

Managing Early Literacy Learning in Grade One Elementary Classrooms

Eka Syafitri¹, Dessy Wardiah¹, Syaiful Eddy¹

¹Universitas PGRI Palembang, South Sumatra, Indonesia

Corresponding author e-mail: ekasyafitri10592@gmail.com

Article History: Received on 10 May 2026, Revised on 11 July 2026,
Published on 13 July 2026

Abstract: Early literacy in the first grade is not only a technical matter of teaching children to identify letters, syllables, and simple words; it is also a managerial issue that requires planning, classroom organization, instructional enactment, assessment, and family-school coordination. This study describes how early literacy learning was managed in a Grade One classroom at an Indonesian public elementary school, identifies supporting and inhibiting factors, and formulates practical improvements for sustained literacy development. A qualitative case study was conducted at SD Negeri 96 Palembang. Data were collected through classroom observation, semi-structured interviews with one Grade One teacher, the principal, the school literacy coordinator, and three parents, and documentation of lesson modules, reading corners, assessment notes, and school literacy records. The data were analyzed thematically through reduction, display, verification, and triangulation across methods and sources. The findings show that early literacy management operated through coordinated planning, Merdeka Curriculum-based lesson modules, 10-15 minute daily reading routines, read-aloud, shared reading, guided reading, local folklore texts, ability-based grouping, reading corners, daily formative assessment, portfolios, and semester reflection. The novelty of this study lies in positioning early literacy as an integrated classroom-management and school-management practice rather than a single reading activity. The study contributes a practical model for strengthening early literacy through differentiated instruction, locally contextual materials, common teaching guidelines, and structured parental involvement.

Keywords: Classroom Literacy Environment, Early Literacy Management, Elementary Education, Family Involvement, Merdeka Curriculum

A. Introduction

Reading failure in the first years of primary school is rarely caused by one isolated weakness. It usually emerges from the interaction of children's uneven language experiences, the availability of books, the teacher's instructional decisions, the organization of classroom routines, and the school's ability to coordinate support (Cutler et al., 2023). Early literacy therefore needs to be approached as a managed

learning process. It involves deciding what children should experience before, during, and after reading; how groups will be arranged; what texts and media will be selected; how children who are still at the letter-recognition level will be supported; and how teachers, school leaders, and parents will use evidence of progress to refine instruction. In Grade One classrooms, these decisions are especially consequential because children are transitioning from oral language and informal print exposure to more systematic reading and writing practices (Thordardottir, 2021). If this transition is weak, children may move to later grades with fragile decoding, limited vocabulary, low confidence, and negative attitudes toward reading.

What is already known is that early literacy is built from multiple but related components, including alphabet knowledge, phonological sensitivity, print awareness, word reading, vocabulary, oral language, and meaningful writing opportunities. Children's ability to read words develops through increasingly secure connections among letters, sounds, and meanings. Alphabet instruction can improve early literacy outcomes when it is explicit and supported by meaningful practice. Beyond code-related skills, young readers need oral-language development and comprehension-oriented interaction. Decoding and oral language make independent contributions to later reading comprehension, while reading comprehension instruction must combine text meaning, knowledge building, strategy use, and purposeful discussion. These findings imply that Grade One literacy cannot be reduced to memorizing letters or drilling syllables (Müller et al., 2020). It needs a balanced ecology of print, interaction, guidance, practice, and assessment.

Research on shared reading and read-aloud practice further confirms that early literacy improves when children encounter attractive texts with adult mediation. Joint book reading has a significant relationship with children's later reading success. Dialogic and print-referencing approaches can increase children's engagement with books and printed language. Read-aloud interventions can strengthen early reading outcomes from preschool through Grade Three. At the same time, early literacy depends on access to print and a classroom environment that invites children to handle, discuss, and revisit texts. Unequal access to print resources may create different literacy opportunities across communities, while literacy objects in play environments can shape children's literacy behaviors. These studies clarify why reading corners, visible words, children's written products, and graded picture books are not decorative elements; they are part of the learning infrastructure (Khosa, 2025).

What remains less understood is how these early literacy practices are managed as a coherent instructional system in real Grade One classrooms, especially in Indonesian elementary schools implementing the Merdeka Curriculum. Many literacy studies focus on the effectiveness of particular strategies, such as read-aloud, phonics-oriented activities, shared reading, or parental reading at home. Fewer studies describe how planning, implementation, grouping, resource use, assessment, school leadership, and parental involvement are coordinated at classroom and institutional

levels (Sliwka et al., 2026). The gap matters because a good strategy can lose its effect when it is not scheduled consistently, not supported with suitable books, not aligned with assessment, or not communicated to parents. Conversely, a school with limited resources may still build a productive literacy culture when teachers and leaders manage routines, materials, and feedback carefully. The Indonesian context adds another layer to this problem. The Merdeka Curriculum gives teachers more flexibility to design learning based on children's needs and local contexts. This curriculum allows schools to organize more adaptive learning in driving schools, while its implementation in elementary education requires teacher readiness, contextual planning, and institutional support. In early literacy, this flexibility can be productive because Grade One students enter school with very different levels of letter knowledge, vocabulary, print experience, and home support. However, flexibility also brings a managerial challenge: without common guidelines, teachers may develop different practices that are individually creative but not collectively standardized. The issue is not whether variation is good or bad, but how variation can be managed so that every child receives sufficient, consistent, and responsive literacy support (Darling-hammond et al., 2020).

The state of the art in early literacy therefore points toward an integrated view. First, instruction should be differentiated because students respond differently to the same literacy task. Individualized instruction can improve reading outcomes when students' needs are diagnosed and instructional time is adjusted accordingly. Second, teacher quality and classroom interaction are important. Effective early literacy classrooms combine explicit teaching, rich engagement, classroom organization, and continuous monitoring. Third, family involvement needs to be treated as part of the literacy system. Children's learning can be strengthened when schools communicate with families and parents understand how to support literacy at home (Lehrl et al., 2020). These streams of literature support a management-oriented study of early literacy. The novelty of the present study is that it does not examine early literacy as a single method or as an outcome score alone. It examines early literacy learning management as a set of decisions and practices involving planning, implementation, classroom organization, evaluation, enabling factors, inhibiting factors, and solutions. This framing is important for schools that already have literacy routines but still struggle with consistency, resources, student diversity, and uneven parental support. The study is grounded in a case at SD Negeri 96 Palembang, where teachers had implemented literacy routines, reading corners, local folklore materials, and formative assessment, yet still faced the need for stronger coordination and shared standards. By analyzing this case, the article contributes practical knowledge for elementary schools seeking to turn early literacy activities into a sustainable classroom and school management system (Häggström et al., 2020).

The contribution of this study is both conceptual and practical. Conceptually, it connects early literacy research with educational management by showing that children's literacy opportunities depend on the alignment of goals, routines,

resources, people, and feedback. Practically, it offers a framework that schools can use to review their Grade One literacy work: Are the targets clear? Are materials suitable for different ability levels? Are daily reading routines protected? Are reading corners used as learning spaces rather than only displays? Are students' progress notes used to reorganize groups? Are parents given simple instructions for home reading? These questions help school leaders and teachers move from activity-based literacy programs toward evidence-informed literacy management.

This contribution is relevant to social work and science education because literacy is a foundational social capability. Children who struggle to read in the early grades may experience exclusion from classroom participation, lower academic confidence, and reduced access to knowledge in other subjects (Garcia-yeste et al., 2021). Early literacy management therefore has a social justice dimension: it can reduce the gap between children who enter school with strong home literacy support and children whose access to books and adult reading guidance is limited. The classroom becomes a place where the school can compensate for unequal home resources through well-planned routines, rich interaction, and targeted support. In this sense, early literacy is not only an instructional concern but also part of the school's responsibility to provide equitable learning opportunities (Geron & Brighthouse, 2022). The study was guided by four research questions. First, how are planning, implementation, classroom management, and evaluation organized in early literacy learning in Grade One? Second, what factors support the implementation of early literacy learning management? Third, what factors inhibit its implementation? Fourth, what solutions can be formulated to strengthen early literacy learning management in the observed school context?

Based on the focus of this study, early literacy learning management is understood as an integrated process that connects planning, implementation, classroom management, evaluation, and follow-up improvement. The framework below illustrates how these management components interact with supporting and inhibiting factors to strengthen early literacy practices in Grade One.

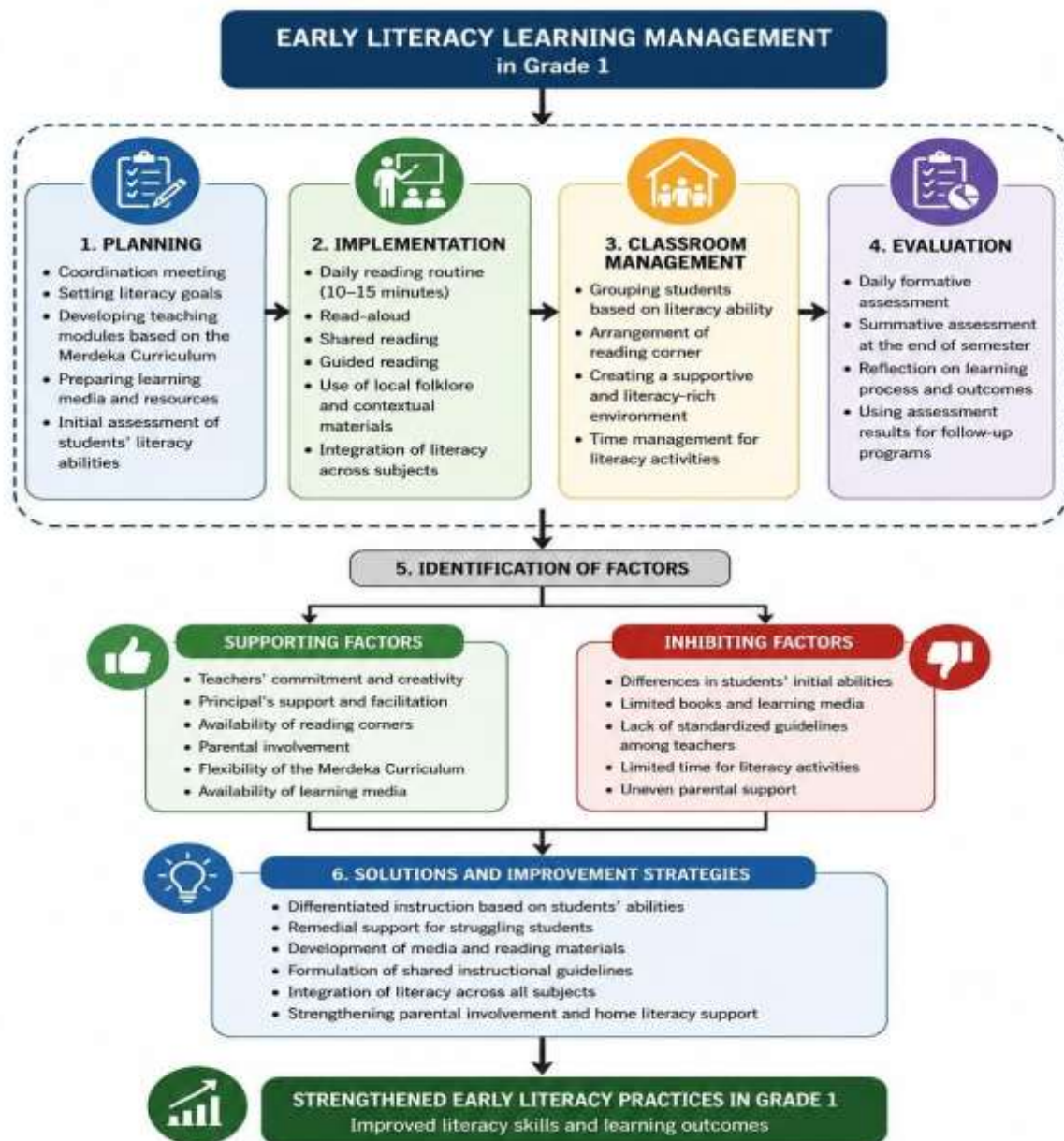


Figure 1. Early Literacy Learning Management

B. Methods

This research used a qualitative case study design (Nassaji, 2020). A case study was considered appropriate because the purpose was to understand a bounded educational phenomenon in its natural setting: the management of early literacy learning in Grade One at SD Negeri 96 Palembang. A qualitative case study enables researchers to explore processes, meanings, decisions, interactions, and contextual constraints rather than only measuring predetermined variables (Lim, 2025). Case study research is suitable when the boundary between the phenomenon and its context is important. In this study, the phenomenon of early literacy learning could

not be separated from the classroom, the teacher's routines, the reading corner, school coordination, parental involvement, and the implementation of the Merdeka Curriculum.

The study was conducted at SD Negeri 96 Palembang, Kecamatan Seberang Ulu II, Palembang, South Sumatra, Indonesia. The school was selected because it had implemented literacy activities in Grade One, provided reading corners, used lesson modules aligned with the Merdeka Curriculum, and allowed access to relevant documents and classroom observation. The participants were selected purposively based on their direct involvement in early literacy learning. They consisted of one Grade One teacher, one principal, one school literacy coordinator, and three parent representatives of Grade One students. The teacher provided information on lesson planning, daily reading routines, instructional methods, grouping, media use, and assessment. The principal explained school literacy policies, monitoring, resource allocation, and coordination. The literacy coordinator described program organization and documentation. Parents shared their experiences in accompanying children reading at home and their perceptions of school support (Walker et al., 2022).

Data were collected using three techniques: observation, semi-structured interviews, and documentation (Mulatu & Regassa, 2022). Observation focused on the implementation of literacy routines, teacher-student interaction, media use, ability-based grouping, reading-corner use, and classroom atmosphere. Semi-structured interviews allowed the researcher to ask common core questions while following up on participants' specific experiences. Documentation included lesson modules, literacy program records, reading-corner materials, assessment notes, student portfolios, and visual evidence of literacy activities. The use of multiple data sources was intended to support triangulation. Qualitative rigor depends on systematic data handling, transparency, and evidence-based interpretation; therefore, each data source was compared to identify convergence and divergence (Bingham, 2023).

Data analysis followed an interactive process of data reduction, data display, and conclusion drawing with verification (Qi et al., 2021). Interview transcripts, observation notes, and documents were first read repeatedly to identify information related to planning, implementation, classroom management, evaluation, supporting factors, inhibiting factors, and solutions. The data were then coded thematically. Codes were grouped into broader categories, such as coordinated planning, differentiated grouping, local materials, assessment continuity, limited resources, inconsistent guidelines, and parental participation. Thematic analysis was used because it enables researchers to identify patterned meanings across qualitative data. A hybrid coding process can connect deductive research questions with inductive insights from the data (Xu, 2020).

Trustworthiness was strengthened through method triangulation, source triangulation, and theory triangulation. Method triangulation was conducted by

comparing interview statements with classroom observation and documents. Source triangulation was conducted by comparing the perspectives of the teacher, principal, literacy coordinator, and parents. Theory triangulation was conducted by relating field findings to early literacy, classroom environment, family involvement, and instructional management literature (Premo et al., 2023). Transparent categorization is important in qualitative content analysis, while credibility and dependability can be improved when analytic decisions are documented. For this reason, the study maintained analytic notes during coding and verification. Table 1 summarizes the main data sources and their analytic focus.

Table 1. Data Sources and Analytic Focus

Data source	Participants/Documents	Main focus
Semi-structured interviews	Grade One teacher, principal, literacy coordinator, and three parents	Planning, implementation, leadership support, home reading, obstacles, and solutions
Classroom observation	Grade One literacy routines and classroom environment	Read-aloud, shared reading, guided reading, grouping, media use, reading corner, and student participation
Documentation	Lesson modules, literacy program records, assessment notes, portfolios, and visual documents	Alignment between plans, classroom practices, assessment evidence, and school-level reflection

The analysis also paid attention to negative or less supportive evidence. For example, the study did not only record successful daily reading routines but also examined inconsistencies in shared guidelines, limited media, and uneven parental support. This strategy was used to avoid presenting the school as a problem-free case. Instead, the case was analyzed as a developing system with strengths and weaknesses. The interpretation therefore focused on how existing practices could be strengthened through realistic managerial actions that fit the school's context (Brauckmann et al., 2023).

C. Results and Discussion

This section presents the findings of the case study without extended theoretical interpretation. The implementation of early literacy learning management in Grade One at SD Negeri 96 Palembang was organized through four connected dimensions: planning, implementation, classroom management, and evaluation. These dimensions formed a practical cycle in which assessment informed planning, planning shaped daily routines, classroom management created supportive conditions, and evaluation produced follow-up actions for students who needed additional guidance (Masterson et al., 2024). In the planning dimension, the Grade One teacher prepared lesson modules aligned with the Merdeka Curriculum. The modules contained learning objectives, early reading and writing materials, selected methods, instructional media, and assessment instruments. Planning was supported by initial mapping of students' literacy abilities through simple tasks such as

identifying letters, reading syllables, reading simple words, and responding to picture-based prompts. The school also held coordination meetings involving the principal and literacy coordinator to discuss literacy targets, media needs, and classroom routines (Barrett & Kristen, 2021). In the implementation dimension, literacy activities were conducted through daily reading routines for approximately 10-15 minutes before the main lesson (Hoadley, 2024).

The teacher used read-aloud, shared reading, guided reading, guided writing, letter-card activities, phonics-oriented board practice, picture storybooks, and locally adapted Palembang folklore. The teacher modeled reading first, invited students to repeat, guided students to read independently, and provided extra attention to those who were still at the letter-recognition or syllable-reading stage. In the classroom-management dimension, the teacher grouped students according to their literacy ability. Students who could read simple texts were given more challenging books and retelling tasks, while students who were still recognizing letters received more intensive support. The classroom was arranged to support small-group guidance, peer assistance, and access to a reading corner. Literacy displays, weekly vocabulary, alphabet songs, short games, and students' writing products were used to create a print-rich and emotionally supportive classroom environment (Khosa, 2025). In the evaluation dimension, the teacher used daily formative observation, simple literacy checklists, student portfolios, reading records, and semester reflection. The assessment focused on observable indicators such as recognizing letters, blending syllables, reading words, reading simple sentences, writing letters, and writing simple words (Mohr & Price, 2020). Evaluation results were used to identify students who needed remedial support, determine students who were ready for enrichment, and provide information for communication with parents and semester evaluation meetings.

The supporting factors found in the study were teacher commitment and creativity, principal support, classroom literacy facilities, partial parental involvement, and the flexibility of the Merdeka Curriculum. Teacher commitment was reflected in handmade media, the use of local stories, and varied instructional methods. Principal support appeared in monitoring, facilitation of literacy programs, and encouragement for teachers to develop learning media. Some parents also supported home reading by accompanying children, correcting difficult words, and following school suggestions (Svensson et al., 2021). The inhibiting factors consisted of differences in students' initial abilities, limited books and interactive media, the absence of a common instructional guideline across teachers, limited time for intensive literacy support, and uneven parental participation (Chitsauko et al., 2025). These obstacles made implementation dependent on teacher initiative and reduced the consistency of literacy support between school and home. The solutions formulated from the findings included differentiated instruction, small-group remediation and enrichment, development of more varied reading materials, shared instructional guidelines, integration of literacy across subjects, and structured parental

involvement. Table 2 summarizes the integrated findings across the four managerial dimensions.

Table 2. Integrated Findings of Early Literacy Learning Management			
Dimension	Main practice	Main support	Improvement Needs
Planning	Lesson modules, initial assessment, school coordination, and Merdeka Curriculum alignment	Teacher preparation and principal-led meetings	Common Grade One literacy guideline and shared benchmarks
Implementation	10–15-minute reading routines, read-aloud, shared reading, guided reading, guided writing, and local folklore texts	Teacher creativity and student interest in contextual texts	More varied graded books and interactive media
Classroom management	Ability-based grouping, reading corner, literacy display, games, songs, and peer support	Positive classroom climate and accessible literacy space	More systematic small-group remediation and enrichment
Evaluation	Daily checklist, formative observation, portfolios, semester reflection, and parent communication	Continuous progress monitoring and school-level evaluation	Standardized rubric and clearer follow-up documentation

Discussion

The findings indicate that early literacy learning becomes more coherent when it is treated as a management cycle rather than as a single classroom activity. The teacher's initial mapping of letter and word reading levels provided a foundation for differentiated planning. This supports the idea that the effect of reading instruction differs according to children's initial skills and that assessment-guided individualized reading instruction can improve children's reading outcomes. In the present case, individual teacher preparation was strong, but collective standardization still needed strengthening because Grade One teachers did not yet use a fully shared guideline or common benchmark.

The implementation of read-aloud, shared reading, guided reading, and guided writing confirms the importance of adult-mediated literacy interaction in early grades. Joint book reading is associated with later reading success, and interactive book reading becomes more valuable when adults invite children to engage with meaning and print (Walker et al., 2022). Print-referencing during storybook reading can increase children's print awareness. In this study, the use of local Palembang folklore added contextual relevance because children encountered reading materials that were closer to their cultural environment.

The classroom-management findings show that physical space, grouping, routines, and emotional climate are inseparable from literacy learning. The reading corner, literacy display, student work, games, and songs made literacy visible and accessible.

This finding shows that literacy objects in children's environments can influence literacy behavior, while access to print resources shapes opportunities for literacy development. However, limited books and media indicate that teacher creativity cannot fully replace adequate literacy resources. Schools need both committed teachers and sufficient print-rich materials (Nkomo et al., 2023).

Evaluation emerged as a key managerial mechanism. Daily notes, checklists, portfolios, and semester reflection helped the teacher identify students needing remediation and those ready for enrichment. This finding is consistent with the view that effective Grade One literacy instruction involves responsive teaching and close monitoring of student progress. The study also suggests that documentation should remain simple and usable. A common checklist with observable indicators would help teachers compare progress, discuss follow-up actions, and avoid making assessment a burdensome administrative task (Young, 2024).

The supporting and inhibiting factors demonstrate that early literacy is a shared responsibility among teachers, school leaders, and families. Teacher creativity and principal support enabled the program to operate despite limited resources. At the same time, uneven parental support reduced the continuity of reading practice at home. Parents become more involved when they believe their participation matters, understand what schools expect, and receive effective communication from teachers, which can improve student engagement. Therefore, parental involvement should be planned through simple, repeated, and practical guidance rather than limited to general appeals (Connor & Joffe, 2020).

The study also shows that differentiation is essential in Grade One literacy management. Some children entered school already able to read simple texts, while others were still recognizing letters. Learning to read requires systematic attention to both code-based and meaning-based processes. This means that students at the letter-recognition level need explicit letter-sound activities and repeated practice, while stronger readers need connected texts, retelling, and simple writing tasks. Peer assistance can support classroom participation, but it should not replace explicit teacher-led guidance for struggling readers (Ducker, 2022).

From a broader management perspective, the main practical contribution of this study is an early literacy management cycle. The cycle begins with assessment of students' initial abilities, continues through differentiated planning and daily literacy routines, is supported by classroom environment and principal leadership, and returns to assessment through formative notes and portfolio review. When one part of the cycle is weak, the whole system becomes less effective. For example, a reading corner without routines may be unused, routines without assessment may not identify struggling readers, and assessment without follow-up may not improve instruction (Skage et al., 2020).

The implication is that elementary schools with similar conditions should convert ordinary literacy activities into a written, shared, and sustainable management system. A practical school-level guideline may include minimum daily reading routines, ability-based grouping procedures, simple assessment indicators, examples of local reading materials, documentation forms, and parent-support steps. Such a guideline would reduce inconsistency while still allowing teachers to adapt materials to classroom needs. The case does not claim to represent all Indonesian elementary schools, but it provides a grounded model for schools with heterogeneous Grade One learners, limited resources, and strong teacher commitment (Ikhsan & Hanum, 2025).

D. Conclusions

This study concludes that early literacy learning in Grade One becomes stronger when it is managed as an integrated system involving planning, implementation, classroom organization, assessment, and family-school cooperation. The key finding shows that SD Negeri 96 Palembang has already developed meaningful early literacy practices through coordinated planning, Merdeka Curriculum-based lesson modules, daily reading routines, read-aloud activities, shared reading, guided reading, local folklore texts, ability-based grouping, reading corners, formative assessment, portfolios, and semester reflection. These practices encouraged children's participation, helped teachers monitor literacy development, and provided useful information for differentiated support according to students' needs. Local stories made literacy activities more contextual. However, the study found several issues that still require improvement. These include unequal initial literacy abilities among students, limited books and interactive media, the absence of standardized instructional guidelines across teachers, limited time for intensive support, and uneven parental involvement. These challenges show that early literacy cannot be treated solely as a short daily reading habit. It needs to be managed through shared literacy targets, common assessment indicators, differentiated learning groups, locally relevant reading materials, and systematic communication between teachers and parents. Schools also need to protect teacher creativity while building minimum standards so that literacy support becomes more consistent across classrooms. The practical implication is that elementary schools should strengthen early literacy management as a whole-school program. Principals, teachers, literacy coordinators, and parents need to work collaboratively to provide structured support for beginning readers and writers. Future research should test the effectiveness of the proposed solutions through classroom action research or school action research, especially common literacy guidelines, structured remedial groups, graded local reading materials, and literacy parenting programs. Wider studies across several schools are also needed to compare how school leadership, curriculum flexibility, and family involvement shape early literacy management in different social and resource contexts.

E. Acknowledgement

We would like to express our sincere appreciation to the principal, Grade One teacher, literacy coordinator, students, and parents of SD Negeri 96 Palembang for their support, cooperation, and willingness to participate during the research process. We also extend our gratitude to the postgraduate program and academic supervisors for their guidance, suggestions, and encouragement throughout the preparation of this study. We further thank all parties who contributed directly or indirectly to the completion of this research.

References

- Barrett, J., & Kristen, T. (2021). One state's trickle-down, bottom-up pathway to literacy intervention reform. *Journal of Educational Change*, 22(3), 355–378. <https://doi.org/10.1007/s10833-020-09392-1>
- Bingham, A. J. (2023). From Data Management to Actionable Findings: A Five-Phase Process of Qualitative Data Analysis. *International Journal of Qualitative Methods*, 22, 1–11. <https://doi.org/10.1177/16094069231183620>
- Brauckmann, S., Pashiardis, P., & Ärlestig, H. (2023). Bringing context and educational leadership together : fostering the professional development of school principals. *Professional Development in Education*, 49(1), 4–15. <https://doi.org/10.1080/19415257.2020.1747105>
- Chitsauko, G., Mmankoko, M., & Ramorola, Z. (2025). Unveiling educators' readiness to teach through Digital Media (DM): The case of south Africa. *Education and Information Technologies*, 30(10), 13807–13834. <https://doi.org/10.1007/s10639-024-13310-w>
- Connor, C. O., & Joffe, H. (2020). *Intercoder Reliability in Qualitative Research: Debates and Practical Guidelines*. 19, 1–13. <https://doi.org/10.1177/1609406919899220>
- Cutler, L., Schachter, R. E., Gabas, C., & Piasta, S. B. (2023). Patterns of Classroom Organization in Classrooms Where Children Exhibit Higher and Lower Language Gains. *Early Education and Development*, 34(5), 1128–1146. <https://doi.org/10.1080/10409289.2022.2106766>
- Darling-Hammond, L., Flook, L., Cook-harvey, C., & Barron, B. (2020). Implications for educational practice of the science of learning and development. *Applied Developmental Science*, 24(2), 97–140. <https://doi.org/10.1080/10888691.2018.1537791>
- Ducker, N. (2022). Protecting and enhancing willingness to communicate with idiodynamic peer-peer strategy sharing. *System*, 103(April 2021), 102634. <https://doi.org/10.1016/j.system.2021.102634>
- Garcia-Yeste, C., Gairal-Casado, R., & Novo, M. (2021). Scientific workshop program to improve science identity, science capital and educational aspirations of children at risk of social exclusion. *Children and Youth services* 129(August). <https://doi.org/10.1016/j.childyouth.2021.106189>
- Geron, T., & Brighouse, H. (2022). *Conceptions of Educational Equity*. 8(1), 1–12.

- <https://doi.org/10.1177/23328584221121344>
- Häggström, M., Schmidt, C., & Margaretha, H. (2020). Enhancing children's literacy and ecological literacy through critical place-based pedagogy. *Environmental Education Research*, 26(12), 1729–1745. <https://doi.org/10.1080/13504622.2020.1812537>
- Hoadley, U. (2024). How do structured pedagogy programmes affect reading instruction in African early grade classrooms? *International Journal of Educational Development*, 107(February), 103023. <https://doi.org/10.1016/j.ijedudev.2024.103023>
- Ikhsan, M. N., & Hanum, F. (2025). Stake holders' perspectives on whole-school approaches to prevent and address bullying and cyberbullying in Indonesian highschools. *socialsciences & Humanities Open*, 12(November), 102336. <https://doi.org/10.1016/j.ssaho.2025.102336>
- Khosa, M. (2025). The Effects of a Print-Rich Literacy Environment on Developing Early Reading skills in the Foundation Phase Classroom. *Reading Psychology*, 46(4), 331–359. <https://doi.org/10.1080/02702711.2024.2447243>
- Lehrl, S., Evangelou, M., & Sammons, P. (2020). The home learning environment and its role in shaping children's educational development. *School Effectiveness and School Improvement*, 31(1), 1–6. 3453. <https://doi.org/10.1080/09243453.2020.1693487>
- Lim, W. M. (2025). *What Is Qualitative Research? An Overview and Guidelines*. <https://doi.org/10.1177/14413582241264619>
- Masterson, M., Boynuegri, E., & Calder, A. (2024). *Learning online and teaching face to face: Exploring the planned and enacted conception of teaching of preservice teachers on school placement*. 144(April). <https://doi.org/10.1016/j.tate.2024.104598>
- Mohr, R. P., & Price, C. (2020). A Comparison of Children Aged 4 – 5 Years Learning to Read Through Instructional Texts Containing Either a High or a Low Proportion of Phonically - Decodable Words. *Early Childhood Education Journal*, 48(1), 39–47. <https://doi.org/10.1007/s10643-019-00970-4>
- Mulatu, E., & Regassa, T. (2022). Teaching reading skills in EFL classes : Practice and procedures teachers use to help learners with low reading skills. *Cogent Education*, 9(1). <https://doi.org/10.1080/2331186X.2022.2093493>
- Müller, B., Richter, T., & Karageorgos, P. (2020). Syllable-based reading improvement: Effects on word reading and reading comprehension in Grade 2. *Learning and Instruction*, 66(January), 101304. <https://doi.org/10.1016/j.learninstruc.2020.101304>
- Nassaji, H. (2020). *Good qualitative research*. <https://doi.org/10.1177/1362168820941288>
- Nkomo, S. A., Magxala, X. P., & Lebopa, N. (2023). *Early literacy experiences of two children during Covid-19 lockdown in South Africa: A semi-ethnographic study*. <https://doi.org/10.1177/14687984231154351>
- Premo, E., Ros, A., & Lin, Y. (2023). Pre-kindergarten teachers' family engagement practices and English Language Learners' attendance and early learning skills : Exploring the role of the linguistic context. *Early Childhood Research Quarterly*, 63,

- 1-14. <https://doi.org/10.1016/j.ecresq.2022.10.005>
- Qi, Q., Tao, F., Hu, T., Anwer, N., Liu, A., Wei, Y., Wang, L., & Nee, Y. C. (2021). Enabling technologies and tools for digital twin. *Journal of Manufacturing systems*, 58(PB), 3-21. <https://doi.org/10.1016/j.jmsy.2019.10.001>
- Skage, I., Ertesvåg, S. K., Roland, P., & Dyrstad, s. M. (2020). Implementation of physically active lessons : A 2-year follow-up. *Evaluation and Program Planning*, 83(December 2019), 101874. <https://doi.org/10.1016/j.evalprogplan.2020.101874>
- Sliwka, A., Klopsch, B., Beigel, J., & Tung, L. (2026). *Transformational leadership for deeper learnin: shaping innovative school practices for enhanced learning*. 62(1), 103-121. <https://doi.org/10.1108/JEA-03-2023-0049>
- Svensson, I., Nordström, T., Lindeblad, E., Gustafson, s., Björn, M., sand, C., Bäck, G. A., Nilsson, s., (2021). Effects of assistive technology for students with reading and writing disabilities. *Disability and Rehabilitation: Assistive Technology*, 16(2), 196-208. <https://doi.org/10.1080/17483107.2019.1646821>
- Thordardottir, E. (2021). Adolescent language outcomes in a complex trilingual context : When typical does not mean unproblematic. *Journal of Communication Disorders*, 89(September 2020), 106060. <https://doi.org/10.1016/j.jcomdis.2020.106060>
- Walker, R., swain, J., & Pellicano, E. (2022). "It's about sharing a moment": Parents' views and experiences of home reading with their autistic children with moderate-to-severe intellectual disabilities. *Research in Developmental Disabilities*, 128(February), 104289. <https://doi.org/10.1016/j.ridd.2022.104289>
- Xu, W. (2020). *Applying Thematic Analysis to Education : A Hybrid Approach to Interpreting Data in Practitioner Research*. 19, 1-9. <https://doi.org/10.1177/1609406920918810>
- Young, D. (2024). Identifying inclusive training needs with the inclusive practices in English language teaching observation scale. *Asian-Pacific Journal of second and Foreign Language Education*, 9. <https://doi.org/10.1186/s40862-024-00287-9>