

# The Dynamics of Readers' Reception of the Novel *Habibie & Ainun* Among University Students

Intama Jemy Polii\*  
Manado State University, Indonesia

Ignatius Javier C. Tuerah  
Manado State University, Indonesia

Juanda  
Makassar State University, Indonesia

Iswan Afandi  
University of Timor, Indonesia

Mardiningsih  
Republic of Indonesia Teachers Association Wiranegara University, Indonesia

**Abstract**—This study examined the reception of the novel *Habibie & Ainun* (2010) using Jauss' literary reception theory, focusing on how readers from different cultural and linguistic backgrounds interpret biographical prose fiction. Employing a mixed-method approach, this research involved 145 students from universities in Indonesia, including Manado State University, Makassar State University, Republic of Indonesia Teachers Association Wiranegara University, and Timor University. Data were collected through surveys with both qualitative and quantitative elements and analyzed using Jamovi and NVivo software. Findings revealed that factors such as personal experience, historical context, and generational differences shape how readers interpret the novel. The majority of readers (58%) brought preset expectations, aligning with the concept of the readers' horizon of expectations. While most readers felt emotionally connected to the characters, younger readers struggled to personally identify with them due to a lack of direct experience with the historical context. Nonetheless, universal themes like love and sacrifice resonated strongly. This research supports the SDGs by enriching literary literacy studies in historical and cultural contexts and promoting literary accessibility for diverse reader groups.

**Index Terms**—biographical novels, literary reception, politics, socio-culture, students

## I. INTRODUCTION

Among other aspects of character building, teaching literature to students can be done by presenting them with literary readings, such as novels. Indeed, literature plays a huge role in reflecting human experience, history, and cultural and environmental values (Juanda & Azis, 2023; Liu et al., 2024). Biographical novels, for example, not only present the life stories of influential figures but also build narratives that can shape the way readers perceive the events and characters written about (Hiidenmaa et al., 2024; Riveiro, 2022). Because they offer insights into the nation's history, individual struggles, and inspirational values, stories that depict the life journeys of national figures often receive widespread attention. One example of these kinds of stories is *Habibie & Ainun* (2010), a novel that tells the story of the journey of love and intellectual struggle of B.J. Habibie and his wife, Ainun, which not only touches on personal aspects but also has relevance in Indonesia's social and political landscape.

Readers from diverse backgrounds have interpreted *Habibie & Ainun* (2010) in different ways. Experience, knowledge, and the surrounding social context shape readers' interpretations of literary works (Juanda et al., 2024). In the reception theory developed by Hans Robert Jauss, the meaning of a work is not fixed but changes according to the reader's expectation horizon. Therefore, the novel can be interpreted differently by the generation that experienced Habibie's leadership firsthand compared to the generation that only knows him through popular literature or media. This shows that literary reception studies are important to understanding how texts are understood and appreciated in various social and cultural contexts (Adugna, 2025; Li et al., 2025; Vizcaíno, 2025).

---

\* Corresponding Author. Email: [intamapolii@unima.ac.id](mailto:intamapolii@unima.ac.id)

In the digital era, access to literature is widening, and the reception of literary works is no longer limited to academic criticism or print media reviews. Nowadays, it includes reader responses on social media and digital platforms. The novel *Habibie & Ainun* (2010) experienced a surge in popularity after it was adapted into a movie, further expanding the scope of its audience and potentially influencing how the novel was interpreted. In this context, it is important to explore how readers from different age groups and social backgrounds responded to the novel, both before and after its film adaptation. This study provides insight into how Indonesians receive biographical literature and the extent to which it influences public understanding of national figures.

Recent research on literary reception shows readers interact with literary works through evolving media and technology. The narrative presented by the literary work influences the reader's evaluation of the quality and consistency of the story, which then affects their enjoyment of the text. This is reflected in studies showing that the experience of “narrative transportation” increases positive evaluations of literary works and potentially increases the desire to share the text with others (Soto-Sanfiel et al., 2025). In addition, authors such as Evgenii Evtushenko’s use of Cuban-themed poetry deepened the understanding of international relations, particularly during the Cold War, demonstrating how literary works reflect and influence political discourse (Musachio, 2025). On the other hand, with the development of digital technology, literary analysis is now driven by data-driven approaches and visualizations that allow readers and researchers to explore literary texts from a more in-depth perspective. For example, the development of the emotion lens as an interactive visual analytics tool allows users to perform more efficient emotional analysis on large literary texts (Wang et al., 2025). This tool helps bridge the relationship between text, emotion, and other literary attributes, providing a new way to understand literary works in a digital context. This research relates to works that address digital genres, such as fan fiction built through social networks and fandom communities. Here, readers interact with texts more informally and from the bottom up, which distinguishes it from interactions with texts in more formal academic or publishing environments (Magnifico & Jones, 2025). Thus, technological developments expand access to literature and introduce new ways of appreciating and influencing literary reception through social media and web-based platforms.

Previous research has focused more on literary reception in the context of social media with traditional approaches without bringing the two elements together in a comprehensive framework. For example, studies on deepfakes and transportation narratives and analyses of Cuban-themed poetry in the context of Cold War politics have not integrated how social interactions within evolving online communities can influence readers' responses to literary texts. The present research fills this gap by linking the reception of literature through interactive discussions on social media platforms with the socio-political influences formed within the community of readers. The novelty of this research combines the analysis of literary narratives with an understanding of the responses of readers interacting in social media spaces, which examines readers' interactions with texts and how social and political contexts influence the way readers understand literary works. This research identifies how online fandom communities interact bottom-up, influencing the interpretation and dissemination of literary works that have not been widely explored in previous literary reception studies.

This research aims to analyze readers’ reception of the novel *Habibie & Ainun* (2010) using Jauss' reception theory approach to understand variations in meaning based on the horizon expectations of readers from different social backgrounds and generations. This research contributes to Indonesia’s 2035 Sustainable Development Goals (SDGs), including SDG 4: Quality Education, by enriching literacy studies and literary understanding in the context of Indonesian history and culture, thus supporting improving people's critical literacy. In addition, this research is also relevant to SDG 10: Reducing Inequality because it examines various groups of readers with different backgrounds receiving and interpreting the novel *Habibie & Ainun* (2010) to provide insight into the accessibility of literature for various groups. Furthermore, this research supports SDG 16: Peace, Justice, and Strong Institutions by exploring how literature plays a role in building historical awareness, national identity, and national values through the collective interpretation of the stories of important Indonesian figures.

## II. LITERATURE REVIEW

### A. Jauss' Literary Reception

Literary reception focuses on the understanding that interpretations of texts are not fixed but change over time and are influenced by social conditions, culture, and readers' experiences. Each reader brings a unique perspective that is influenced by their “horizon of expectations,” which is an understanding formed from their experiences and values (Alblooshi & Alasfour, 2025; Hjellbrekke et al., 2025). Therefore, how readers respond to literature depends on their socio-cultural background, which differs greatly from one generation to another. Over time, readers' expectations and understanding of a work can evolve according to social and cultural changes (Kuld et al., 2025; Musachio, 2025; Soto-Sanfiel et al., 2025). For example, in literary studies, writers from upper-class and modern backgrounds are often resistance-oriented, while writers from more traditional lower-class backgrounds may support the status quo or occupation (Hjellbrekke et al., 2025; Xue, 2025). This suggests that the political orientation of authors influences the reception of literary works in society, both ideologically and in terms of broader social influences (Huang & Xia, 2025; Storni, 2025).

In addition, technology and digital media also influence literary reception, changing the way readers access, understand, and interact with texts. Digital platforms, such as e-book research and social media, provide readers with greater and faster access to literary works that allow them to engage in collective discussion and interpretation (Della Sala et al., 2025; Swetha & Aravind, 2025; Zhukova et al., 2025). Social media has created a space for readers to enrich their reading experience with multiple perspectives, as in research on the comprehension and appreciation of literature through multiple platforms (Marmorstein & Shor, 2025). For example, climate fiction, which uses narrative to influence emotions and social action, demonstrates how literary genres serve as a means of stimulating global discussions on important issues such as climate change and social inequality (Malecki et al., 2025). Thus, technological developments have changed the way we interact with literary works, expanding the possibilities of participating in social and cultural discourse through a more inclusive and dynamic medium.

### *B. Construction of Identity and Nationalism in Literature*

Literature plays an important role in shaping identity both individually and collectively, especially in the context of a country's nationality and history. Literary works utilizing narratives that describe struggles, values, and culture can strengthen a sense of nationality and unite readers in a shared awareness of identity. The characters in literary texts often become symbols of the collective journey of society. This reflects the challenges faced and the values upheld by the nation (Lewin, 2005; Pattee, 2024; Tosi et al., 2024). An analysis of reading culture in Finland found that readers who identify as part of a book-reading community show equality in how they appreciate literature that reflects the dynamics of cultural identity in a social context (Hiidenmaa et al., 2024). Furthermore, literature functions as a medium that connects individuals with national identity and allows readers to reflect on their position in history and broader culture (Granqvist, 2024; Liu et al., 2024; Strandberg & van Rijt, 2024).

Furthermore, literary works often reflect the dynamics of nationalism that develop in society. Literature reveals how a nation builds and maintains its identity amidst social and political changes. Over time, literature records history and plays a role in shaping the perspectives of future generations on identity and nationalism (Dey & Tripathi, 2024; MacLeod et al., 2018). The practice of collective writing carried out by intellectuals during the Maoist era, which combined various perspectives of literary works, shows how texts become a space for discussion and the formation of a dynamic national identity (Kindler, 2025). Thus, literature, in this context, is a mirror of culture and a tool to strengthen the collective consciousness of the nation's history. In addition, through literacy education, literature influences readers in understanding social and political values, such as studies on the use of literary texts in learning English, where students showed greater interest in texts that are relevant to their lives (Courret, 2024; Holland, 2007; Tevdovska, 2016). Thus, literature plays an important role in shaping and strengthening national and social identity in a society that continues to develop.

### *C. Literary Reception in Culture and Society*

Literature functions as an artistic expression and a tool that reflects and shapes social dynamics. Through narratives that describe a nation's history, culture, and struggles, literary works strengthen the sense of nationality and collective identity of their readers (Shen, 2024; Storm & Rainey, 2024; Xu, 2024). Every text the reader receives will interact with society's norms, beliefs, and values. This provides space for readers to reflect on the social conditions in the lives where they live (Appio et al., 2025; Banou, 2025; Ortega Montero, 2025; Rossi et al., 2025). This phenomenon is increasingly understood through collective reading practices on digital platforms such as Tumblr, where readers re-access classic works such as *Dracula* and engage in interpretive discussions that create metaleptic and emotional content (Beach, 2025; Jones et al., 2023; LeBlanc, 2021). Thus, literary texts are understood in historical and cultural contexts and through the social dynamics that develop in interactions between readers.

In addition, the reception of literary works is greatly influenced by social changes that occur over time. Works accepted in a certain period are understood differently at other times due to changes in society. Readers from various social and cultural backgrounds bring their unique perspectives to interpreting texts so that literature becomes a medium that can broaden readers' social and cultural insights (Gulya & Fehérvári, 2023; Kane et al., 2022). For example, a literacy study in English found that readers from various groups in high school and college showed different approaches to reading and interpreting literary texts (Reynolds et al., 2022). This shows that literary interpretation continues to develop and adapt to each generation's social and educational context. Moreover, this forms a critical awareness of identity and social norms (Lewis & Ferretti, 2011). Along with the development of new media, the role of literature as a tool for forming opinions and reflection on social issues is increasingly important, as shown in research on how new media influences the way readers understand literary works and the social phenomena of these texts (Zhang, 2023).

### *D. Media and Technology on Literary Reception*

The development of technology and media has changed how readers receive and interpret literary works. Previously, a limited circle could only access literary works through printed books. However, with the advancement of digital media and online platforms, literary works can be quickly reached by various levels of society (Dahlberg-Dodd, 2025; Enciso & Krone, 2023; Magnifico & Jones, 2025; Wang et al., 2025). Today, readers not only consume texts privately but also interact through discussions on social media, forums, and comments that allow for the formation of a space for readers to exchange views and develop shared interpretations. This phenomenon is reflected in the analysis of how viral

literary works, such as *Dracula* (1897), which is read and discussed collectively on Tumblr, create a space for readers to engage in textual games that are not only effective but also intertextual, with many readers adding layers of irony and satire to their interpretations (Jones et al., 2023). This shows how social media and technology broaden and deepen how a wider audience receives and understands literature.

In addition, technology allows literary works to be adapted into various media, such as films or television series, which affect how the original text is understood. These adaptations are often tailored to appeal to a broader audience, which can influence how readers respond to the original text (Calafato & Simmonds, 2022). Social media becomes an affinity space where readers and literary enthusiasts share experiences, enrich meaning, and enjoy literary works (Mrugalski, 2021; Liu et al., 2025). Research on reader participation in literary communities on platforms such as Facebook shows that social media creates an environment where readers consume texts and engage in social discussions (Juanda et al., 2024; Li et al., 2024). This concept shows the importance of technology in shaping readers' interactions with literature. This allows them to contextualize texts in ways that are relevant to their social and cultural experiences (Juanda & Azis, 2023). Over time, these developments expand the audience of literary works and deepen the understanding and appreciation of texts within a broader social framework.

### III. METHODOLOGY

#### A. Research Design

This study used a mixed-method approach combining qualitative and quantitative methods to provide a more comprehensive understanding of the dynamics of reader reception of *Habibie & Ainun* by Habibie (2010) among students. The quantitative approach was carried out by distributing questionnaires to measure reader perceptions of the novel, including understanding the story, characterization, and theme. Meanwhile, the qualitative approach was obtained through open student opinions. They were asked to provide reflections and interpretations of the novel. This study obtained a picture of students interpreting the novel *Habibie & Ainun* (2010) and the social, cultural, and personal experience factors influencing the reception of literary texts through the combination of these two approaches.

#### B. Participants

Participants in this study consisted of 145 students from various universities in Indonesia, namely Makassar State University, Manado State University, Republic of Indonesia Teachers Association Wiranegara University, and the University of Timor. These participants were selected to provide diverse views on the reception of the novel *Habibie & Ainun* (2010) that reflect the perspectives of students with different social, cultural, and educational backgrounds. By involving students from various universities, this study aims to obtain a broader picture of how literary texts are received and interpreted by the younger generation in various regions in Indonesia. This is presented in Table 1 below.

TABLE 1  
DEMOGRAPHIC DATA

Demographics	n	Percentage	Cumulative
Gender			
Male	22	15.2%	15.2%
Female	123	84.8%	100.0%
University			
Makassar State University	48	33.1%	33.1%
Manado State University	42	29.0%	62.1%
Republic of Indonesia Teachers Association Wiranegara University	33	22.8%	84.8%
University of Timor	22	15.2%	100%

#### C. Data Collection and Instruments

Data collection in this study was conducted using two main instruments: questionnaires and open-ended questions distributed through Google Forms. The questionnaire was used to collect quantitative data related to readers' expectations and their horizon of expectations towards the novel *Habibie & Ainun* (2010). This questionnaire was designed to assess readers' expectations regarding aspects contained in the literary reception of Jauss, such as the role of previous reading experience, knowledge, and values in shaping their understanding of the text. In addition, open-ended questions were used to collect more in-depth qualitative data. Participants provided personal opinions and reflections on the novel, including the horizon of expectations that influenced the interpretation of literary works. This instrument was distributed online through Google Forms. Participants responded effortlessly and efficiently. With the combination of these two instruments, this study obtained a more comprehensive picture of readers' expectations and the horizon of expectations that influenced the reception of the novel *Habibie & Ainun* (2010).

#### D. Data Analysis

The data analysis technique of this study involved two different approaches. For the quantitative data, a descriptive statistics analysis described and summarized the survey results related to reader expectations and the horizon of expectations for the *Habibie & Ainun* (2010) novel. Descriptive statistics provide an overview of participant responses'

frequency, percentage, and distribution. The quantitative data analysis used Jamovi software. Meanwhile, qualitative data were analyzed using thematic analysis techniques, according to Miles et al. (2018), which consisted of three stages: data condensation, data presentation, and drawing conclusions or verification. The qualitative data analysis used NVivo software.

IV. RESULTS

Reader reception emphasizes the active role of readers in shaping the meaning of literary texts through aesthetic experiences and initial expectations of readers when reading the text. Aesthetic experiences arise when readers are emotionally, imaginatively, and reflectively involved in the world built in the text by creating a unique personal relationship with the story. Meanwhile, the horizon of expectations is formed from cultural, social, educational, and previous reading backgrounds that influence how readers interpret and evaluate a work. These two aspects make every reading process a dynamic encounter between the text and the reader's inner world that continues to change according to time and context. Table 2 below presents the level of student acceptance of the novel *Habibie & Ainun* (2010).

TABLE 2  
DATA DESCRIPTION

Statements	Strongly Agree (%)	Agree (%)	Neutral (%)	Disagree (%)	Strongly Disagree (%)	Mean	SD	Cumulative Agreement Percentage (%)
I already had certain expectations before reading the novel <i>Habibie &amp; Ainun</i> (2010).	43 (29.7)	41 (28.3)	35 (24.1)	10 (6.9)	16 (11.0)	3.59	1.283	58.0
I found the characters in <i>Habibie &amp; Ainun</i> (2010) relatable to my life.	24 (16.6)	35 (24.1)	47 (32.4)	23 (15.9)	16 (11.0)	3.19	1.215	40.7
The setting and time context in the novel influenced my understanding of the story.	51 (35.2)	48 (33.1)	31 (21.4)	6 (4.1)	9 (6.2)	3.87	1.132	68.3
The language used in the novel <i>Habibie &amp; Ainun</i> (2010) is easy for me to understand.	56 (38.6)	55 (37.9)	26 (17.9)	4 (2.8)	4 (2.8)	4.07	0.962	76.5
I felt emotionally connected to the main character in the novel.	51 (35.2)	42 (29.0)	35 (24.1)	10 (6.9)	7 (4.8)	3.83	1.132	64.2
The message conveyed in the novel gave me a new impact or thought.	65 (44.8)	47 (32.4)	17 (11.7)	8 (5.5)	8 (5.5)	4.05	1.135	77.2
I can identify the main themes in the novel <i>Habibie &amp; Ainun</i> (2010).	35 (24.1)	47 (32.4)	47 (32.4)	9 (6.2)	7 (4.8)	3.65	1.064	56.5
I discuss the contents of the novel with friends or lecturers to gain a deeper understanding.	44 (30.3)	42 (29.0)	30 (20.7)	18 (12.4)	11 (7.6)	3.62	1.248	59.3
I found my experience reading the novel <i>Habibie &amp; Ainun</i> (2010) valuable.	70 (48.3)	47 (32.4)	16 (11.0)	5 (3.4)	7 (4.8)	4.16	1.072	80.7
I am interested in reading other works similar to the novel <i>Habibie &amp; Ainun</i> (2010).	56 (38.6)	50 (34.5)	19 (13.1)	13 (9.0)	7 (4.8)	3.93	1.147	73.1

Table 2 shows that most students already had a horizon of expectations before reading the novel *Habibie & Ainun* (2010). This can be seen from the accumulated percentage of agreement of 58.0%. This data reflects an initial framework of thinking formed by their personal and social background and knowledge of the figures of Habibie and Ainun in real life. These expectations function as interpretive lenses that shape how they understand and respond to the narrative flow of the novel.

Personal relationships with the characters in the novel are classified as moderate, with only 40.7% of respondents agreeing firmly or strongly. This figure shows an emotional distance between the reader and the characters in the novel. This is caused by differences in life experiences, generations, or perceived social contexts. The high percentage of neutral (32.4%) indicates ambiguity in connectedness, which indicates that the characters do not fully represent the students' daily world.

The contribution of the setting and time context to understanding the story received a fairly strong positive response, with 68.3% of students agreeing or strongly agreeing. This shows that the novel's historical and socio-political settings

can frame the reading experience as a whole. As readers, students mapped the novel's events into the Indonesian historical landscape so that there was an in-depth understanding of the narrative and character dynamics.

The linguistic aspect received the most positive response, with 76.5% of students stating that the language in the novel was easy to understand. This high level of understanding of language confirms that the narrative style used by the author is communicative and familiar and does not hinder the interpretation process. This ease encourages a smooth reading flow and strengthens the meaning of the narrative content.

Emotional involvement in the main character is quite prominent, with 64.2% of students stating they are emotionally connected. This shows the success of the narrative in creating an affective bond, especially through the conflict, struggle, and dynamics of the relationship between Habibie and Ainun. Emotional resonance is an important part of the aesthetic experience that enriches the personal meaning of the reader.

Most respondents (77.2%) considered the moral message or main idea in the novel impactful. This perception shows that the novel has succeeded in triggering new reflections or shaping the perspective of students as readers on the values of life, love, dedication, and nationalism. The transmission of values through narratives is an important instrument in shaping young readers' perceptions of the intellectual and emotional heritage conveyed by the author.

The central theme is identified in the moderate category, with an accumulated agreement of 56.5%. Most students recognize central ideas such as love, sacrifice, and struggle, although a significant proportion are neutral. This indicates a need to strengthen literary literacy skills or thematic discussions to clarify the ideological and structural content of the novel.

Additionally, 59.3% of respondents carried out post-reading discussion activities. The high intellectual interaction after reading indicates that the novel *Habibie & Ainun* (2010) can trigger dialogue, both in academic and informal realms. This discussion broadens the horizon of expectations and deepens the aesthetic experience while also showing the importance of social context in the process of meaning.

The majority of students generally consider the reading experience positive, with 80.7% stating that reading the novel provides a valuable experience. This strengthens the novel's position as a literacy medium that not only provides entertainment but also contains reflective, educational, and inspiring elements. The high perception of reading value shows the link between the text and the emotional and intellectual needs of young readers.

Interest in similar readings is also relatively high, at 73.1%. This response shows that the novel *Habibie & Ainun* (2010) has the potential as an introductory text that encourages readers to explore similar works, especially those with biographical, historical, or local love stories. This interest shows positive dynamics in forming broader and deeper reading habits while also expanding the horizons of Indonesian literary reception among students. The percentage of student reception is illustrated in Table 3 and Figure 1.

TABLE 3  
STUDENTS' LITERARY RECEPTION PERCENTAGE COVERAGE

Codes & Themes	Percentage Coverage (%)
Aesthetic Experience	5.65
Emotional Resonance	14.32
Historical Connection	0.94
Identification with Characters	22.19
Inspirational Value	2.47
Literary Appreciation	13.81
Horizon of Expectation	7.67
Authorial Persona Expectation	5.40
Emotional Expectation	7.04
Genre-Based Expectation	5.65
Sociocultural Expectation	14.32

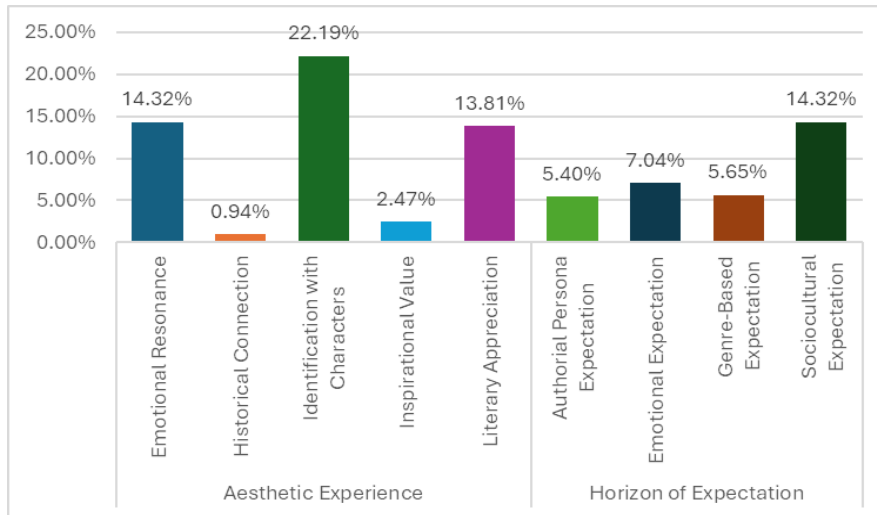


Figure 1. Various Dimensions in Student Readers' Reception of the Novel *Habibie & Ainun* (2010)

Table 3 and Figure 1 show that the Inspirational Value dimension in the Aesthetic Experience category occupies the highest percentage coverage of 22.19%. This proportion shows that students responded strongly to the novel *Habibie & Ainun* (2010) regarding exemplary values and life motivation in the narrative. The presence of a love story combined with the scientific dedication and struggle of the main character forms an aesthetic experience that encourages readers to reflect on their ideals, loyalty, and contributions to society. This response indicates the success of the text in touching on the inspirational dimension relevant to the younger generation in a contemporary context. The Historical Connection and Authorial Persona Expectation aspects each obtained coverage of 14.32% and 13.81%. This indicates that readers pay attention to the historical background and the author's public figure. The presence of Habibie, a former president of the Republic of Indonesia and a renowned scientist in aircraft manufacturing who served in Germany, has formed a reading horizon full of expectations of moral and intellectual authority. Students read the text not only as narrative fiction but also as a biographical representation that has a strong connection to national history and real figures, thereby strengthening the resonance of the context and the credibility of the figure in the student's imagination.

Meanwhile, Identification with Characters occupies the lowest percentage, which is 0.94%, indicating limitations in students' connection with the characters in the novel. This phenomenon suggests differences between readers and characters in life experience background, social status, and value orientation. Although readers emotionally and intellectually absorb the message and context of the story, direct psychological closeness to the characters is not dominant. Instead, readers emphasize aspects of values, history, and inspirational roles in shaping the meaning of the reading rather than the connection of personal identity with the characters. This description is summarized in detail in Figure 2.

	Emotional Resonance	Historical Connection	Identification with Characters	Inspirational Value	Literary Appreciation	Authorial Persona Expectation	Emotional Expectation	Genre-Based Expectation	Sociocultural Expectation
Emotional Resonance	1.000								
Historical Connection	0.778	1.000							
Identification with Characters	0.549	0.580	1.000						
Inspirational Value	0.846	0.860	0.621	1.000					
Literary Appreciation	0.752	0.640	0.430	0.626	1.000				
Authorial Persona Expectation	0.681	0.803	0.569	0.795	0.589	1.000			
Emotional Expectation	0.776	0.774	0.574	0.859	0.626	0.870	1.000		
Genre-Based Expectation	0.765	0.761	0.488	0.831	0.613	0.768	0.786	1.000	
Sociocultural Expectation	0.686	0.682	0.425	0.706	0.597	0.671	0.681	0.629	1.000

Figure 2. Correlation Matrix Based-on Similarity Word

*Habibie & Ainun* (2010) is based on word similarity (similarity-based coding). The highest correlation was recorded between Emotional Expectation and Authorial Persona Expectation (0.870), indicating that students build strong emotional expectations when the narrative is associated with an authorial figure or a real person. Affective expectations for the story emerge along with their perception of Habibie's character and reputation as a respected national figure. This makes the author's persona dimension the starting point for reading with emotional and personal nuances. Inspirational value shows a strong relationship with several other dimensions, especially Historical Connection (0.860), Emotional Expectation (0.859), and Emotional Resonance (0.846). The inspirational value captured from the novel does not stand alone but grows from a combination of historical context, emotional involvement, and the reader's inner expectations. The life story of Habibie and Ainun, which is set in struggle and love, produces a deep resonance that forms reflective value. Students find life role models through narratives closely related to the nation's reality and personal life, which strengthens their aesthetic experience.

Furthermore, the Genre-Based Expectation dimension also significantly correlates with Emotional Expectation (0.786), Authorial Persona (0.768), and Emotional Resonance (0.765). The biographical-romantic genre typical of this novel creates expectations regarding the plot, emotions, and storytelling style. Students seem to adjust their perceptions of the story content based on the characteristics of the genre, which stimulates emotional involvement and fosters trust in the narrator or main character as a representation of life values.

In contrast, Identification with Characters has the weakest correlation with several categories, especially Sociocultural Expectation (0.425) and Literary Appreciation (0.430). This shows that although students can appreciate the structure and messages in the novel, they still feel a distance between themselves and the characters in the story. Factors of generational differences, social background, and life experiences cause relationships with characters not to be built strongly. Thus, reader involvement tends more towards affection towards values and history rather than projecting identity onto characters.

## V. DISCUSSION

The findings of this study indicate that readers' reception of *Habibie & Ainun* (2010) is influenced by personal experiences, historical context, and generational differences, which is in line with findings in previous studies that suggest that readers interact with literary works through "narrative transportation." This increases positive evaluations of the story and strengthens their emotional connection to the text. As Soto-Sanfiel et al. (2025) explain, this immersive reading experience influences readers' desire to share the text with others, similar to how readers of the novel *Habibie & Ainun* are engaged with universal and emotional themes despite their different generational backgrounds. Furthermore, this finding is related to Musachio's (2025) study, which suggests that literary works reflect cultural and social values and broaden readers' understanding of the broader historical context, such as the novel's narrative that connects readers to Indonesian history through resonant personal stories. Each reader brings a unique perspective influenced by their "horizon of expectations," an understanding formed from their experiences and values (Alblooshi & Alasfour, 2025; Hjellbrekke et al., 2025). Therefore, how readers respond to literary works depends on their social backgrounds, which differ from generation to generation. Over time, social and cultural changes can evolve readers' expectations and understanding of work (Kuld et al., 2025; Musachio, 2025; Soto-Sanfiel et al., 2025).

The findings of this study on the importance of socio-political context and ease of language comprehension in readers' acceptance of *Habibie & Ainun* (2010) align with previous research showing how technology and analytical visualizations such as EmotionLens can deepen readers' understanding of literary texts. In this context, the ease of language used in the novel allows accessibility for learners with low literary skills, similar to how technology allows readers to access and understand literary works through digital platforms more easily (Wang et al., 2025). Furthermore, the findings on young readers' limited identification with the characters in the novel can be linked to the data-driven approach discussed by Magnifico and Jones (2025), who highlight how readers' interactions with more informal texts, such as fandom communities, introduce new ways of interacting with texts and change the way readers appreciate literary works that influence their understanding of characters and themes. Characters in literary texts often symbolize a society's collective journey, reflecting the challenges faced and values upheld by the nation (Lewin, 2005; Pattee, 2024; Tosi et al., 2024). For example, an analysis of reading culture in Finland found that readers who identify as part of a book-reading community show equality in how they appreciate literature that reflects the dynamics of cultural identity in their social context (Hiidenmaa et al., 2024, p. 1). Literature, in this case, serves as a medium that connects individuals to their national identity, allowing readers to reflect on their position in history and broader culture (Granqvist, 2024; Liu et al., 2024; Strandberg & van Rijt, 2024).

## VI. CONCLUSION

This study reveals the dynamics of students' reception as readers of the *Habibie & Ainun* (2010) novel using Hans Robert Jauss' reception theory approach. The main findings of this study indicate that readers' interpretations of the novel are influenced by various factors, including social background, life experiences, and expectations brought by readers before reading the text. Most readers have a previously formed horizon of expectations, especially related to the figures of Habibie and Ainun, who are respected Indonesian national figures. These expectations influence how they

interpret the novel's story and characters. Although the storyline involves significant emotional involvement (especially in terms of struggle and love), the relationship between readers and the main characters tends to be moderate. This shows the distance between readers and the characters depicted due to generational differences and social experience.

The contribution of the historical and socio-political context in the novel has proven to be significant in shaping the understanding of readers who see the story within the broader framework of Indonesian history. In addition to offering entertainment, *Habibie & Ainun* (2010) features educational elements that enhance readers' interpretations of the themes of life, dedication, and nationalism. The majority of readers also recognize its moral lessons and inspirational qualities.

Furthermore, the easy-to-understand language aspect makes this novel accessible to young readers. They are more easily engaged with the text both emotionally and intellectually. Post-reading discussion activities show that the novel sparks dialogue between readers, both in academic and informal contexts, enriching the reading experience for students.

The *Habibie and Ainun* novel successfully builds a strong connection between readers and the story through various dimensions, from inspirational values and emotional relationships to the influence of historical and social contexts. This study not only enriches the understanding of how readers from various social and cultural backgrounds receive literary texts but also provides insight into how literature and biographical novels shape society's collective perceptions and awareness of history and national identity.

This study has several limitations; namely, the focus of the study is more on young readers who do not directly experience the historical context depicted in the novel, so the understanding of the historical and social values in this novel may be different if it involves readers from the older generation. The influence of film adaptation on the reception of the novel has not been explored in depth, even though the film influences the way readers interpret the story. Although this study identifies the emotional connection of readers to the characters, subjective emotional measurements that depend on individual perceptions limit understanding of the emotional impact of the novel.

This study contributes significantly to examining the role of literature in shaping critical literacy and historical awareness, as well as its relevance in Indonesia's social and cultural context, as the development of technology and digital platforms increasingly influences how we interact with literature. Future research can expand the focus on the long-term impact of biographical literature in shaping readers' cultural identities and building historical awareness by involving variations in literary genres and the interrelationships between literary works with similar themes. Mixed methods can provide a more holistic picture, combining quantitative and qualitative data to enrich the understanding of the dynamics of literary reception in the ever-evolving digital era.

#### REFERENCES

- [1] Adugna, A. B. (2025). "A wife is the earth itself": Women and nature as parallel victims in Barbara Kingsolver's *The Poisonwood Bible*. *Social Sciences & Humanities Open*, 11, 101351. <https://doi.org/10.1016/j.ssaho.2025.101351>
- [2] Alblooshi, F., & Alasfour, A. (2025). Translators' paratextual visibility and the functions of paratexts: A mixed-methods study. *Social Sciences & Humanities Open*, 11, 101362. <https://doi.org/10.1016/j.ssaho.2025.101362>
- [3] Appio, F., Michaud, T., Vint, S., & Yaszek, L. (2025). Science fiction and the quest for innovation. *Technovation*, 141, 103172. <https://doi.org/10.1016/j.technovation.2025.103172>
- [4] Banou, C. (2025). Chapter 3 - Converged aesthetics: Personalized publishing services. In *The Visual Identity of the Book: From the Renaissance to the Digital Age* (pp. 121–157). Elsevier. <https://doi.org/10.1016/B978-0-443-19167-1.00003-6>
- [5] Beach, R. (2025). Adopting a languaging approach for teaching about the climate crisis in English language arts. *English Teaching: Practice & Critique*, 24(1), 1–16. <https://doi.org/10.1108/ETPC-05-2024-0067>
- [6] Calafato, R., & Simmonds, K. (2022). Linkages between literary response, aesthetic competence, and literary competence in the EFL classroom. *Studies in Educational Evaluation*, 75, 101214. <https://doi.org/10.1016/j.stueduc.2022.101214>
- [7] Courret, L. (2024). Deleuze and Guattari as readers of Freud. *L'Évolution Psychiatrique*, 89(4), e61–e72. <https://doi.org/10.1016/j.evopsy.2024.10.001>
- [8] Dahlberg-Dodd, H. E. (2025). Mock foreigner speech and the reification of mediatized (white) foreignness in Japanese media. *Language & Communication*, 101, 58–69. <https://doi.org/10.1016/j.langcom.2025.01.001>
- [9] Della Sala, S., Edgar, K., Goldberg, E., & Catani, M. (2025). Aleksander Luria and Oliver Sacks: An inspiring correspondence. *Cortex*, 184, 298–310. <https://doi.org/10.1016/j.cortex.2025.01.010>
- [10] Dey, D., & Tripathi, P. (2024). 'Robbed out of mind': Reflections on Alzheimer's and gendered subjectivity in select Indian literary narratives. *Journal of Aging Studies*, 68, 101211. <https://doi.org/10.1016/j.jaging.2024.101211>
- [11] Enciso, P., & Krone, B. (2023). Literature: critical imagination and young adult readers remaking worlds. In R. Tierney, F. Rizvi, & K. Ercikan (Eds.), *International Encyclopedia of Education* (4th ed., pp. 337–345). Elsevier. <https://doi.org/10.1016/B978-0-12-818630-5.07051-2>
- [12] Granqvist, A. (2024). Creating a safe house for active literary book-group discussions in a contact zone classroom. *Linguistics and Education*, 83, 101335. <https://doi.org/10.1016/j.linged.2024.101335>
- [13] Gulya, N., & Fehérvári, A. (2023). The impact of literary works containing characters with disabilities on students' perception and attitudes towards people with disabilities. *International Journal of Educational Research*, 117, 102132. <https://doi.org/10.1016/j.ijer.2022.102132>
- [14] Habibie, B. J. (2010). *Habibie & Ainun*. THC Mandiri.
- [15] Hiidenmaa, P., Lindh, I., Linko, M., Suomalainen, R., & Tossavainen, T. (2024). Reading culture as shared ethos: A study of Finnish self-identified readers. *Poetics*, 105, 101912. <https://doi.org/10.1016/j.poetic.2024.101912>

- [16] Hjellbrekke, J., Halvorsen, P. C., Jakobsen, K. A., & Arneberg, S. (2025). Literary practices, capital structures and political position-taking: The Norwegian writers during World War II. *Poetics*, *109*, 101981. <https://doi.org/10.1016/j.poetic.2025.101981>
- [17] Holland, K. (2007). Literary Contexts of Triangular Desire: Natal'ja and Aleksandr Gercen as Readers of George Sand. *Russian Literature*, *61*(1), 175–205. <https://doi.org/10.1016/j.ruslit.2007.01.022>
- [18] Huang, L., & Xia, D. (2025). Chinese thanking interaction from premodern to modern China: A diachronic analysis. *Language & Communication*, *101*, 28–45. <https://doi.org/10.1016/j.langcom.2024.12.013>
- [19] Jones, K., Storm, S., & Corbitt, A. (2023). Literary play gone viral: delight, intertextuality, and challenges to normative interpretations through the digital serialization of Dracula. *English Teaching*, *22*(2), 177–190. <https://doi.org/10.1108/ETPC-08-2022-0116>
- [20] Juanda, & Azis. (2023). Dolphin Conservation in Pengelana Laut Short Story: Greg Garrard's Ecocriticism Study. *Theory and Practice in Language Studies*, *13*(9), 2303–2312. <https://doi.org/10.17507/tpls.1309.17>
- [21] Juanda, J., Afandi, I., & Yunus, A. F. (2024). Digital Short Story Literacy and the Character of Environmentally Concerned Students. *Journal of Language Teaching and Research*, *15*(2), 415–427. <https://doi.org/10.17507/jltr.1502.10>
- [22] Kane, B. D., Keene, K. C., & Reynolds, S. (2022). Collaborative literary reasoning as a support for preservice English language arts teachers' learning about disciplinary literacy. *English Teaching: Practice & Critique*, *21*(1), 84–97. <https://doi.org/10.1108/ETPC-06-2021-0065>
- [23] Kindler, B. (2025). Mass editing, mass writing: Experiments in collective literary production from Yan'an to the Great Leap forward. *World Development*, *188*, 106880. <https://doi.org/10.1016/j.worlddev.2024.106880>
- [24] Kuld, L., Mitchell, S., & Hellmanzik, C. (2025). Manhattan Transfer: Heterogeneous productivity effects of agglomeration in American authorship. *Regional Science and Urban Economics*, *111*, 104061. <https://doi.org/10.1016/j.regsciurbeco.2024.104061>
- [25] LeBlanc, R. J. (2021). Doing voices: Stylization, literary interpretation, and indexical valence. *Linguistics and Education*, *64*, 100949. <https://doi.org/10.1016/j.linged.2021.100949>
- [26] Lewin, B. A. (2005). Hedging: an exploratory study of authors' and readers' identification of 'toning down' in scientific texts. *Journal of English for Academic Purposes*, *4*(2), 163–178. <https://doi.org/10.1016/j.jeap.2004.08.001>
- [27] Lewis, W. E., & Ferretti, R. P. (2011). Topoi and literary interpretation: The effects of a critical reading and writing intervention on high school students' analytic literary essays. *Contemporary Educational Psychology*, *36*(4), 334–354. <https://doi.org/10.1016/j.cedpsych.2011.06.001>
- [28] Li, L., Wang, L., & Luo, N. (2024). Application of e-learning and artificial intelligence interactive entertainment in character analysis of literary works. *Entertainment Computing*, *50*, 100671. <https://doi.org/10.1016/j.entcom.2024.100671>
- [29] Li, M., Zhou, D., Liu, X., & Zan, H. (2025). Simulation of E-learning virtual interaction in Chinese language and literature multimedia teaching system based on video object tracking algorithm. *Entertainment Computing*, *52*, 100764. <https://doi.org/10.1016/j.entcom.2024.100764>
- [30] Liu, J., Ang, M. C., Chaw, J. K., Kor, A.-L., Ng, K. W., & Lam, M. C. (2025). Assessing the impact and development of immersive VR technology in education: Insights from telepresence, emotion, and cognition. *Technological Forecasting and Social Change*, *213*, 124024. <https://doi.org/10.1016/j.techfore.2025.124024>
- [31] Liu, Y., Zhuo, X., & Zhou, X. (2024). Multifractal analysis of Chinese literary and web novels. *Physica A: Statistical Mechanics and Its Applications*, *641*, 129749. <https://doi.org/10.1016/j.physa.2024.129749>
- [32] MacLeod, N., Shelley, J., & Morrison, A. M. (2018). The touring reader: Understanding the bibliophile's experience of literary tourism. *Tourism Management*, *67*, 388–398. <https://doi.org/10.1016/j.tourman.2018.02.006>
- [33] Magnifico, A. M., & Jones, K. (2025). Theorizing fanfiction: The importance of remixed social genres composed on the internet. *Computers and Composition*, *75*, 102916. <https://doi.org/10.1016/j.compcom.2025.102916>
- [34] Malecki, W. P., Schneider-Mayerson, M., Petterson, A., Dobrowolska, M., & Thaker, J. (2025). The role of hope and fear in the impact of climate fiction on climate action intentions: Evidence from India and USA. *Poetics*, *108*, 101960. <https://doi.org/10.1016/j.poetic.2024.101960>
- [35] Marmorstein, M., & Shor, L. (2025). Orienting to knowledge as remarkable: The newsmark be'emet ('in-truth') in Hebrew conversation. *Journal of Pragmatics*, *238*, 40–59. <https://doi.org/10.1016/j.pragma.2025.01.005>
- [36] Miles, M. B., Huberman, A. M., & Saldana, J. (2018). *Qualitative Data Analysis: A Methods Sourcebook* (4th ed.). SAGE Publications.
- [37] Mrugalski, M. (2021). Teoria/Literatura as a Mise en Abyme of Digital Research on Literary Studies. The Corpus of Polish Literary Theory Between Mathematical Intuitionism and Formalism. *Russian Literature*, *122–123*, 85–111. <https://doi.org/10.1016/j.ruslit.2021.07.005>
- [38] Musachio, B. (2025). "America, I'll Ask You in Russian": "America" in Evgenii Evtushenko's Cuba-Themed Poetry. *Slavic Literatures*. <https://doi.org/10.1016/j.slalit.2025.01.001>
- [39] Ortega Montero, Ó. (2025). Stories of home: Aging, intergenerational relations and dementia in Julia Martin's The Blackridge House: A memoir (2019). *Journal of Aging Studies*, *73*, 101321. <https://doi.org/10.1016/j.jaging.2025.101321>
- [40] Pattee, A. (2024). Identifying the hypothetical adolescent in library and information science literature: Describing the reader constructed in recommendations of adult books for young adults. *Library & Information Science Research*, *46*(3), 101315. <https://doi.org/10.1016/j.lisr.2024.101315>
- [41] Reynolds, T., Rush, L. S., Holschuh, J. P., & Lampi, J. P. (2022). Generating, weaving and curating: disciplinary processes for reading literary text. *English Teaching: Practice & Critique*, *21*(1), 29–43. <https://doi.org/10.1108/ETPC-06-2021-0070>
- [42] Riveiro, M. B. (2022). Revisiting Literary Value and Consecration at the Turn of the Century: The Critical Reception of César Aira's Works in the 1980s and 1990s. *Poetics*, *92*, 101650. <https://doi.org/10.1016/j.poetic.2022.101650>
- [43] Rossi, F., Baines, N., & Wilson, E. (2025). Generating societal impact from collaborations between universities and arts and culture organisations (ACOs): Evidence from a survey of arts and culture professionals in the UK. *Technovation*, *140*, 103158. <https://doi.org/10.1016/j.technovation.2024.103158>

- [44] Shen, Y. (2024). Is a New Chinese Literary History Possible? A Critical Investigation of The Cambridge History of Chinese Literature. *Journal of Chinese Humanities*, 10(1), 65–84. <https://doi.org/10.1163/23521341-12340171>
- [45] Soto-Sanfiel, M. T., Angulo-Brunet, A., & Saha, S. (2025). Deepfakes as narratives: Psychological processes explaining their reception. *Computers in Human Behavior*, 165, 108518. <https://doi.org/10.1016/j.chb.2024.108518>
- [46] Storm, S., & Rainey, E. C. (2024). Form, criticality, and humanity: topic modeling the field of literary studies for English education. *English Teaching: Practice & Critique*, 23(3), 388–403. <https://doi.org/10.1108/ETPC-01-2024-0012>
- [47] Storni, M. (2025). Resisting Newton in provincial France, 1750s–1770s: Opposition from the margins to the Parisian academic community. *Studies in History and Philosophy of Science*, 109, 21–30. <https://doi.org/10.1016/j.shpsa.2024.12.004>
- [48] Strandberg, A., & van Rijt, J. (2024). Grammatical and rhetorical reasoning in upper secondary students' collaborative talk about a literary text. *Linguistics and Education*, 84, 101359. <https://doi.org/10.1016/j.linged.2024.101359>
- [49] Swetha, M., & Aravind, B. R. (2025). "Language as power: Analyzing the intersection of linguistics and politics in Ijeoma Oluo's work." *Social Sciences & Humanities Open*, 11, 101405. <https://doi.org/10.1016/j.ssaho.2025.101405>
- [50] Tevdovska, E. S. (2016). Literature in ELT Setting: Students Attitudes and Preferences Towards Literary Texts. *Procedia - Social and Behavioral Sciences*, 232, 161–169. <https://doi.org/10.1016/j.sbspro.2016.10.041>
- [51] Tosi, G., Bonali, N., & Romano, D. (2024). Finding oneself in someone else's shoes: The role of perspective in literary texts. *Consciousness and Cognition*, 125, 103767. <https://doi.org/10.1016/j.concog.2024.103767>
- [52] Vizcaíno, V. (2025). Exploring sexual liberation in middle age: An intersectional analysis of homosexual women in Jackie Kay's short stories. *Journal of Aging Studies*, 72, 101307. <https://doi.org/10.1016/j.jaging.2025.101307>
- [53] Wang, B., Shi, Q., Wang, X., Zhou, Y., Zeng, W., & Wang, Z. (2025). EmotionLens: Interactive visual exploration of the circumplex emotion space in literary works via affective word clouds. *Visual Informatics*, 9(1), 84–98. <https://doi.org/10.1016/j.visinf.2025.02.003>
- [54] Xu, Z. (2024). Musings on Literary History Research: The Cambridge History of Chinese Literature as a Case Study. *Journal of Chinese Humanities*, 10(1), 6–26. <https://doi.org/10.1163/23521341-12340168>
- [55] Xue, Y. (2025). The transpacific flow: Creative writing programs in China, Jin Peng. *Asian Journal of Social Science*, 53(1), 100186. <https://doi.org/10.1016/j.ajss.2025.100186>
- [56] Zhang, P. (2023). New Media, New Literary Theory, and New Literature from an Interological Horizon. *Signs and Media*, 2(1), 1–22. <https://doi.org/10.1163/25900323-12340020>
- [57] Zhukova, M. A., Chinn, L. K., Cheek, C., Sukmanova, A. A., Kustova, T. A., & Grigorenko, E. L. (2025). Impact of maternal institutionalization on children's language development: A multidisciplinary study. *Journal of Experimental Child Psychology*, 253, 106197. <https://doi.org/10.1016/j.jecp.2025.106197>

**Intama Jemy Polii** is an associate professor at the Faculty of Language and Arts, Manado State University, in the Indonesian Language and Literature Education Program. Intama is actively involved in research and community service, with his academic interests focusing on fiction prose appreciation, forensic linguistics, literary history, local language preservation, and character education through literature, film, and performing arts. His work highlights local values and the preservation of regional languages and cultures, while also promoting literacy and character development among students through creative and contextual approaches. ORCID iD: <https://orcid.org/0000-0003-4613-8200>. Email: [intamapolii@unima.ac.id](mailto:intamapolii@unima.ac.id)

**Ignatius Javier C. Tuerah** is an associate professor in the English Education Department, Faculty of Languages and Arts, Manado State University, Indonesia. He is actively engaged in research and academic development, with expertise focusing on English reading and writing skills and English language teaching and learning. His educational background includes a bachelor's degree in English Education from Manado State University, a master's degree in Education Management from Manado State University, and a Ph.D. in Language Education from Jakarta State University. His research and publications demonstrate a commitment to enhancing English language education through innovative approaches, including digital media integration, vocabulary acquisition techniques, and addressing students' learning challenges. His work contributes significantly to the understanding of language learning strategies and teaching methodologies. ORCID iD: <https://orcid.org/0009-0007-3815-6341>. Email: [javier@unima.ac.id](mailto:javier@unima.ac.id)

**Juanda** is a professor at the Makassar State University, Indonesia. He received his Ph.D. in language education from Jakarta State University, Indonesia, in 2010. His research interests center on language and literature education, literary theory, sociology of literature, linguistics, literary principles and figures, and ecocriticism. ORCID iD: <https://orcid.org/0000-0003-2058-3314>. Email: [juanda@unm.ac.id](mailto:juanda@unm.ac.id)

**Iswan Afandi** is currently a lecturer and assistant expert at Timor University. He completed his undergraduate education at Bosowa University in 2012 and his master's and Ph.D. at Makassar State University and has since gained expertise in Indonesian language and literature education. He actively teaches courses such as Appreciation of Fictional Prose, Drama Appreciation, Sociology of Literature, Psychology of Literature, Semiotics, Cultural Studies, and Directing Techniques. In addition, Dr. Iswan is also active in community service activities, especially in technology-based scientific writing training such as Zotero, Mendeley, and ChatGPT. ORCID iD: <https://orcid.org/0009-0006-0961-4828>. Email: [iswan@unimor.ac.id](mailto:iswan@unimor.ac.id)

**Mardiningsih** is an assistant professor in the Indonesian Language and Literature Department, Faculty of Pedagogy Psychology, Republic of Indonesia Teachers Association Wiranegara University, East Java, Indonesia. Her scientific studies include “Exploring Teachers Power's Verbal Symbolic in a Classroom Interaction: A Pragmahypersemiotics Study,” which was published in the International Journal of Language Education. ORCID iD: <https://orcid.org/0009-0007-8551-8819>. Email: [ningatria20@gmail.com](mailto:ningatria20@gmail.com)