



## ANCOLT

International Proseeding on Language Teaching

Vol. 1, No. 1, Maret 2024, pp.1-12

### **Transformation of Students' Reading and Writing Interest through Collaboration and Communication in the "Bakuturabaulaslap" Practice**

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#### **Abstract**

*Low interest in reading and writing among students, coupled with the lack of collaborative and motivational practices between teachers and students, as well as the limited book collections in school libraries, prompted this research to introduce the innovative practice of "Bakuturabaulaslap" as a solution to these issues. This study adopts a qualitative approach to understand the impact of the innovative practice of "Bakuturabaulaslap" on enhancing students' interest in reading and writing at Kosgoro Senior High School in Tomohon. Through a descriptive method, the research aims to describe the implementation of this practice and is conducted by observing student activities and conducting interviews with various stakeholders. The research design consists of structured action steps involving student participation in literacy activities, with research instruments including observation, interviews, and document analysis. The results of data analysis show an increase in students' interest in reading and writing, the formation of collaboration among students, and close communication between teachers and students. Overall, the "Bakuturabaulaslap" practice successfully enhances students' learning interest and strengthens communication and collaborative culture. This research contributes positively to the development of differentiated learning strategies that optimize students' creativity in learning and support the implementation of the School Literacy Movement.*

**Keywords:** Learning innovation, Literacy, "Bakuturabaulaslap" practice.

#### **INTRODUCTION**

Education plays a pivotal role in shaping the character and knowledge of the younger generation. Serving as a fundamental foundation, education is crucial in molding individuals into integrous and knowledgeable citizen (Wong, 2020). One undeniable aspect in the education process is literacy, particularly in the context of the Indonesian language (Marfil-Carmona &

Chacón, 2017). Literacy encompasses not only the ability to read and write but also involves understanding, interpretation, and the practical application of knowledge in daily life (Laugksch, 2000). Literacy is an effort to prepare the younger generation to meet the challenges of their current and future lives (Wyn, n.d.). It also serves as a means of preserving the nation's culture for the younger generation. The literacy culture aims to prevent the fading of local culture in the face of the strong influence of global culture (Kraidy, 2002).

Reading (Khoiroh, 2022) is of utmost importance as it allows individuals to absorb knowledge from various textual sources (Bowey, 2008). Reading also contributes to building critical thinking skills, expanding perspectives with each piece of information read (Brashear et al., 1995). Students' interest in reading and writing is a critical indicator of the success of the learning process (Schunk, 2003). This success is not solely measured by academic achievements but also involves students' ability to access, understand, and apply information (Kuh et al., 2006). Unfortunately, the low interest in reading and writing among students in Indonesia is a serious concern.. Barriers to achieving a literacy culture include the lack of literacy habits among students, insufficient facilities supporting literacy activities, such as adequate library book availability, and efforts to develop patience and concentration (Linnakyla et al., 2004). This phenomenon not only reflects the success or failure of literacy programs initiated by the government but also significantly impacts students' ability to understand lesson materials, especially in the Indonesian language subject (Lamb & Coleman, 2008).

Several factors contributing to the low interest in reading and writing among students need in-depth examination (Juel, 1988). Boredom, lack of teacher motivation, and a limited collection of interesting books in school libraries are key factors contributing to this issue (Daschmann et al., 2011). Boredom often arises from monotonous and unappealing learning designs for students (Sharp et al., 2020). The lack of motivation among teachers to present innovative and challenging learning also poses a serious obstacle to increasing students' interest in reading and writing (Oke & Fernandes, 2020). Additionally, the lack of relevant and interesting book collections in school libraries can lead students to lose interest in reading (Friese, 2007).

Therefore, this research aims to address the challenge of low interest in reading and writing among students through the introduction of an innovative practice called "Bakuturabaulaslap" (Bring old books, care for them, read, write reviews, and report). This practice is expected to be an effective solution in enhancing students' literacy interest, creating a fun and effective learning process, and

supporting the achievement of learning goals in the Indonesian language subject (Yulia, 2013).

The "Bakuturabaulaslap" practice is expected to contribute positively to improving students' reading and writing interest through collaboration among students and effective communication with teachers. By utilizing old books that may be considered no longer useful, this practice is also expected to encourage students to care for and appreciate reading materials. Moreover, through the literacy process of reading and writing reviews, students are expected to develop critical thinking skills and express their ideas in writing (Kim et al., 2009).

Literacy serves as the primary foundation in shaping the character and knowledge of the younger generation. Understanding the concept of literacy involves more than just reading and writing skills; it also includes interpretation and the practical application of everyday knowledge (Perry, 2012). Literacy is not only an indicator of academic success but also the key to students' access to information and the application of knowledge in daily life (Margareth, 2017). In the context of the Indonesian language, literacy becomes a crucial element that not only equips students with knowledge and skills to address life challenges but also tackles challenges in the development of the learning process.

The low interest in reading and writing among students poses a serious challenge in Indonesian language learning. Factors such as boredom, lack of teacher motivation, and a shortage of interesting book collections in school libraries contribute to this problem (Copland et al., 2014). Boredom arises from monotonous learning designs that are uninteresting for students, while the lack of teacher motivation in presenting innovative learning becomes a significant hindrance. The shortage of relevant book collections can also lead to students losing interest in reading (Walters, 2013). Book collections should provide satisfaction for the diverse learning needs and preferences of students, supporting the realization of differentiated learning.

Undeniably, differentiated learning is crucial in facilitating diversity in students' interests and abilities. In this regard, each student has different needs and interests (Good, 2006). The differentiated approach allows teachers to adapt teaching methods to students' learning styles and preferences (Ruben, 2013). This requires teachers to have and provide various learning references that are expected to contribute to efforts to increase student engagement in learning, indirectly contributing to the improvement of their reading and writing interests (Reyes et al., 2012). In the "Bakuturabaulaslap" practice, students are free to choose any books they like, write their reviews, and create reports based on their creativity.

The innovative "Bakuturabaulaslap" practice becomes a creative solution to enhance students' literacy interest. By involving activities such as reading, caring for books, writing reviews, and reports, this practice integrates various literacy aspects into a stimulating whole that enhances students' learning interest. This concept supports the idea that students' interest can be increased through positive and relevant literacy experiences (Koda, 2012). "Bakuturabaulaslap" not only creates a fun learning environment but also reflects the diversity of students' interests and abilities, in line with the fundamental principles of differentiated learning. Several sources and concepts support the implementation of the "Bakuturabaulaslap" practice in improving students' reading and writing interest, strengthening collaboration among students, and facilitating close communication between teachers and students.

Improving students' interest in reading and writing poses a challenge in Indonesian language learning. According to Smith (2018), students' reading interest can be enhanced through literacy activities that create positive and relevant experiences for students (Walgermo et al., 2018). In this context, the "Bakuturabaulaslap" practice is one approach that integrates reading, writing, and reflection activities to stimulate students' learning interest, fostering collaboration and communication.

Vygotsky's collaborative learning theory (1978) emphasizes the importance of social interaction in learning (Nyikos & Hashimoto, 1997). Collaboration among students, as manifested in the formation of the literacy tree, can enhance understanding of concepts and enrich the learning experience. Johnson and Johnson (2009) highlight that collaborative learning can shape students' social skills and create a supportive environment (Johnson & Johnson, 2009). Meanwhile, the communication theory between teachers and students according to Wubbels and Brekelmans (2005) emphasizes the importance of two-way communication and mutual trust in enhancing learning (Matos et al., 2014). Good communication can increase student participation and deepen their understanding of learning materials. The "Bakuturabaulaslap" practice as a project-based learning activity requires an open and supportive space for communication.

Project-based learning, as adopted in the "Bakuturabaulaslap" practice, is supported by Dewey's theory (1938), which emphasizes learning through experience and action (Schmidt, 2010). Learning through projects allows students to be actively engaged, build their knowledge through practical activities, and increase their involvement in learning.

The "Bakuturabaulaslap" learning practice emphasizes the importance of creating a literacy culture in the school environment. The School Literacy Movement aims to improve students' reading and writing abilities, create a literate environment, and enhance students' reading and writing interests (Wandasari et al., 2019).

The implementation of the School Literacy Movement generally focuses on cultivating students' reading interest, and teachers' awareness of the importance of the literacy movement is still in the habituation stage (Meri et al., 2023). To improve literacy interest, new innovations are needed. The "Bakuturabaulaslap" practice can be considered a concrete contribution to the goals of the School Literacy Movement. By combining these aspects, this practice becomes a holistic approach that supports the realization of literacy-based learning among students.

Therefore, this research is essential as an effort to discover solutions to increase student engagement in learning, which, in turn, can contribute to the improvement of students' reading and writing interests (Williams & Williams, 2011).

## **METHOD**

Research method is a systematic approach employed when conducting research. This study adopts a qualitative approach as the primary method to understand the impact of the innovative practice "Bakuturabaulaslap" on enhancing students' reading and writing interests. The decision to use a qualitative approach is based on the desire to gain in-depth insights into real-life phenomena. This approach allows researchers to explore not only numerical results but also social, cultural, and contextual factors that may influence the success of this innovative practice.. This research is conducted using a descriptive method. Descriptive research involves collecting information from the phenomena that occur during the study. This qualitative descriptive approach aims to describe the implementation of the "Bakuturabaulaslap" practice in enhancing literacy culture at Kosgoro Senior High School in Tomohon. The research began in early November 2023. The research subjects are students of Kosgoro Senior High School in Tomohon class 10<sup>th</sup>, and the research object is the implementation of the "Bakuturabaulaslap" practice. Data analysis is obtained from observing student activities in various locations and interviewing the Indonesian language teachers, school gardeners, and librarians. Observation involves observing and recording every phenomenon that occurs during the research.

The research design consists of structured action steps. The process starts with forming student groups, collecting tree branches, creating a literacy tree, and taking care of and reading books, making reviews, and reports in the form of book reviews. All these steps are directed towards maximizing student participation in literacy activities with the goal of enhancing students' potential, creativity, reading and writing interests, collaborative attitudes, and communication skills.

Research instruments used include observation to monitor student activities during the project, interviews to gain direct insights from students, parents, teachers, and other involved parties, and document analysis involving observation reports, book reviews, and literacy reports produced by students.

The procedure begins by conveying the learning objectives to the students and explaining the steps of the project. The formation of student groups, collection of tree branches, and creation of the literacy tree are carried out in a structured manner. Each group is responsible for taking care of books, reading, making reviews, and writing reports on their reading. The reading results are written on leaf-shaped papers and then attached to the literacy tree.

Data analysis is performed through a qualitative approach by identifying patterns of findings, detailing perspectives from students and teachers, and evaluating the impact of activities on the improvement of students' reading and writing interests. This approach provides in-depth insights into the effectiveness of the "Bakuturabaulaslap" practice in the context of enhancing literacy culture.

## **RESULTS AND DISCUSSION**

### **1. Research Results**

The action steps taken in the "Ba ku tu raba ulas lap" (Bring old books, care for, read, review, and report) activity practice are as follows:

1. Conveying learning objectives, explaining the relationship between the activities and the ongoing material.
2. After the teacher conveys the learning objectives, the teacher initiates the activity by explaining the project steps as a learning process for students, including:
  - Dividing student groups consisting of 4 to 5 students per group in the Indonesian language class 10.
  - Organizing students to discuss with their groupmates in determining the coordinator of each group.
  - Assigning each group to collect tree branches from the school's backyard, starting with observation activities and checking the availability of tree branches, and collaborating with the school gardener regarding the availability of tree branches.
  - Assembling tree branches into a shape resembling a tree with a maximum height of 150 cm from the floor to the top branch.
  - The activity started in the second week of November 2023 and ended in the second week of December 2023. Initially, the teacher informed the parents about the plan and flow of activities and sought parental approval for documenting the activity for research purposes. Subsequently, urging students to clean their homes and tidy up their belongings, and as is customary during home cleaning activities, old and unused books are often burned or thrown away. Therefore, as a positive aspect of this activity, an effort is made to save these books to make them useful. Each student then brings these



old books to school if available, and students who have more can also contribute them to the library collection to be borrowed by other students who do not have them. Throughout this practical activity:

- After the old books are available, each group is instructed to take care of the books by repairing damage, using adhesive/glue, or replacing the cover with thick paper with printed titles. Glue, paper for covers, and a printer machine are available in the school library.
- After the condition of the books becomes good, each student in the group is assigned to choose a book they like, read the book, write a review, and create a report on their reading (review). They can also write a descriptive text about the condition of the book before and after maintenance or create relevant adaptive works based on the book's content.
- The reading results are written on colored papers shaped like leaves, and both the writing and the shape of the leaves are adjusted to the abilities and creativity of each student in the group. Each leaf contains a descriptive text, or an observation report, or a review, or an adaptive work from each student that is relevant to the content of the book. After that, students attach these leaf-shaped papers to the previously made tree branches. Each group has one literacy tree. The group that reads the most books will get a denser or fuller literacy tree.

### 3. Reflecting on Activities

The positive outcomes of these practical action steps include an increased interest in learning among students, marked by the active participation of students in reading and writing, asking questions, and expressing their opinions about what they have learned through reflection activities in each Indonesian language class meeting. The classroom atmosphere becomes enjoyable and tension-free. Students become more enthusiastic with the rewards provided by the teacher. Collaboration among students in their groups improves, and they become responsible for the given tasks. Communication between teachers and students becomes close, as teachers provide direct guidance to each group, and students are no longer hesitant to express their difficulties. This learning model is very effective in increasing student engagement, especially in Indonesian language learning, characterized by increased collaboration among students in groups, enhanced differentiated creativity, improved communication skills in presentations that impact students' learning outcomes. In addition, this practical activity has raised students' awareness of the importance of books in life and the realization that reading and writing are enjoyable activities. These results are also expected to contribute to the success of the School Literacy Movement.

During the implementation of this practical action, the researcher observed three different activity locations: the classroom, the school's backyard, and the students' homes to obtain data related to students' reading and writing interests, collaboration among students, and communication between teachers and students. The researcher also conducted interviews involving subject teachers, school gardeners, librarians, and some parents. The researcher also sought the help of teachers to analyze the data from the reviews and assessments of group presentation. The researcher formulated several findings/results as follows:

**Tabel 1: The Patterns of Students' and Teachers' Perspectives, Along with Evaluating the Impact of Activities on Enhancing Students' Reading and Writing Interests through Collaboration among Students and Communication between Teachers and Students.**

Findings	Students' Perspectives	Teachers' Perspectives	The Impact of Activities on Increasing Students' Reading and Writing Interest
1 Students Collaboration	Students state that collaboration among peers help them gain a better understanding.	The teacher observed that student collaboration stimulates deep discussions and problem-solving.	The teacher observes that student collaboration stimulates deep discussion and problem-solving.
2. Teacher-Students Communication	The students feel more open to asking questions and engaging in discussions with the teacher.	The teacher realizes that open communication allows them to provide more effective assistance	The students feel more confident in reading and writing because they receive clearer guidance.



3. Student-to-Student Communication.	The students feel more comfortable to sharing ideas and discussing with their classmates.	The teacher observes that student communication enriches learning and generates creative ideas.	The teacher observes that student communication enriches learning and generates creative ideas.
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**Tabel 2: Report on Interview Results Involving Subject Teachers, School Gardeners, Librarians, and Several Parents of Students.**

Respondent	The findings from the interviews.
The teacher	Teachers observe an increase in students' reading interest following the implementation of collaborative activities and active communication in the classroom. They also emphasize the importance of integrating reading and writing skills into the curriculum.
The School Gardener	The gardeners observed positive changes in student behavior in the library area and school grounds after collaborative activities among students were introduced. They highlighted the importance of open spaces to facilitate learning.
Librarian	The librarians observed an increase in library usage and student reading interest after collaborative activities were introduced. They also emphasized the importance of relevant and engaging book collections for students.

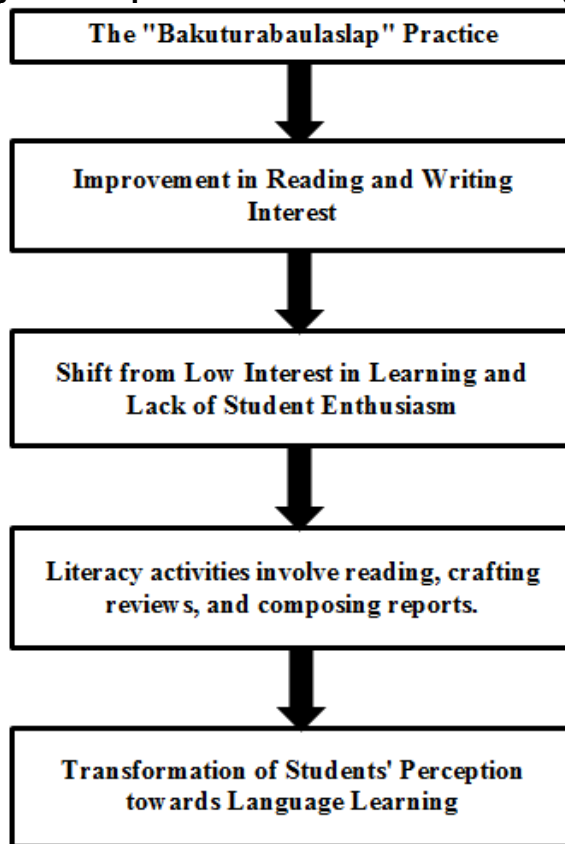
**Tabel 3: The Results of Data Analysis from Book Reviews and Group Presentation Assessments**

Data Analysis results	Findings
Students' Book Review	Students enjoy books that related to topics relevant to their lives and find the reading experience enjoyable.

**Assessment of Group  
Presentation Report**

The group's report presentation was positively evaluated by both teachers and students due to the students' ability to collaborate, deliver information clearly, and answer questions effectively.

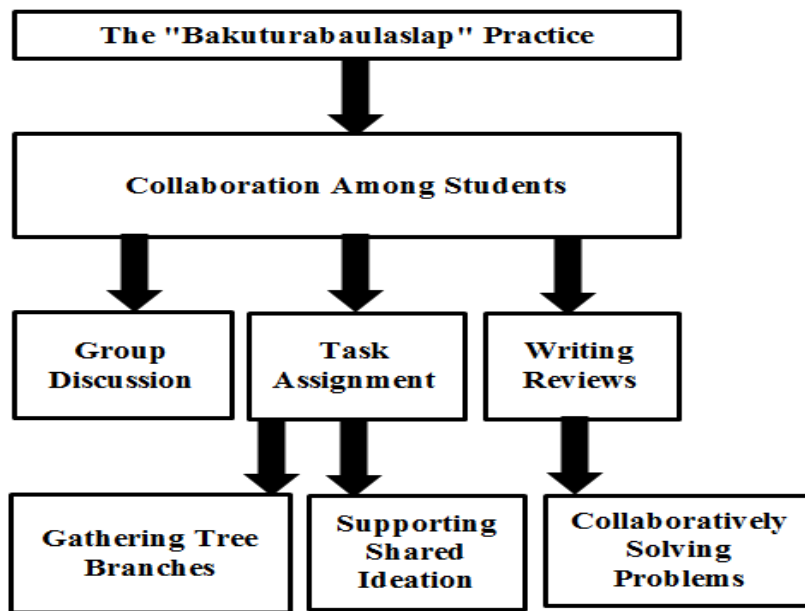
**Figure 1: Improvement in Students' Reading and Writing Interests**



Efforts to improve students' reading and writing interests through the "Bakuturabaulaslap" practice show a significant shift. Previously, the main focus was on the low interest in learning Indonesian language and the lack of students' enthusiasm for reading books. However, through literacy activities involving reading books, writing reviews, and composing reading reports, there is a noticeable increase in student participation. This practice not only encourages students to read books but also involves them in engaging activities such as creating reviews and reports. Literacy activities actively involving students demonstrate the effectiveness of this learning model in sparking their interest in learning. Students who previously found reading monotonous now find joy in exploring the world of literacy, forming a

habituation to love books, and stimulating enthusiasm for future library visits. This positive change reflects a transformation in students' perceptions of Indonesian language learning.

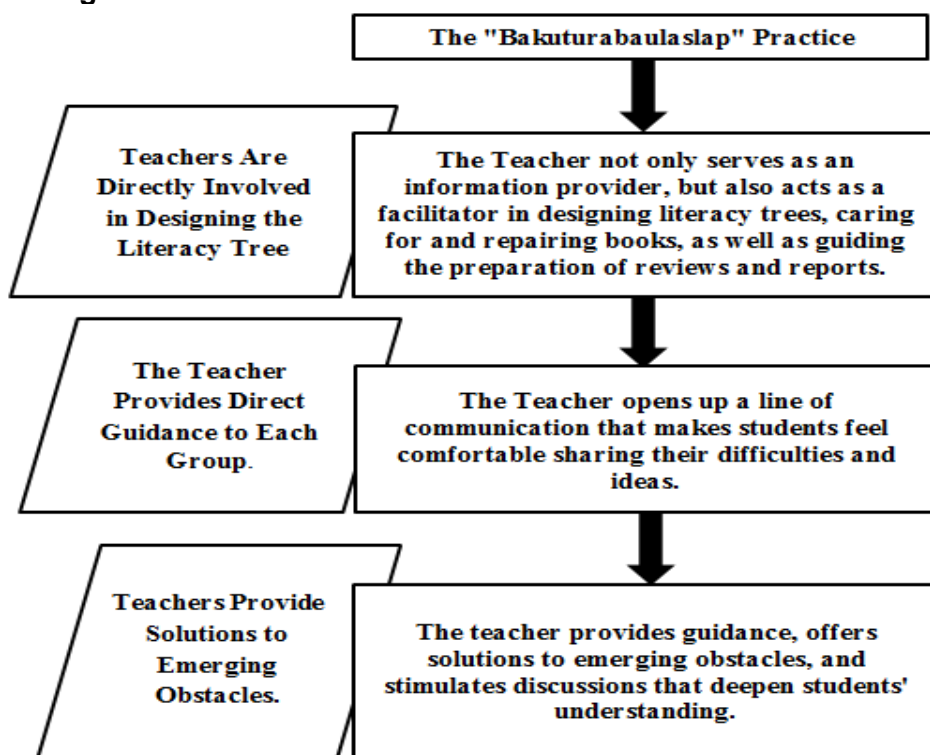
**Figure 2: Collaboration Among Students**



The "Bakuturabaulaslap" practice not only emphasizes improving students' reading and writing interests but also builds strong collaboration among students. Through the creation of literacy trees, students engage in group discussions to determine work plans and task assignments commanded by each group coordinator. This collaboration not only strengthens relationships among students but also has a positive impact on their learning achievements.

Collaboration among students in this context is not just a cooperative literacy task but creates significant social bonds. Students learn to support each other, share ideas, and work together to solve problems. The existence of this collaboration gives each student a sense of having an important role in achieving group goals, creating a dynamic learning atmosphere, and fostering shared success. It also develops valuable social skills beyond the classroom.

**Figure 3: Communication Between Teachers and Students**



The implementation of "Bakuturabaulaslap" also stimulates close communication between teachers and students. Teachers not only act as information conveyors but also play the role of facilitators directly involved in designing literacy trees, caring for and repairing books, and guiding the preparation of reviews and reports. By providing direct guidance to each group, teachers open up communication channels that make students feel comfortable sharing difficulties and ideas. Effective communication between teachers and students is a key factor in improving students' understanding of learning material. Teachers can provide guidance, offer solutions to emerging obstacles, and stimulate discussions that deepen students' understanding. This close communication creates an open and supportive learning environment where each student feels valued and heard.

Overall, the "Bakuturabaulaslap" practice is not just a learning model but an initiative that encourages positive growth in students' reading and writing interests. This practice not only strengthens collaboration among students but also deepens communication between teachers and students. The increased interest in learning, the formation of social bonds, and the creation of a supportive learning environment are concrete evidence that this learning model has a positive impact on efforts to improve literacy among students.

## **DISCUSSION**

The implementation of the "Bakuturabaulaslap" practice has successfully brought about significant changes in students' reading and writing interests. Previously, the low interest in learning the Indonesian language and the students' lack of enthusiasm for reading books were major obstacles. However, through literacy activities such as reading books, making reviews, and compiling reading reports, students showed more active and enthusiastic participation.

This improvement occurred because this learning model offers a fun and engaging learning experience for students. Encouraging students to bring old books from home to process and read adds value, transforming the perception of reading from a routine task to an entertaining activity. By taking care of and assigning new value to old books, students feel a more active role in literacy activities. The improvement in students' reading and writing interests not only involves academic aspects but also shapes a positive attitude towards literacy in everyday life.

Collaboration among students is a key aspect crucial to the implementation of "Bakuturabaulaslap." The process of creating the literacy tree, involving the collection of tree branches, arranging the tree, and writing book reviews, provides an opportunity for students to collaborate in groups. Initiating discussions and appointing coordinators within the group positively impacts interactions and collaboration among students.

Within groups, students share ideas, solve problems, and motivate each other. This creates a dynamic learning atmosphere and emphasizes cooperation among students. This collaboration helps students learn from each other, not just from the teacher. Thus, student collaboration not only supports differentiated learning but also creates positive social engagement.

The "Bakuturabaulaslap" practice successfully establishes closer communication channels between teachers and students. Teachers, as the main facilitators of literacy activities, provide direct guidance to each group. This gives students the opportunity to communicate more intensively with the teacher, conveying questions, ideas, and difficulties they experience during the learning process.

This intensive communication helps teachers better understand the needs and potentials of each student individually. Teachers not only provide directions but also offer direct support to overcome difficulties. Additionally, this friendly communication creates an inclusive learning environment where every student feels heard and valued. Thus, "Bakuturabaulaslap" not only impacts the increase in students' literacy interest but also strengthens the relationship between teachers and students.

In addition to these three aspects of findings, the researcher also noted other positive impacts of the implementation of the "Bakuturabaulaslap" practice, including:

### **1. Strong Support for the Success of the School Literacy Movement:**

This research provides strong support for the School Literacy Movement. The increase in students' reading and writing interest through

the "Bakuturabaulaslap" practice directly supports the goals of this movement. The implementation of the practice involving elements of the school community in three different locations, namely classrooms, the school backyard, and students' homes, demonstrates active involvement and comprehensive support from the school environment and the school community, including the school principal, fellow teachers, students, school gardeners, librarians, as well as parents and the surrounding community.

## **2. Challenges and Learning for Teachers:**

Although successful, this research identifies challenges faced by teachers who are not accustomed to modifying innovative and motivating activities. The application of learning models such as "Bakuturabaulaslap" requires adoptive, adaptive, and innovative spirits from other teachers. These challenges are not obstacles but opportunities to enrich the skills and abilities of teachers to enhance their professionalism.

## **3. Practical Implications:**

The results of this research have significant practical implications for the development of differentiated learning models while supporting the School Literacy Movement. "Bakuturabaulaslap" not only becomes an attractive and effective alternative learning model but also serves as inspiration for differentiated learning in the future, challenging students to uncover learning problems through cost-effective and easy solutions by optimizing various potentials and creativity.

## **CONCLUSION**

The impact of implementing "Bakuturabaulaslap" can be concluded as the innovative steps have successfully made a positive contribution to the development of students' reading and writing interests. This learning model involves engaging literacy activities such as reading books, creating reviews, and compiling reading reports, which have successfully brought about significant changes. Previously, the issues of low interest in learning the Indonesian language and students' lack of enthusiasm for reading books were the main focus, but through "Bakuturabaulaslap," there has been a noticeable increase in student participation.

Students are not only involved in reading books but also in collaborative activities such as creating a literacy tree from tree branches, taking care of books, reading, making reviews, and reports.

This research also serves as inspiration for the development of differentiated learning strategies that prioritize optimizing students' creativity in guidance, from taking care of books to diverse forms of reviews and reports tailored to each student's potential. This is facilitated by the teacher's role as a learning facilitator in building a communicative learning atmosphere with all students and maintaining personal communication relationships between the teacher and each student based on their characteristics and interests.



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