is, relevance is formed through a process of negotiation between the experience that the reader already has and the new context that the text provides so that cultural differences can be productive aesthetic distances, not permanent barriers (Linder & Falk-Ross, 2024). These findings are in line with research on teaching adolescent literature which shows that introduction to context, group conversations, and opportunities to come up with responses can broaden students' understanding of social issues that they did not previously experience directly (Pierce & Gilles, 2021). Therefore, the category of experience proximity in Table 1 is more accurately understood as a degree of connectivity that can be built through learning design, not as a measure of absolute similarity between the life of the character and the life of the student. The data on "That Night's Command" reinforce the importance of easily recognizable conflicts in shaping the reader's initial engagement. The students' interest in the tension between the rules of the pesantren and the desire to watch football shows that concrete conflicts make it easier for them to assess the choice of characters, imagine consequences, and propose alternative solutions. In the study of adolescent literacy, this kind of engagement is related to the availability of clear reading goals and opportunities for students to respond personally and socially to the text (Lammers et al., 2022). However, the response of students who wanted a shared viewing activity was not treated enough as proof that they liked the story; The response signifies that they have moved the fictional problem into the realm of social possibility that they understand. The shift from following the flow to negotiating the actions of the characters is an early indicator of reflective reading and can be the basis for developing discussions about compliance, negotiation of rules, responsibility, and empathy without patronizing students (Mujiyanto & Hartono, 2020).

Readability, Conflict, and Emotional Response

The findings on *clogs vocabulary* and the difficulty of following a more dense short story confirm that readability is not synonymous with text length or the simplicity of the theme. Readability in this study appears to be a meeting between the clarity of the cause-effect relationship, the familiarity of vocabulary, the ability to map characters, and the adequacy of contextual information to build inferences. Studies of adolescents' encounters with complex texts show that barriers often arise when the demands of language, background knowledge, and textual structure are present at the same time, resulting in students losing the ability to organize meaning (Reynolds, 2021). In such conditions, vocabulary explanations should not be positioned as a separate technical aid from appreciation because the meaning of words is directly related to the way students visualize the story world and understand the social position of the characters (Linder & Falk-Ross, 2024). Therefore, the readability indicators in Table 1 are worth maintaining, but their operationalization needs to include observations of students' points of confusion, not just teachers' assessments of the language level of short stories (Johnson, 2021). The response of fear, sadness, compassion, and curiosity to "Moving House" shows that emotions function as cognitive mechanisms that direct the reader's attention to the problem of the story. When students are frightened by mystical elements but still pay attention to the loss of a child and the family situation, they are actually connecting the narrative atmosphere with the human consequences experienced by the characters. The literature on adolescent learning shows that affective responses can strengthen understanding when teachers help students name emotions, show textual evidence, and compare points of view, rather than stopping at "spooky or non-scary" questions (Pierce & Gilles, 2021). In other words, horror themes are not automatically inappropriate for junior high school, but their pedagogical value depends on whether learning shifts the focus from sensation to conflict reading, family relations, and social concern (Simpson & Cremin,

2022). This analysis explains why theme sensitivity needs to be included in the selection criteria, not to censor, but to determine the safest and most meaningful form of mediation for the reader's age. The student's desire to help the character, change the ending, or continue the story needs to be read as a form of interpretive agency. The response shows that students not only take information from the text, but begin to test the fairness of events, imagine other options, and place themselves in an ethical relationship with the character. The reader-response study confirms that the activities of writing responses, discussing, and conducting peer assessments can transform literary reading into a dialogical practice that combines individual experiences with textually accountable reasons (Mujiyanto & Hartono, 2020). This is also in line with findings from book discussions that show that the depth of conversation does not arise spontaneously, but rather needs to be supported by open-ended questions, thinking time, and the habit of referring back to the text (Kennedy & Chinokul, 2020). Therefore, the reflective power in Table 1 is not an additional element after students understand the content, but evidence that understanding has begun to transform into evaluation, imagination, and moral reasoning.

Aesthetic Distancing and Scaffolding Needs

A more diverse reception of "Spring on Kisufim Road" shows that students' difficulties cannot be interpreted solely as low interest or reading ability. The density of socio-political contexts, identities, violence, and relationships between characters makes grade VII readers have to work on several layers of understanding at once, while some background knowledge is not necessarily available in their experience. Research on complex texts in adolescent readers emphasizes that when linguistic, conceptual, and structural burdens stack, teacher mentoring is needed to help students break down reading problems into manageable steps (Reynolds, 2021). These results are consistent with studies of adolescent literature teaching that found that initial context, inference modeling, and structured response output help readers transform initial confusion into more elaborate understanding (Sun, 2024; Kennedy & Chinokul, 2020). Thus, the "selective" category in Table 2 should not be understood as a rejection of complex short stories, but rather as a curricular decision that the text requires greater time, purpose, and support than priority reading. *The scaffolding* required is not enough in the form of a lecture about the setting of the story before reading. An introduction to context needs to be accompanied by a selective glossary, a map of character relationships, marking the sections that trigger the question, and a gradual reading task that distinguishes between understanding events, interpreting symbols, and assessing ethical issues. Multimodal strategies, including drawings, timelines, simple maps, or visual representations of character relationships, are relevant for early teenage learners because they can reduce the workload of working memory without eliminating the complexity of story ideas (Linder & Falk-Ross, 2024). The support must be temporary and responsive to the class data, because *overly complete scaffolding* can kill exploration, while late help allows confusion to develop into rejection of the text. This principle makes it clear that the "with assistance" recommendations in Table 2 are pedagogical designs, not just a label of difficulty level (Anderson et al., 2023). The results of the study also show that aesthetic distance can be a source of learning when managed dialogically. Short stories that contain war, land grabs, death, or identity conflicts can help students recognize that the human experience is not singular, but its use should avoid simplifying complex issues and exploiting the sensation of violence. Studies of children's literature and social justice emphasize that challenging texts can open up critical conversations if teachers do not impose a mandate, but rather lead readers to weigh the evidence, perspectives, and impact of an action (Simpson & Cremin, 2022). In this framework, the reluctance or confusion of some students is important data that needs to be heard, as negative responses can indicate the need for additional context, a sense of security for different opinions, or the selection of quotes that are more appropriate for the early stages (Pierce & Gilles, 2021). Thus, the management

of sensitive themes needs to be directed at the formation of ethical literacy, not just on mastering the intrinsic elements of short stories.



Figure 1. Chart of research findings

Contributions, Novelties, and Learning Implications

The novelty of this research lies in the shift in the function of reader reception from just an object of description to a curation instrument for junior high school literature reading. The *reader-response* study generally focused on the way the reader generates meaning or on the effectiveness of learning strategies, while this study translated the pattern of student responses into five operational criteria, namely readability, proximity of experience, clarity of conflict, sensitivity of theme, and reflectivity. The framework allows teachers to make more rational decisions about whether a short story is used as priority reading, supervised reading, or selective reading (Mujiyanto & Hartono, 2020). This contribution is important because text choices are often still determined by canon, book availability, or adult assumptions about good stories, even though the involvement of young readers is a requirement for the aesthetic and social potential of the text to truly work in the classroom (Simpson & Cremin, 2022). In other words, this study does not lower the literary standard to the level of momentary preference, but adds student reception data as a basis for planning productive encounters with quality texts. The classifications in Table 2 also offer a practical contribution as they relate the choice of text to the teacher's form of action. Priority short stories can be used to build reading confidence through title predictions, response journals, character discussions, and alternative endings, while more challenging short stories need to start from the activation of initial knowledge and reading section by section. This recommendation is in line with evidence that strategies that incorporate before, during, and after reading support can improve comprehension as well as motivation, especially when students are given space to craft personalized responses (Kennedy & Chinokul, 2020). In the context of the Independent Curriculum, the design supports learning outcomes that require students to understand, interpret, evaluate, and respond to literary texts orally and in writing. However, its application needs to be flexible because one short story can change categories in different classes according to reading experience, language, class composition, and the quality of teacher mediation. Methodologically, the use of three types of responses—initial shadow, post-reading feelings, and follow-up desires expands the way teachers gather evidence about student acceptance. Early shadows can indicate horizons of initial expectations and misconceptions, affective responses reveal points of engagement or resistance, while advanced desires capture forms of reader agency that are not always apparent in conventional understanding. The combination of the three is

in line with a literacy study that advocates responsive assessment to the needs of readers as well as the use of multimodal and dialogical products to understand the adolescent learning process (Anderson et al., 2023). However, written responses should not be treated as a transparent representation of the student's experience because answers can be influenced by writing skills, the teacher's desire to please, and class dynamics. Therefore, triangulation with observations, discussion excerpts, or short reading conferences is important so that text selection decisions do not only rely on the answers that are easiest for students to write.

This research also has limitations that need to be taken into account in interpreting its contribution. The data comes from 23 grade VII students in one school, so the recommendation category cannot be generalized as a standard list for all junior high school students in Indonesia. Variations in region, mother tongue, religious experience, reading habits, and access to contemporary literature are likely to result in different acceptance horizons, as adolescent literacy research emphasizes the strong influence of social context on reading engagement (Lammers et al., 2022). In addition, the research design has not systematically compared changes in responses before and after *scaffolding*, so the effectiveness of each form of assistance still needs to be tested in classroom action research or mixed design. These limitations do not weaken the findings, but confirm that the resulting rubric should be used as an initial diagnostic tool that can be revised through reader data in each class, rather than as a rigid selection instrument. Overall, the results of the study lead to an understanding that the quality of junior high school literature reading is relational: these qualities arise when the character of the text, the student's horizon, and the teacher's mediation meet each other proportionally. Short stories that are close to everyday experience serve as an entrance to foster a sense of ability and involvement, while short stories that are distanced provide opportunities to expand empathy, social knowledge, and interpretive capacity. Both types of texts need to be present in the curriculum, but with different sequences, supports, and learning objectives so that students don't get stuck in reading that is too easy or left behind by reading that is too far away. In that framework, the horizon of acceptance of the general reader is not an excuse to limit literature to the familiar, but rather a tool to design a bridge from the experience that students have already had to a more human experience. The main contribution of this research, therefore, is to provide an empirical basis for teachers to curate reading in a more responsive, critical, and pedagogical manner.

4. CONCLUSION

This research shows that the student acceptance horizon can be used as a basis for choosing literary reading for junior high school students. Short stories that gain stronger acceptance generally have language and plots that are relatively easy to follow, concrete conflicts, easily recognizable characters, and themes that are close to students' daily experiences. This closeness encourages the emergence of emotional responses, empathy, judgment of the characters' actions, and the desire to continue or change the story. Based on this pattern, the selection of short stories is not enough based on the aesthetic value or reputation of the work, but also needs to consider readability, proximity of experience, clarity of conflict, sensitivity of the theme, and its reflective potential. Thus, student responses can be positioned as pedagogical data to identify priority readings, readings that require mentoring, and selectively used readings. These findings confirm that short stories that are more complex, symbolic, or contain socio-political issues and sensitive themes still have the potential to be used in junior high school literature learning, but require *adequate scaffolding*. Teachers can provide context introductions, glossaries, character maps, step-by-step readings, and directional discussions so that the distance between the student's experience and the world of the text can be negotiated productively. The contribution of this research lies in the use of student receptions not only to describe reader responses, but as the basis for curating literary reading materials that are more

responsive to the needs of the class. However, because the study was conducted on 23 grade VII students in one school, the results could not be generalized widely. The next study can test these selection criteria in different schools, levels, and social backgrounds and evaluate the effectiveness of the form of teacher assistance on changes in student admission horizons.

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