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DEVELOPMENT OF LITERACY MODULE BASED ON THE LOCAL WISDOM OF MAJA LABO DAHU USING THE TEACHING AT THE RIGHT LEVEL (TaRL) APPROACH

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ABSTRACT

Literacy is the most important element in the education and learning process. Basic literacy consists of reading and writing. Student learning outcomes start from students' ability to master basic literacy. The development of literacy modules is an innovation in learning learning innovation for students in primary school. Module development literacy module development based on local wisdom with the Teaching at the Right Level (TaRL) approach is very effective to address students' needs and pedagogical approach is very effective to answer the needs and pedagogical needs of students. The purpose of the research to develop a literacy module, analyze its feasibility and effectiveness to improve literacy learning outcomes. effectiveness to improve literacy learning outcomes. This research is Research and Development (R&D) model with ADDIE (Analyze, Design, Develop, Implement and Evaluatie) model. The research subjects were teachers and students grade V of SDN Nanga Na'e and SDN Radu. Data collection used questionnaires, observation sheets and interview guidelines. The results showed that; (1) the process of developing a module based on local wisdom majalabo dahu with the TaRL approach resulted in a literacy module teaching material product. TaRL approach resulted in literacy module teaching material products, (2) the product products are very feasible from the material aspect (84.4%), media aspect (91.2%), and learning aspects (89.8%). (3) the module product is effective in improving students' learning literacy. The learning outcomes of students who were treated with the module based module based on majalabo dahu local wisdom with TaRL approach is higher than without the module based on local wisdom. higher than without module based on majalabo dahu local wisdom with TaRL approach (thit = 0.05). with TaRL approach (thit = 3.756, p-value = 0.0005). Students' positive response to the module based on local wisdom majalabo dahu with TaRL approach approach that has been developed obtained student feedback of 84.8%. Conclusion This research is a module product based on majalabo dahu local wisdom with the TaRL approach developed in elementary schools. TaRL approach developed in elementary schools has gone through the appropriate development procedure, has a very feasible development procedures, has excellent feasibility, and is effective in improving students' literacy learning outcomes in elementary school.

Keywords: Literacy, Maja Labo Dahu, Module, TaRL.

INTRODUCTION

Basic literacy is the foundation of quality education, (Byrne, 2014; Lewis & Wray, 2012). A strong culture of literacy is at the heart of lifelong learning. (Tasrif & Syaifullah, 2022). Learners who need comprehensive and fundamental literacy for 21st century living such as strong basic literacy, critical literacy and literacy that empowers learners, (Ciampa & Tiffany, 2020). The problem of literacy in primary schools, especially in the early grades, is still a serious problem in the education system in developing countries, (Miller & McKenna, 2016; Mulis, 2012). Literacy problems occur massively in schools with low literacy education facilities. The issue of literacy inequality between schools is an important subject in the world of literacy, (Beers, et al., 2010). Lower quality of literacy learning including inequalities in education quality between rural and urban schools, (Delgado, 2013; Addam & Hamm, 2022). Schools in rural areas have lower opportunities for achievement. Schools with poor literacy learning facilities such as book shortages, low quality literacy teachers and poor learning environments result in achievement gaps for students in the education unit, (Roy & Mondal, 2015). Research shows that remote schools have fewer professional teachers, are less ambitious, and practice traditional pedagogy and conventional literacy instruction, (Keefe & Susan, 2015).

Literacy is defined as the ability to use language and image in rich varied forms to read, write, listen, speak, view, represent, and think critically about ideas. It enables us to share information, to interact with others, and to make meaning. Literacy is a complex process that involves building on prior knowledge, experience and culture to develop new knowledge and deeper understanding, (Ontario, 2005; Kennedy, et al., 2012). Unisco (2005) stated that literacy is the foundation of basic education and lifelong education. In the millennium era, the world faces a more complete literacy (not just reading, writing and counting). Literacy is closely related to culture which is a symbol of progress, knowledge and the advancement of civilisation. The more advanced a country is, the higher the level and awareness of literacy. This is because literacy contains three important aspects: intellect, creativity and learning. Universally, the goal of literacy is not only intellectual but for people to have better economic welfare, social justice and democracy. There is also evidence to suggest that literacy education attainment correlates with employment opportunities in the labour market. The challenges faced by students in remote schools are becoming more complex, namely the role of teachers, access and networks, and changing pedagogy.

Literacy education in primary schools has not been seriously developed by primary school teachers based on the principles of quality literacy education. Literacy education and learning services in schools have not provided creative, critical and innovative opportunities for teachers and students, (Lesley & Linda, 2018). Many students do not receive quality literacy education and learning services, so many students do not have literacy skills. The Programme for International Student Assessment (PISA) survey shows that the literacy level of Indonesian primary school students is low. The main problem with literacy learning in primary schools is the lack of learning resources, books, learning modules, libraries and a culture of literacy, (Lipton & Deborah, 2016; Gitaria, 2018).

Local culture plays an important role in student learning in the classroom, (Noor & Sugito, 2019). The unique habits and traditions of a community can be used as effective literacy learning materials for students in schools. Learners can understand knowledge through the introduction of cultural literacy integrated through books, journals, literacy modules and learning tools, (Ubol & Henschke, 2015). Culture and local wisdom owned by the community can be a source of student learning and an effective learning tool. Local culture can facilitate and connect learners' understanding of a subject matter, (Darong, et al.,

2021). At the classroom level, teachers can modify or combine lessons to reflect the diversity of students in a particular class., (Tasrif, et al., 2020). Local wisdom is a system of values, truths, and knowledge that exists in society. Local wisdom has been used by the community according to their needs. Local wisdom is also called local knowledge (indigenous or local knowledge) which is the basis of cultural identity, local wisdom is born from a learning process.

Each student has their own learning needs and differentiated learning recognises that each has unique characteristics and different ability levels. Literacy modules with teaching patterns based on ability levels are an effective solution to improve student literacy. Ability level-based teaching is also known as Teaching at the Right Level (TaRL) which aims to improve children's basic reading literacy skills before they leave primary school. In a learning application, this approach works by assessing children's literacy levels using simple tools. Learners are grouped into levels according to their ability. Not by age like most. This approach differs from learning practices in Indonesia, where learning is mostly based on a child's biological age or grade level.

RESEARCH METHODS

This research is a type of development research that seeks to make a new product in the learning model. This type of research is development research (Research and Development). The development research model used is the ADDIE development model. The ADDIE model was conducted to produce literacy modules for student literacy learning in elementary schools. Dick and Carry (1996) compiled a module development design through four stages, namely Analyze, design, develop, Implement and Evaluate, (Haryanto & Sugianti, 2020). (1) at the analysis stage, researchers designed an exploratory study to review, investigate and collect information by means of interviews and observations. The stages of this step include needs analysis, reference studies, observation of research classes, identification of problems faced by teachers and students in elementary schools. The needs analysis was conducted as a basis for creating a literacy learning module. (2) design stage. At this stage the researcher compiled a literacy learning module that contained the initial plan of the module. Furthermore, the content of the learning module material is designed (3) development stage. At this stage the researcher compiles the initial literacy module, content validation and limited tests on the literacy module. (4) impement or implementation stage. This stage is carried out a large-scale test or implementation of the product developed, namely the fifth grade literacy module.

The research was conducted at SDN Nanga Na'e and Radu , West Nusa Tenggara. The duration of the research was carried out during July - September 2024. The research population was grade V students and teachers of SDN Nanga Na'e and Radu. The research sample was used to test the effectiveness and validity of the literacy teaching module. Learning is carried out using an independent curriculum adapted to learning outcomes (CP), Flow of Learning Objectives (ATP), and Learning Modules. The results of the implementation of the literacy module are analyzed for their effectiveness. (5) Evaluate stage. This stage is carried out at each stage in the development process. The evaluation carried out with regard to product results by a team of validators, evaluation after a limited test and a wide-scale test. Data collection techniques in development research through qualitative data using natural settings, primary sources and participant observation, in-depth interviews and documentation, (Aldoobie, 2012). Data was obtained by several methods, namely interviews, distributing questionnaires, observation, class tests. The instrument used in this research is the literacy module with the TaRL approach. and the supporting instruments are interview guidelines and questionnaires. The data processing used the percentage formula, namely;

The results of data analysis using standard interpretation criteria

Tabel. 01. Data interpretation criteria

Category	Percentage	Qualification
4	86% - 100%	Sangat layak
3	76% - 85%	Layak
2	56% - 75%	Cukup layak
1	≤ 55%	Kurang layak

If the tested product reaches 86-100%, it is classified as very feasible, if the tested product reaches 76-85 it is classified as feasible, while if the tested product reaches 56-75% it is classified as quite feasible. Meanwhile, if the tested product reaches ≤ 55%, then the product is classified as less feasible and ineffective for use as learning material.

RESULTS AND DISCUSSION

Result

The data obtained in this study are; (1) the results of the validity and reliability of the learning model, (2) limited test results, and (3) expanded trial results. The final product developed from this development research is a local wisdom-based literacy learning module to improve students' literacy in primary schools. The local wisdom-based learning module is a set of teaching materials that pay attention to the function of education as a means of cultural preservation. Through the organisation of teaching materials, students can master literacy subject matter in accordance with the learning outcomes (CP) set out in the curriculum. Based on the findings above, the product of the literacy learning module that is integrated into local wisdom can be a learning tool for teachers and students both at school and outside school. The designed learning module can foster students' motivation, initiative, confidence and sensitivity to cultural values.

Literacy Learning Product test results

Researchers conducted a literacy product test on the literacy module in the aspect of content validation, namely; (1) material, (2) media, (3) learning. The results are presented through the stages of Research and Development (RnD), namely (1) the analysis stage in the form of preliminary studies and initial information gathering; (2) literacy module design, (3) development; (4) product implementation and application and (5) product evaluation stage. The following are the results of the literacy learning product test;

Tabel. 02. Module product test data

Assessment Aspects	Number	V 1	V 2	V 3	Score	%	Interpretation
Content	22	√			76	86,4	Sangat layak
Media	15		√		54,7	94,2	Sangat layak
Learning	14			√	50,3	87,2	Sangat layak
Total	51				181	89,1	Sangat layak

The data shows that the material aspect reached 86.4%, while the learning field trial was 87.8% and the media aspect was 94.2%. The qualitative data collected from the material expert's suggestions and opinions showed feasible and good aspects from all aspects. When viewed from the feasibility aspect, the literacy module product based on local wisdom

labo dahu with TaRL approach is very feasible. Thus, this development module can be used as literacy learning media. After going through the revision and improvement stages according to the experts' recommendations for the literacy module, a Limited Test of the module was conducted. The limited test was conducted on 6 learners with low ability level (basic literacy), medium level (advanced literacy) and high ability level (critical literacy). The final results show that the majority of aspects of the module are suitable for use, namely group one students 72%, group two students 80%, group three students 82%, group four students 100%, group five students 80%, and group six students 86%, the Mean score is 82, 6%. While the results of the T test were carried out on two class samples, namely the experimental class (experiment) and the control class. The experiment class is made to apply the product, while the control class is a comparison class. The purpose of this test is to determine the feasibility level of the literacy module based on local wisdom *maja labo daju* using TaRL before and after the learning process. The effectiveness of two groups of local wisdom-based literacy modules (A1) with TaRL and Non-module approaches on students' literacy learning outcomes in primary schools. Data on student scores are as follows.

Tabel. 03. Module & Non-Module Data Criteria

A	Mean	Deviation	Number
Literacy Module	84.50	7.237	22
Non- Modul	73.25	11.271	22
Totally	78.88	10.948	22

Based on these data, using the literacy module based on local wisdom with the TaRL approach gets a higher score average value = 84.25 then the total average = 78.88. this shows that students who learn by using learning modules are descriptively superior in learning outcomes than students who learn with non-modules.

Analysis is the earliest stage of research development from the ADDIE research and development concept model. The analysis stage carried out is an analysis of the problems often faced by teachers and students in elementary schools when learning literacy. the problem faced by students and teachers is the lack of books, modules and effective references to increase the effectiveness of literacy learning outcomes. One of the basic problems of students at school is the lack of availability such as books, modules and teacher competence, (Dewayani, 2017). The problem of lack of references is particularly acute in rural schools, (Rohanda, 2016). While the problem of literacy education is still high in rural schools. In this test, the test material provided is related to the material to be taught. While the posttest test is carried out at the end of the learning process of a material with the aim of knowing the extent of student independence and effectiveness in using the learning module. If students are more independent after the learning process then, the teaching programme is considered successful, (James, et al., 2022).

Discussion

The development of a literacy module based on the local wisdom of *maja labo dahu* using the Teaching at right level (TaRL) approach uses the ADDIE model development model which stands for analyse, design, develop, implement and evaluate, (Borg & Gall, 1983). There are several problems underlying the development of this module, namely the low literacy of primary school students, teacher creativity and optimisation of the use of learning resources that are still lacking and efforts to integrate cultural values in literacy learning. The development of learning modules in primary schools pays attention to the level of differentiation and development of ability levels in primary schools. The development of local

wisdom-based learning modules in this study is to see the role of cultural values for teachers and students. The Bima local wisdom values integrated in the literacy module are; (1) renta ba rera kapoda ade ro karani ba weki, (2) mbolo ra dampa or mafaka ro dampa, (3) karawi kabuju, (4) nggahi rawi pahu, (5) suu sawa'u sia sawale, (6) tahompa ra nahu surapu dou labo dana, (7) tahompa ra nahu sura dou ma rinpa. These values are derivatives that become an identity in the culture of the community, (Mutawalli, 2013).

The effectiveness of literacy module development is very effective as a result of statistical calculations and assessment and evaluation conducted by experts. Statistical calculations are based on the formulation of research problems, while the selection of validation is determined based on expert expertise with literacy modules. The experts reviewed and tested the module before the field trial was conducted. The validation results determine the effectiveness and feasibility of the products produced based on the experts' opinions. In this study, the validation involved literacy experts who covered three things namely; material, content and linguistics. The results showed very feasible according to the criteria with a result of 80 with a percentage of 89, 5%. Meanwhile, media experts covered module design, terms and sentences, and module format which reached 92.4%. This result shows the feasibility level of the literacy module. Meanwhile, learning experts conducted an assessment of research and development products, the validated aspects were the suitability of the literacy module with the material and problems faced by students.

Teaching at Right Level (TaRL) or ability-based literacy learning'. This learning pattern in practice is student-centred according to the level of literacy ability. Literacy learning based on students' literacy levels is an application of the differentiated learning method which emphasises that all students have the right to receive the same education and learning services. The advantages of the Teaching at Right Level method are (1) student-centred learning where the teacher (2) teaching at right level learning can be a solution for students' different abilities in literacy. The TaRL learning method is a process of intervention in the literacy module by paying attention to relevant and specific learning to reduce students' literacy competency problems. Teaching at the right level (TaRL) is applied to students to acquire basic literacy skills of reading and writing, creative and critical thinking. Teaching styles and new learning teacher methods are important in learning (Taylor et al., 2022). Meanwhile, (Judith, 2002) says that effective literacy classrooms are environments rich in literacy resources so that students can carry out literacy activities effectively. Meanwhile, (Tara, 2018) emphasise the need for contextualised literacy reading materials that are appropriate to learners' circumstances.

Learning interventions with literacy modules can facilitate and provide opportunities for students to understand, and design solutions, and explore diverse solutions to learning problems. (Nurlaila & Lufri, 2021). These findings are similar in that learning with literacy modules can improve student learning outcomes. (Dan, 2012). Literacy module with TaRL approach has an impact on students' learning motivation, (Ningrum, et al., 2023; Lakhsman, 2019). Literacy learning based on students' literacy levels is an application of the teaching at the right level method. The advantages of the teaching at right level method are (1) student-centred learning where the teacher (2) teaching at right level method learning can be a solution for students' different abilities in literacy skills. Meanwhile, there are three important things that learners achieve using the TaRL approach, namely communicate, understand and access, (Nathan, et al., 2022). Students can communicate well without the psychological burden of learning, can understand the content of the lesson because learning according to the level of ability, and students can and have access to practical learning modules.

Analisis

The analysis stage aims to understand the needs and problems faced by schools, specifically in literacy learning. At this stage the researchers analysed the subjects, school literacy programmes, students' literacy levels and the literacy education ecosystem in primary schools. At this stage, the researcher discussed with the principal, teachers, students and the school supervisor. According to the researcher, a common problem with literacy learning in remote primary schools is the lack of attention to learning resources, (Ramayanti, et al., 2024; Iranda, et al., 2023).

Design

The design stage consists of analysing and determining the content of the literacy module so that the literacy module can be developed according to the learning needs. According (Barbara, et al., 2023) that a learning module design that aims to improve student achievement can start from the question of what the module contains, how the module works and for whom the module is made. The teaching module developed in the research is a local wisdom-based literacy module using the Teaching at Right Level (TaRL) approach. The literacy module consists of an introduction, discussion of material, stages of literacy learning. The reason used for compiling local wisdom-based materials is to increase students' awareness of the local culture of the community. Students are more open to understanding learning by utilising local wisdom that exists in the community. The TaRL approach is intended to adapt the module to the Implementation of Merdeka Curriculum (IKM). TaRL is an implementation of the differentiated approach in the independent curriculum. Development Design includes learning strategies, assessment design and evaluation instruments used in learning.

Development

This stage was to produce the literacy module. During this stage two things were achieved by the researchers, namely, (1) producing and adapting existing teaching materials, (2) determining instruments and media to achieve literacy learning objectives. At the development stage, the literacy module validation test was conducted by two validators. This stage resulted in the validity of the teaching materials. Based on the assessment conducted by experts, the total average of validation is included in the valid category as teaching materials. The best aspect of the literacy teaching module material is the feasibility of content supported by the use of interesting language and images that make students interested in learning. In addition, the material in the module is in accordance with the level of students' learning abilities and levels in the independent curriculum. In general, the feasibility of the literacy learning module based on the local wisdom of maja labo dahu with the TaRL approach in grade V elementary school shows a very feasible category to use. The feasibility includes aspects of the material obtained an assessment result of 86.4%, or classified as very feasible to use. Assessment of the learning media aspect obtained a percentage of 91.2% or very feasible to be used in learning. Furthermore, the assessment of the literacy learning aspect obtained a percentage of 89.8% or in the category of very feasible to use as a literacy learning media in elementary schools. The development of literacy learning modules based on the local wisdom of maja labo dahu supports the learning process of learning in elementary schools.

The implementation of the literacy learning module based on the local wisdom of maja labo dahu class V elementary school has been effective, this can be seen in the students' response to the product which is in the good category at 84.8%. The literacy learning outcomes of students using the local wisdom-based literacy module obtained an average of 84.5, while students without using the local wisdom-based literacy module were 72.25. Thus, literacy products are very effective in improving students' literacy learning outcomes at the primary

school level. In the study, there were findings that revealed that the literacy learning outcomes of students who used modules with the TaRl approach were higher than students who did not use literacy modules, (Ningsih, et al., 2023).

Implementation

At this stage, researchers prepare the learning environment, implement learning by involving students in the literacy learning process. In the implementation, researchers involve students as learning subjects and teachers as learning facilitators.

Evaluasi

This is a revision of the module that has been tested on a limited basis, at this stage the researcher refines the product before it is implemented massively to schools. Evaluation in order to assess the quality of the product and the learning process. There are three things that can be done at this stage, namely; Determining evaluation criteria, selecting evaluation tools and conducting a final evaluation of a product.

CLOSING

Conclusions about the product based on the results of research on the development of local kearifal-based literacy learning modules to improve student learning outcomes can be concluded, including;

1. The development of a literacy learning module based on the local wisdom of maja labo dahu produced literacy teaching materials with the TaRL approach. The module teaching materials were developed through the Analysis, Design, Development, Implement and Evaluate (ADDIE) research model. This method produces a product that can be used as learning material.
2. The feasibility of the literacy learning module based on the local wisdom of maja labo dahu with the TaRL approach in grade V elementary school shows very feasible criteria. The feasibility includes aspects of the material obtained an assessment of 86.4%, or classified as very feasible to use. Assessment of the learning media aspect obtained a percentage of 91.2% or very feasible to be used in learning. Furthermore, the assessment of the literacy learning aspect obtained a percentage of 89.8% or in the category of very feasible to use as a literacy learning media in elementary schools. The development of a literacy learning module based on the local wisdom of maja labo dahu supports the learning process of learning in elementary schools.
3. The application of literacy learning module based on local wisdom maja labo dahu class V elementary school has been effective, this can be seen in the students' response to the product which is in the good category at 84.8%. The literacy learning outcomes of students using the local wisdom-based literacy module obtained an average of 84.5, while students without using the local wisdom-based literacy module were 72.25. Thus, literacy products are very effective in improving students' literacy learning outcomes at the primary school level.

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