



# EDUCATION AND SOCIAL PROGRESS: INSIGHTS FROM COMPARATIVE PERSPECTIVES

*Siem Reap, Cambodia  
11-12 May 2018*



*Co-hosted*



**CDRI**  
Cambodia Development Resource Institute



# *Education and Social Progress: Insights From Comparative Perspectives*

**11<sup>TH</sup> BIENNIAL COMPARATIVE EDUCATION SOCIETY OF ASIA**

**Siem Reap, Cambodia**

**11-12 May 2018**



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 **2018 CDRI- Cambodia Development Resource Institute**

# Welcome Message

Warm Greetings!

On behalf of the organising committee, we are pleased to welcome you to the 11th Biennial Comparative Education Society of Asia (CESA) Conference on 10–12 May 2018 in Siem Reap, Cambodia. The theme of the conference is Education and Social Progress: Insights from Comparative Perspectives.

CESA 2018 will serve as a platform for scholars, researchers, practitioners and policymakers in the field of comparative and international education to discuss key issues concerning how social progress can be achieved through education. Academic discourse will contribute significantly to theoretical and methodological perspectives in the development of comparative education as a field of study in Asia.

Co-hosted by the Cambodia Development Resource Institute (CDRI) and the Paññāsāstra University of Cambodia (PUC), CESA 2018 will be held in Siem Reap – Cambodia's most popular tourist destination, rich in both history and culture. Home to many beautiful temples, Siem Reap represents Cambodia's glorious past of the Khmer Empire (802-1431), one of the most powerful and wealthiest states in Southeast Asian history. Noticeably, its knowledge systems, science and technology were then highly developed.

We strongly encourage you to attend CESA 2018 not only to make scholarly contributions to the field of comparative education but also to gain more understanding about Cambodian culture, history and people.

We wish you a productive conference and pleasant stay in Siem Reap.

With warm regards,

Prof Chhem Rethy  
Executive Director, CDRI  
Cambodia

Prof Liu Baocun  
CESA President  
Beijing Normal University  
China

Prof Edward Vickers  
CESA Secretary General  
Kyushu University  
Japan

# Acknowledgements

This conference would have never been possible without the support from a number of people and institutions. First of all, we would like to thank Prof Chhem Rethy and Dr Un Leang for putting together a proposal to bid for this conference during CESA 10<sup>th</sup> Conference in Manila in February 2016. Our thanks also go to all CESA Board Members, particularly Professor Liu Baocun (CESA President) and Professor Edward Vickers (Secretary-general of CESA) who entrusted us, with full confidence and all the support, to organize the conference for the first time in Cambodia. We are grateful to the following institutions who support us financially and technically:



Paññāsāstra University of Cambodia (PUC) as a co-host and supporter of the conference;



The Head Foundation (Singapore) for funding participants from Southeast Asia to attend the Writers Workshop;



BAICE – British Association for International and Comparative Education for the organization of the Writers Workshop and mentorship of junior scholars from Southeast Asia;



Swedish International Development Cooperation Agency – SIDA for their supports to the Education Unit in higher education policy research and CESA Conference;

Last, but not least, we would like to thank all the members of the CESA scientific committee and organizing team for the leadership, hard work and all the contributions to make CESA 2018 Conference a success. We also acknowledge the contribution of student volunteers from PUC Siem Reap in the organization of the conference.

**Parallel Sessions IV - Day 2**  
**Saturday 12<sup>th</sup> May 2018**  
**11:15 - 12:45**

<b>4-A: Critical and Progressive Approaches to Teaching and Learning</b>	<b>4-B: Curricular and Pedagogical Innovation</b>
<b>Chair:</b> Prof Lizamarie Campoamor Olegario	<b>Chair:</b> Dr Huang Yu
<b>Venue:</b> VIP Grand Sokhalay I (Ground Floor)	<b>Venue:</b> VIP Grand Sokhalay II (1 <sup>st</sup> Floor)
<b>Reflective-Pictures Storybook: Improving Reading Literacy for Elementary Student</b>	<b>Comparative Study on Integrated Curricula of the Primary Schools in Canada and China</b>
Ali Mustadi <i>Yogyakarta State University</i> <i>Indonesia</i>	Lu Zheng <i>Beijing Normal University</i> <i>China</i>
<b>Successful Translation of Pedagogical Beliefs to Practice</b>	<b>Dewey School: A Fundamental Method of Social Progress and Reform</b>
Lizamarie Campoamor-Olegario <i>University of the Philippines</i> <i>Philippines</i>	Ling Gao <i>Beijing Normal University</i> <i>China</i>
<b>Learner-Centered Teaching: Current Status and Challenges in Chinese Higher Education Institutions</b>	<b>Financial Education in Japan: Its Current State and Challenges—towards the Continuous Development of a New Curriculum for Elementary Schools, High Schools, and Universities</b>
Shujie Qu & Bai Yanru <i>Lingnan Normal University</i> <i>China</i>	Maiko Okuda <i>Hiroshima University</i> <i>Japan</i>
<b>Effects of Metacognitive Analogy Teaching on Students' Habitual Action and Critical Reflection in Biology</b>	<b>Education for Sustainable Development in the Light of Curriculum Reform for Basic Education in China</b>
Reynald Alfred A. Recede <i>Marikina High School/University of the Philippines</i> <i>Philippines</i>	Huang Yu <i>Beijing Normal University</i> <i>China</i>
Rosanelia T. Yangco <i>University of the Philippines</i> <i>Philippines</i>	
<b>Embedding Critical Thinking Skills among Primary School Children through Online Extracurricular Activity</b>	<b>Rethinking Higher Education for Global Sustainable Development: Towards a Capabilities Pedagogy with the Poor</b>
Piseth Thon & Bunlot Khoy <i>Sangapac Anuwat</i> <i>Cambodia</i>	Xiuying Cai <i>Xiamen University</i> <i>China</i>



# ABSTRACTS - PARALLEL SESSIONS

**Parallel Session 4-A:  
Critical and Progressive Approaches to Teaching and Learning**

**Date: Saturday 12<sup>th</sup> May 2018**

**Time: 11:15 - 12:45**

**Venue: VIP Grand Sokhalay I (Ground Floor)**

**Reflective-Pictures Storybook: Improving Reading Literacy for Elementary Student**

Ali Mustadi

*Yogyakarta State University, Indonesia*

The aims of this research were to produce reflective picture storybook to improve student's reading literacy for elementary students, and determine the effectiveness of the reflective picture storybook towards student's reading literacy. The subjects were the fifth grade students of elementary schools in Bantul District, Yogyakarta. The data collection techniques were interview, observation, scale, questionnaire, and testing. The data were collected by using the interview guidelines, observation guidelines, expert validation of the product, questionnaire of teachers and student's responses, questionnaire of student's interest in reading, and reading comprehension test. The study found that the reflective picture story book has passed the criteria of feasibility according to the validation by experts, teacher's responses, and students' responses in a very good category. The result of field tryout shows that the reflective picture story book is effective to improve student's reading literacy in elementary school. Students' reading literacy including students' interest in reading and reading comprehension skill also improves significantly.

**Successful Translation of Pedagogical Beliefs to Practice**

Lizamarie Campoamor-Olegario

*University of the Philippines, the Philippines*

Teachers' pedagogical beliefs embody what they think is how teaching and classroom experience should be. Not all pedagogical beliefs are successfully translated to practice. This research has found that the teachers who successfully translate beliefs to practice tend to provide better classroom experience to the students. This research primarily aimed to compare the teachers who can translate and those who cannot successfully translate their pedagogical beliefs to practices, in order to find the factors that affect the teachers' translation to practice. Forty five Quezon City public high school teachers were interviewed, and from these, 16 teachers were selected for observation in their classes, four teachers in each area of studies: social studies, English, mathematics, and science. Data gathered were analysed thematically. The teachers believed that the most appropriate teaching approach for such learners was either the use of group activities as endorsed by the K to 12 curriculum or ones that characterise the principles of behaviourism. They also were more inclined to rely more on traditional assessment to gauge student learning. Teachers' beliefs and practices influence one another. Consonance between beliefs and practices lead to more favourable classroom teaching practice brought about mainly by better general pedagogical and content knowledge. Teachers' rich pedagogical knowledge, strong conviction in their belief, passion and commitment, and focus on student learning facilitated translation of beliefs to practice.



**REFLECTIVE-PICTURE STORYBOOK: IMPROVING SOCIAL  
SKILL AND READING LITERACY FOR ELEMENTARY  
STUDENTS IN INDONESIA**

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<sup>a,b,c</sup> *Graduate School, Universitas Negeri Yogyakarta, Indonesia.*

## ***REFLECTIVE-PICTURE STORYBOOK IN READING LITERACY FOR ELEMENTARY STUDENTS IN INDONESIA***

The aims of this research are to: 1) produce reflective-picture storybook to improve student's reading literacy for elementary student, and 2) determine the effectiveness of the reflective-picture storybook towards student's reading literacy.

This study was a research and development (R& D) based on 10 major steps developed by Borg & Gall. The subjects were fifth grade students of elementary schools in Bantul District, Yogyakarta. The data collection techniques were interview, observation, scale, questionnaire, and testing. The data were collected by using the interview guidelines, observation guidelines, expert validation of the product, questionnaire of teachers and student's responses, questionnaire of student's interest in reading, and reading comprehension test. The validity of the reflective-picture storybook was analyzed by converting to four quantitative criteria. The effectiveness of the reflective-picture storybook to improve student's reading literacy was analyzed by MANOVA test at the significance level of 0.05.

These are the results of the study. The reflective-picture storybook has passed the criteria of feasibility according to the validation by experts, teacher's responses, and students' responses in a very good category. The result of field tryout shows that the reflective-picture storybook is effective to improve student's reading literacy in elementary school. Students' reading literacy including students' interest in reading and reading comprehension skill improves significantly according to the MANOVA test at sig. 0.000 ( $p < 0.05$ ).

Keywords: reflective-picture storybook, reading literacy

### **Background**

The importance of cultivating reading literacy from an early age is getting more attention in education especially in Indonesia. Some of the backgrounds to the importance of literacy mentioned in the School Literacy Pocket Handbook are 1) facts based on international survey results that Indonesia ranks low in reading skills, 2) 21<sup>st</sup>

century demands which is a new era that requires learners to have reading skills, analytical, critical, and reflective understanding of information, 3) learning of the 21<sup>st</sup> century competence is not fully taught in schools, 4) reading activities in schools need to be strengthened by reading habits in families and communities (Kemendikbud, 2018, p.5). Reading literacy that includes reading interest and skills can help students understand, criticize, and address the growing variety of information and science. Indonesia has implemented the School Literacy Movement through a 15-minute program of non-textbook reading before the school learning program starts. One of the efforts that can be taken to improve literacy is by developing and utilizing various sources of literacy. The literacy source developed through this research is a picture storybook developed based on reflective thinking process in the form of reflective-picture storybook.

### **Objective and Research Questions**

This research aims to: 1) produce a reflective-picture storybook as one of the proper literacy sources to improve literacy of primary school children, and 2) to know the effectiveness of the reflective-picture storybook in developing literacy of primary school children. Research questions in this study are as follows.

(1) How is the feasibility of a reflective-picture storybook to improve literacy of elementary students reading according to material experts?

(2) How is the feasibility of a reflective-picture storybook to improve literacy of reading elementary students according to media experts?

(3) How is the effectiveness of reflective-picture storybook media in increasing literacy in primary school students?

### **Significance of the Study**

The importance of cultivating the reading interest and skills from an early age is in line with the School Literacy Program (SLP) program implemented at various levels of education in Indonesia. Through the GLS program, students are expected to have good reading interest and skills. One of the factors of good education can be seen from the use of textbooks (Morris, 2016, p.9-10). Therefore, one form of effort that can be taken to support this program is to provide a variety of interesting literacy sources for elementary school age children and in accordance with the stage of child development. This is in line with the results of the analysis conducted by Suyarman that to improve the results of PIRLS (Progress in International Reading Literacy Study), there are nine points of recommendation, one of which is by providing various readings to enable students and the community the opportunity to enrich the scheme and build reading habits (Suryaman, 2015, pp. 184- 185). Development of literacy can be done in various ways. One of the sources of literacy developed in this research is *reflective-picture storybook*.

### **Theoretical/Conceptual Framework**

#### ***Reading Literacy***

Currently, not a few elementary students in Indonesia have low reading skills. Students have difficulty reading and understanding reading materials. The result of the 2011 Progress in International Reading Literacy Study conducted on fourth grade

students of SD shows that the reading achievement of Indonesian children is still low. Indonesia is ranked 42<sup>nd</sup> with a score of 428, from 49 participating countries (Mullis, Martin, Foy, & Drucker, 2012, p.38). In addition, the interest and motivation of primary school students to read still tend to be low. The low interest and motivation of students in reading is influenced by the students' early reading ability, the limited availability of reading material, and the students' perception that reading is just part of the Indonesian language lesson.

Every child has to be really competent in reading to succeed in school and release responsibility as a citizen. (Itsekor & Nwokeoma, 2017, p. 98). Reading is a vital tool for acquiring knowledge, skill and expression of thought especially in the world of modern science and technology that requires one to be able to take and receive information about events in the environment and the world at large. A high reading frequency enables the child to gain a wide range of information that is ultimately useful in language development and communication skills of the child. Good reading habits should gain great attention in educational development. The home environment and early schooling are the most important places to encourage reading culture behavior, caring and awareness about the importance of reading (Itsekor & Nwokeoma, 2017, p 101).

Literacy in the context of SLP implemented in Indonesia can be defined as the ability to access, understand, and use something intelligently through various activities, including reading, viewing, listening, writing, and/or speaking (Faizah et al., 2016, p.2). Logical literacy is really needed in the 21<sup>st</sup> century right now (Pahl & Rowsell, 2013, p.4). Reading literacy consists of two main components, namely reading interest and reading skills. Interest in reading is the tendency of the soul or strong desire that consciously or unconsciously can be satisfied through reading (Rachman, 1985, p.11).

Reading skills can be seen from two points of view. The first point of view, reading skill is the ability to understand the information conveyed through the writing symbol (Nurgiyantoro, 2010, p.228). The second point of view, the skill of reading is the ability to understand the meaning of printed or written reading material, in which the reader is also required to be able to construct the available context to form meaning (Browne, 2009; Tompkins & Hoskisson, 1995).

In the context of primary school learning, reading literacy comprising reading interest and students' reading skills can be enhanced by utilizing various types of literacy sources for children. Robinson & Good (1987, p.245) describes, "Although students need decoding skills and some practice developing those skills, they should often be allowed to read a variety books, including books of personal interest." Various genres of books that students can read will give students the opportunity to choose reading materials that suit their interests and enjoyment so as to increase students' interest and motivation to read.

Various types of literacy sources in the form of children's reading books can be used to improve the reading skills of elementary students. One of the techniques that teachers can take to improve their reading skills based on Palani's opinion is to provide various types of children's reading books to accommodate the diverse interests and readings of students in certain types of books. In addition, the availability of various types of reading will support students' understanding of learning materials (Palani, 2012, p. 94). The reflective-picture storybook developed in this study is expected to be a literary source in helping to increase reading interest and reading skills of elementary students.

Good literacy in a country can affect a wide range of fields ranging from economics, science, and technology. This is, as Kamens' research finds, found that

literacy scores had the strongest effect on a country's economic growth although it was insignificant compared to STEM (science, technology, engineering and mathematics) (Kamens, 2015, p 441). Based on that, to improve the economic growth of a country requires the development of good literacy. Literacy scores must be increased, and one of the ways is through the use of reflective-picture storybook.

### ***Reflective-Picture Storybook***

Picture storybook is one of the media that can be utilized as a learning media in accordance with the characteristics of elementary students who are still at the concrete operational stage. Piaget (Santrock, 2011; Ormrod, 2012) suggests that elementary students are still at a concrete operational stage, so that students can understand abstract concepts through concrete and specific examples from their daily lives.

The picture storybook consists of components of narrative text and illustrative images that are interconnected to convey a story's message to the reader. The illustrations and writings used to convey the message are not stand-alone, but they are a unified and mutually supportive one to express the message to the reader (Huck, Hepler, & Hickman, 1987, p. 197). The existence of the image makes it easier for students to understand the contents of the story. Through picture books, students' perceptions will be more easily influenced even if they do not see their original form (Heath Houston-Price, & Kennedy, 2014, p.27). The pictures in the storybook also serve to interest students in reading, as Nicholas argued that elementary students are more interested in books containing images than books that display the text as a whole (Nicholas, 2007, p.20).

Reflective-picture storybook is a form of picture book development that implements reflective thinking process. Through the application of reflective thinking processes in the form of pictorial stories and reflection activities referring to Pickett's

explanation (Ahmed & Al-Khalili, 2013, p. 59) of techniques that can be developed from reflective thinking processes, it is hoped that the reflective-picture storybook can become one source of literacy that can encourage the growth of reading literacy (interest and reading skills) of elementary school students.

The making of this reflective-picture storybook refers to the opinion of Komatsu H & Rappleye. J. who argue that the variation in PISA scores is briefly reviewed that western's most advanced learning is student-centered (Komatsu H & Rappleye J, 2016, p.270). Based on these opinions, it can be seen that student-centered learning requires self-assessment. Students assess themselves by way of self-reflection.

### **Methodology**

This research is a developmental research (R & D) based on 10 stages of development by Borg & Gall (1983, pp. 775-776). Reflective-picture storybook is developed based on ten stages of development. The subject of the research is the students of grade V elementary school in Bantul District, Yogyakarta. Data collection techniques include interviews, observations, questionnaires, and scales. Data collection instruments include interview guides, observation guides, product validation sheets for material experts and media experts, teacher response questionnaires, student response questionnaires, reading interest questionnaires and reading comprehension tests.

Data from the results of need analysis are analyzed by descriptive analysis technique. The feasibility of the reflective-picture storybook on the scale of the assessment of material experts and media experts, as well as the results of the scale of teacher's responses and student's responses were analyzed by conversing scores into four quantitative categories (Mansyur, Aaron Rashid, & Suratno, 2015, p.409). The product effectiveness data were analyzed by MANOVA test at 0.05 significance level.



## **Findings**

### ***Product Development Description***

Reflective-picture storybook consists of several main components, namely: 1) a material story or story that contains learning materials and its reflection in everyday life; 2) a reflective story based on values of the characters in the student's daily life; 3) reflective activity in the form of reflective questions, reflective stories, reflective journals for daily conditioning, and students 'self-stories in the form of students' judgments related to their social relationships.

The reflective-picture storybook is designed and developed with Microsoft Word, Corel DRAW X7, Adobe In Design and Adobe Photoshop programs, and printed on Ivory paper for covers and HVS paper for A4 (21 cm x 29.7 cm) size. The type of image in this media is a cartoon image. The learning materials that are packaged in the story are tailored to the theme and subtheme on the subject matter of class V SD Curriculum 2013. Character values reflected are adapted to the material and social attitude competence.

## **Results of Product Trial**

### ***Product's Feasibility***

Based on the assessment of material experts, the results of the scores for each aspect of the material include: a) substance 11 (excellent), b) learning criteria 57 (excellent), c) story elements 58 (excellent), and d) the material as a whole 126 (very good). Based on the assessment of media experts, the scores for each aspect of the media include: a) clarity of instructions for use 4 (excellent), b) media readiness 10 (good), c) 12 (excellent) material systemic, d) 31 (excellent), e) 12 (excellent) color composition, f) good quality narrative 16 (g), g) format and layout 35 (excellent), and h) overall media

aspect 120 (excellent). The result of validation of material experts and media experts shows that the reflective-picture storybook is considered feasible as a literacy source to improve reading literacy (interest and reading skills) of elementary students.

### ***Product's Effectiveness***

The results of trials in the operational field testing stage show that the reflective-picture storybook is declared effective to increase literacy of elementary students reading consisting of interest and reading skill. The table below shows the questionnaire data of reading interest and reading skill test results of students' understanding in the experimental class and control class.

Table 1. Reading Interest of Experimental Class and Control Class

<b>Experimental class</b>	<b>Average Reading Interest</b>		<b><i>N gain</i></b>	<b>Criteria</b>
	Before	After		
Experimental Class 1	50.48	68.16	0.61	Average
Experimental Class 2	50.36	67.80	0.60	Average
Control Class	50.56	54.68	0.15	Low

Table 2. Reading Comprehension Skill of Experiment Class and Control Class

<b>Experimental class</b>	<b>Average Reading Comprehension</b>		<b><i>N gain</i></b>	<b>Criteria</b>
	Before	After		
Experimental Class 1	43.80	51.52	0.49	Average
Experimental Class 2	43.60	51.33	0.48	Average
Control Class	44.88	48.00	0.21	Low

The effectiveness of the reflective-picture storybook in improving reading literacy (reading interest and comprehension skills) of elementary students was analyzed by MANOVA test. The table below shows the MANOVA test results on interest and reading skills of elementary students in the experimental class and control class.

Table 3. MANOVA Test Result

<b>Effect</b>		<b>F</b>	<b>Sig.</b>
Intercept	Pillai's Trace	2.950E3a	0.000
	Wilks' Lambda	2.950E3a	0.000
	Hotelling's Trace	2.950E3a	0.000
	Roy's Largest Root	2.950E3a	0.000
A	Pillai's Trace	31.662	0.000
	Wilks' Lambda	1.047E2a	0.000
	Hotelling's Trace	255.486	0.000
	Roy's Largest Root	5.256E2b	0.000

Based on the results of these calculations, the significance value is smaller than 0.05 which is 0.000. So it can be concluded that there is a significant difference of reading interest and reading comprehension skills jointly between the experimental class and the control class. Therefore, the reflective-picture storybook is declared effective to increase reading literacy (interest and reading skills) of elementary students.

### **Conclusion**

The reflective-picture storybook developed has met the feasibility criteria based on the validation results of material experts and media experts with very good category. The results of the experiment show that the reflective-picture storybook is effective in generating student literacy which includes reading interest and reading skill of elementary school students with significance value of 0.00 ( $p < 0.05$ ).

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