

REFERENCES

- Abrori. (2018). Improving reading literacy strategy through seven programs of reading interest containing Da'wah message. *Journal of Islamic Culture and Education*, 3(2).
- Aji, M. P. P. (2017). English Listening Blended Learning: the Implementation of Blended Learning in Teaching Listening To University Students. *Kajian Linguistik Dan Sastra*, 2(1), 25. <https://doi.org/10.23917/kls.v2i1.5349>
- Alobaid, A. (2020). Smart multimedia learning of ICT: role and impact on language learners' writing fluency-YouTube online English learning resources as an example. *Smart Learning Environments*, 7(1). <https://doi.org/10.1186/s40561-020-00134-7>
- AlRouji, O. (2020). The Effectiveness of Blended Learning in Enhancing Saudi Students' Competence in Paragraph Writing. *English Language Teaching*, 13(9), 72. <https://doi.org/10.5539/elt.v13n9p72>
- Antwi-Boampong, A. (2020). Towards a faculty blended learning adoption model for higher education. *Education and Information Technologies*, 25(3), 1639–1662. <https://doi.org/10.1007/s10639-019-10019-z>
- Apriani, E. (2016). A new literacy: The role of technology to develop student's character. *Ta'dib: Jurnal Pendidikan Islam*, 21(1), 59. <https://doi.org/10.19109/td.v21i1.742>
- Asanti, C., & Syamdianita, S. (2017). Encouraging Critical Literacy Development Through Extensive Reading Activity in an Efl (English As a Foreign Language) Context. *Journal of Culture, Arts, Literature, and Linguistics (CaLLs)*, 3(2), 127. <https://doi.org/10.30872/calls.v3i2.869>
- Bataineh, R. F., & Mayyas, M. B. (2017). The utility of blended learning in EFL reading and grammar: A case for moodle. *Teaching English with Technology*, 17(3), 35–49.
- Bauer, E. B., & Arazi, J. (2011). Promoting Literacy Development for Beginning English Learners. *The Reading Teacher*, 64(5), 383–386. <https://doi.org/10.1598/rt.64.5.14>
- Bath, D. & Bourke, J. (2010) Getting Started with Blended Learning, Griffith University, Australia, [online] Available at: https://www.griffith.edu.au/_data/assets/pdf_file/0004/267178/Getting_started_with_blended_learning_guide.pdf
- Boholano, H. (2017). Smart social networking: 21st Century teaching and learning skills. *Research in Pedagogy*, 7(2), 21–29. <https://doi.org/10.17810/2015.45>
- Candiasa, I. M. (2010) *Pengujian instrument penelitian disertai aplikasi ITEMAN dan BIGSTEPS*. Unit Penerbitan Universitas Pendidikan Ganesha.
- Chu, S. K. W., Reynolds, R. B., Tavares, N. J., Notari, M., & Lee, C. W. Y. (2016). 21st century skills development through inquiry-based learning: From theory to practice. *21st Century Skills Development Through Inquiry-Based Learning: From Theory to Practice, August 2018*, 1–204. <https://doi.org/10.1007/978-981-10-2481-8>
- Damayanti, S., & Faozah, S. (2014). Teaching English to young learners through games and songs. *E-Journal Uika*, 15(2), 44–47.

- Dewi, N. R., Siregar, M., & Saragih, A. T. (2020). Developing ESP Blended Learning for Academic Purposes of Course Materials for Students of English Education Study Program at Languages and Arts Faculty, Universitas Negeri Medan. *Randwick International of Education and Linguistics Science Journal*, 1(3), 316–329. <https://doi.org/10.47175/rielsj.v1i3.140>
- Dlamini, P., & Sheik, A. (2019). Exploring teachers' instructional practices for literacy in English in Grade 1: A case study of two urban primary schools in the Shiselweni region of Eswatini (Swaziland). *Reading and Writing (South Africa)*, 10(1), 1–9. <https://doi.org/10.4102/rw.v10i1.229>
- Epstein, J. L., Sanders, M. G., Simon, B. S., Salinas, K. C., Jansorn, N. R., & Voorhis, F. L. Van. (2002). *School, Family, and Community Partnerships: Your Handbook for Action* (Second Edi). Corwin Press, Inc.
- Fajarina, M. (2017). Mastering Teaching English For Young Learners. *Wacana Didaktika*, 5(01), 1–11. <https://doi.org/10.31102/wacanadidaktika.5.01.1-11>
- Friatin, L. Y., & Widiyaningsih, W. (2018). Kizphonic as digital multimedia online to enhance vocabulary of young learners. *EduLite: Journal of English Education, Literature and Culture*, 3(2), 135. <https://doi.org/10.30659/e.3.2.135-148>
- Franco, J. V. A., Arancibia, M., Meza, N., Madrid, E., & Kopitowski, K. (2020). Guías de práctica clínica: conceptos, limitaciones y desafíos. *Medwave*, 20(3), e7887. <https://doi.org/10.5867/medwave.2020.03.7887>
- Fuchs, S., & Katzir, T. (2021). EFL Literacy Teaching in Relation to Teachers' Self-Efficacy, Experience and Native Language. *Australian Journal of Teacher Education*, 46(1), 89–105. <https://doi.org/10.14221/ajte.202v46n1.6>
- Garrison, D. R. & Kanuka, H. (2004). Blended learning: uncovering its transformative potential in higher education. *The Internet and Higher Education*, 7(2), 95-105.
- Gezer, M. Ü. (2021). Storybooks , Songs , and Games : Tools To Boost Early Literacy Development in Primary English Classrooms. *International Online Journal of Education and Teaching (IOJET)*, 8(4), 2683–2700.
- Gillett-Swan, J. (2017). The Challenges of Online Learning: Supporting and Engaging the Isolated Learner. *Journal of Learning Design*, 10(1), 20. <https://doi.org/10.5204/jld.v9i3.293>
- Ginting, E. S. (2021). Penguatan literasi di era digital. *Prosiding Seminar Nasional PBSI-III Tahun 2020*, 35–38. <http://digilib.unimed.ac.id/id/eprint/41217>
- Gu, H., Yao, J., Zhou, L., C. K. Cheung, A., & C. Abrami, P. (2021). A Quasi-Experimental Study of a Web-Based English Literacy Tool for Grade 3 Students in China. *ECNU Review of Education*, 4(1), 84–107. <https://doi.org/10.1177/2096531120972709>
- Harmer, J. (2007). *The Practice Of English Language Teaching The Practice Of English Language Teaching* (4th Ed). Pearson.
- Hendi, N.S., & Asmawi, A. (2020). Preschool English Teachers' Practices and Early Literacy Instruction: Montessori vs. International Preschool Curriculum. *Malaysian Online Journal of Educational Sciences*, 6(2).
- Howlett, G., & Waemusa, Z. (2019). 21 st century learning skills and autonomy: Students'

- perceptions of mobile devices in the Thai EFL context. *Teaching English with Technology*, 19(1), 72–85.
- Hume, L. E., Lonigan, C. J., & McQueen, J. D. (2015). Children's literacy interest and its relation to parents' literacy-promoting practices. *Journal of Research in Reading*, 38(2), 172–193. <https://doi.org/10.1111/j.1467-9817.2012.01548.x>
- Handayani, N., Buru, U. I., Bugis, R., Buru, U. I., Hanapi, H., & Buru, U. I. (2019). *Blended Learning Approach in Improving Students' Speaking*. January, 1–9.
- Ikhwan, E. J., & Widodo, P. (2019). Attitude Conception: The Role of Blended Learning in Environmental Education. *Online Submission*, 2(6), 53–62. <https://doi.org/10.32996/ijllt.2019.2.6.7>
- IIEP-UNESCO. 2015. Teacher Development: How will we support and train teachers? Paris: UNESCO. Retrieved from: <http://unesdoc.unesco.org/images/0023/002348/234818e.pdf>
- Iskandar, I. (2018). English as Local Content Subject in Indonesian Primary Schools: Teachers' View and Its Impacts on Teaching Delivery. *SSRN Electronic Journal*, September 2015. <https://doi.org/10.2139/ssrn.3019248>
- Jailani, J., Heri Retnawati, H. R., Wulandari, N. F., & Djidu, H. (2020). Mathematical Literacy Proficiency Development Based on Content, Context, and Process. *Problems of Education in the 21st Century*, 78(1), 80–101. <https://doi.org/10.33225/pec/20.78.80>
- Jayanti, F. G., & Norahmi, M. (2015). Efl: Revisiting Elt Practices in Indonesia. *Journal on English as a Foreign Language*, 4(1), 5. <https://doi.org/10.23971/jefl.v4i1.70>
- Jie, L., & Li, C. (2021). Characterizing English Language Literacy among Famous English Language Educators in China. *Arab World English Journal*, 12(1), 229–238. <https://doi.org/10.24093/awej/vol12no1.16>
- Josuharyadi, K., Padmadewi, N. N., Eka, P., & Suputra, D. (2021). An Analysis of Parental Involvement Programs in Teaching- Learning Process during Covid-19 Pandemic. *Language and Education Journal Undiksha*, 4(2), 97–105.
- Keefe, E. B., & Copeland, S. R. (2011). What is literacy? the power of a definition. *Research and Practice for Persons with Severe Disabilities*, 36(3–4), 92–99. <https://doi.org/10.2511/027494811800824507>
- Khairi, A., Lubis, F., Ginting, M. M. B., & ... (2021). Analisis Gerakan Literasi Setiap Hari Jumat Di SMP Negeri 1 Labuhan Deli. ... *Bahasa Dan Sastra ...*, 317–326. <http://digilib.unimed.ac.id/id/eprint/41256>
- Kundu, A., Bej, T., & Rice, M. (2021). Time to engage: Implementing math and literacy blended learning routines in an Indian elementary classroom. *Education and Information Technologies*, 26(1), 1201–1220. <https://doi.org/10.1007/s10639-020-10306-0>
- Lalima, D., & Lata Dangwal, K. (2017). Blended Learning: An Innovative Approach. *Universal Journal of Educational Research*, 5(1), 129–136. <https://doi.org/10.13189/ujer.2017.050116>
- Laretive, J. (2019). Information Literacy, Young Learners and the Role of the Teacher Librarian. *Journal of the Australian Library and Information Association*, 68(3), 225–235. <https://doi.org/10.1080/24750158.2019.1649795>

- Lauder, A. (2008). the Status and Function of English in Indonesia: a Review of Key Factors. *Makara Human Behavior Studies in Asia*, 12(1), 9. <https://doi.org/10.7454/mssh.v12i1.128>
- Long, N. T., & Van Hanh, N. (2020). A structural equation model of blended learning culture in the classroom. *International Journal of Higher Education*, 9(4), 99–115. <https://doi.org/10.5430/ijhe.v9n4p99>
- Lubis, A. A., Nopriansah, N., Halim, A., Nasution, S. S., & Yusuf, M. (2019). Students' Experiences of Learning English in Indonesia: Some Effective and Ineffective Ways. *Abjadia*, 3(1), 100–111. <https://doi.org/10.18860/abj.v3i2.6092>
- Macaruso, P., Wilkes, S., & Prescott, J. E. (2020). An investigation of blended learning to support reading instruction in elementary schools. *Educational Technology Research and Development*, 68(6), 2839–2852. <https://doi.org/10.1007/s11423-020-09785-2>
- Macdonald, J. (2008). *Blended learning and online tutoring: Planning learner support and activity design* (2nd Ed.). Gower Publishing.
- Mahalli ., Nurkamto, J., Mujiyanto, J., & Yuliasri, I. (2019). The Implementation of Station Rotation and Flipped Classroom Models of Blended Learning in EFL Learning. *English Language Teaching*, 12(12), 23. <https://doi.org/10.5539/elt.v12n12p23>
- Maili, S. N. (2018). Bahasa Inggris Pada Sekolah Dasar. *Jurnal Pendidikan Unsika*, 6(1), 23–28.
- Mallillin, D. L., & Castillo, D. R. (2016). Level of Language Proficiency of Gulf College Students. *IOSR Journal of Humanities and Social Science*, 21(09), 45–52. <https://doi.org/10.9790/0837-2109044552>
- Marcellino, M. (2015). English Language Teaching in Indonesia: a Continuous Challenge in Education and Cultural Diversity. *TEFLIN Journal - A Publication on the Teaching and Learning of English*, 19(1), 57. <https://doi.org/10.15639/teflinjournal.v19i1/57-69>
- McPhee, S., & Pickren, G. (2017). Blended learning with international students: a multiliteracies approach. *Journal of Geography in Higher Education*, 41(3), 418–433. <https://doi.org/10.1080/03098265.2017.1331208>
- Mills, K. A., & Unsworth, L. (2018). iPad Animations: Powerful Multimodal Practices for Adolescent Literacy and Emotional Language. *Journal of Adolescent and Adult Literacy*, 61(6), 609–620. <https://doi.org/10.1002/jaal.717>
- Mirriahi, N., Alonzo, D., & Fox, B. (2015). *A blended learning framework for curriculum design and professional development*. 23(1063519).
- Mulyono, M., & Rohaedi, D. W. (2020). Developing problem-based blended learning model for syntax course in industrial era 4.0. *Proceedings of the Social Sciences, Humanities and Education Conference (SoSHEC 2019)*, 214–217. <https://doi.org/10.2991/soshec-19.2019.47>
- Muñoz, C. (2014). Exploring young learners' foreign language learning awareness. *Language Awareness*, 23(1–2), 24–40. <https://doi.org/10.1080/09658416.2013.863900>
- Namyssova, G., Tussupbekova, G., Helmer, J., Malone, K., Afzal, M., & Jonbekova, D. (2019). Challenges and benefits of blended learning in higher education. *International Journal of Technology in Education (IJTE) International Journal of Technology in Education*, 2(1),

- Nguyen, C. D. (2021). The construction of age-appropriate pedagogies for young learners of English in primary schools. *Language Learning Journal*, 49(1), 13–26. <https://doi.org/10.1080/09571736.2018.1451912>
- Nikolov, M., & Timpe-Laughlin, V. (2021). Assessing young learners' foreign language abilities. *Language Teaching*, 54(1), 1–37. <https://doi.org/10.1017/S0261444820000294>
- Novianti, R., & Garzia, M. (2020). Parental Engagement in Children ' s Online Learning During COVID-19 Pandemic. *Journal of Teaching and Learning in Elementary Education (JTLEE)*, 3(2), 117–131.
- Nufus, T. Z. (2019). Teaching English to Young Learners in Indonesia (Pros and Cons). *English Language in Focus (ELIF)*, 1(1), 65. <https://doi.org/10.24853/elif.1.1.65-70>
- Piaget, J. 1995. *The Language and Thought of the Child*. World Publishing Company.
- Puspita, R. D., Sunendar, D., Musthafa, B., & Agung, R. (2017). *Improving Students Reading Comprehension Ability Through Integrated Thematic Learning With School Literacy*. 5(3), 99–103.
- Prihatin, Y. (2015). The removal of English language for elementary school in curriculum 2013. *Dialektika*, 3(1), 53–68. <https://journal.peradaban.ac.id/index.php/jdpbi/article/download/63/59>
- Puspitasari, P. I., Padmadewi, N. N., & Dewi, L. P. E. S. (2021). Various English Literacy Activities in Bilingual Primary School. *International Journal of Elementary Education*, 5(1), 48. <https://doi.org/10.23887/ijee.v5i1.31550>
- Rahmawati, H. (2019). The Students ' Perception on Academic Reading Log for Essay Writing Literacy : Some Influential. *Journal of English Educators Society*, 4(1), 66–70.
- Rintaningrum, R. (2009). Literacy: Its Importance and Changes in the Concept and Definition. *Teflin*, 20(2009), 78.
- Rios, J. A., Ling, G., Pugh, R., Becker, D., & Bacall, A. (2020). Identifying Critical 21st-Century Skills for Workplace Success: A Content Analysis of Job Advertisements. *Educational Researcher*, 49(2), 80–89. <https://doi.org/10.3102/0013189X19890600>
- Smith, K., & Hill, J. (2019). Defining the nature of blended learning through its depiction in current research. *Higher Education Research and Development*, 38(2), 383–397. <https://doi.org/10.1080/07294360.2018.1517732>
- Solekhah, A. M., & Mustadi, A. (2019). Student Engagement in Reading Interest to Promote Literacy in Elementary School. *3rd International Conference on Current Issues in Education (ICCIE 2018)*, 90–94. <https://doi.org/10.2991/iccie-18.2019.16>
- Stefanic, I., Campbell, R. K., Russ, J. S., & Stefanic, E. (2020). Evaluation of a blended learning approach for cross-cultural entrepreneurial education. *Innovations in Education and Teaching International*, 57(2), 242–254. <https://doi.org/10.1080/14703297.2019.1568901>
- Stevens, M., & Borup, J. (2015). Parental engagement in online learning environments: A review of the literature. *Advances in Research on Teaching*, 25, 95–111.
- Suartama, I. K., Setyosari, P., Sulthoni, & Ulfa, S. (2019). Development of an instructional

- design model for mobile blended learning in higher education. *International Journal of Emerging Technologies in Learning*, 14(16), 4–22. <https://doi.org/10.3991/ijet.v14i16.10633>
- Sulistiyo, U. (2016). English language teaching and efl teacher competence in indonesia. *Igniting a Brighter Future of Efl Teaching and Learning in Multilingual Societies*, 4(2), 396–406. <http://ejournal.unp.ac.id/index.php/selt/article/view/7001/5535>
- Sumiati, E., & Wijonarko. (2020). Manfaat Literasi Digital Bagi Masyarakat Dan Sektor Pendidikan Pada Saat Pandemi Covid-19. *Buletin Perpustakaan Universitas Islam Indonesia*, 3(2), 65–80.
- Sun, Z., & Qiu, X. (2017). Developing a blended learning model in an EFL class. *International Journal of Continuing Engineering Education and Life-Long Learning*, 27(1–2), 4–21. <https://doi.org/10.1504/IJCEELL.2017.080998>
- Supri, I. Z. (2015). Multimedia-Based Activity in Young Learners' English Class: Implementation and Outcome. *English Review: Journal of English Education*, 3(2), 1–13.
- Syaifudin, M. (2017). Improving Students Speaking Skill by Implementing Blended Learning (Online Learning and Classroom). *Jurnal INFORMA Politeknik Indonusa Surakarta*, 3(2).
- Szadziewska, A., & Kujawski, J. (2017). Advantages and Disadvantages of the Blended-Learning Method Used in the Educational Process At the Faculty of Management At the University of Gdansk, in the Opinion of Undergraduate Students. *ICERI2017 Proceedings*, 1(November), 3938–3946. <https://doi.org/10.21125/iceri.2017.1051>
- Taghizadeh, M., & Hasani Yourdshahi, Z. (2020). Integrating technology into young learners' classes: language teachers' perceptions. *Computer Assisted Language Learning*, 33(8), 982–1006. <https://doi.org/10.1080/09588221.2019.1618876>
- Tatalović Vorkapić, S., & Katić, V. (2020). Literacy-related school readiness through play in Croatia. *International Journal of Early Years Education*, 28(3), 277–294. <https://doi.org/10.1080/09669760.2020.1803046>
- Terlitsky, A. B., & Wilkins, J. (2015). Characteristics of family literacy programmes that improve child literacy, behaviour and parenting skills. *International Journal of Pedagogies and Learning*, 10(2), 121–138. <https://doi.org/10.1080/22040552.2015.1113846>
- Thanyathamrongkul, R., Singhasiri, W., & Keyuravong, S. (2018). Language literacy, language education policy and classroom practices in a Thai primary school context. *Issues in Educational Research*, 28(4), 1060–1079.
- Tomlinson, B. (2012). Materials development for language learning and teaching. In *Language Teaching* (Vol. 45, Issue 2). <https://doi.org/10.1017/S0261444811000528>
- Tomlinson, B. (2013). *Developing Materials for Language Teaching (2nd ed)*. Bloomsbury.
- Wichadee, S. (2018). Significant predictors for effectiveness of blended learning in a language course. *JALT CALL Journal*, 14(1), 25–42. <https://doi.org/10.29140/jaltcall.v14n1.222>
- UNESCO; International Task Force on Teachers for Education 2030. 2019. Teacher Policy Development Guide. Paris: UNESCO. Retrieved from: <https://unesdoc.unesco.org/ark:/48223/pf0000370966>
- Wijayanti, S. (2020). Indonesian

students' reading literacy. *Proceedings of the International Conference on Research and Academic Community Services (ICRACOS 2019)*, 61–65. <https://doi.org/10.2991/icracos-19.2020.13>

Venketsamy, R., & Sibanda, S. (2021). Exploring strategies teachers use to develop literacy skills among english first additional language learners in the foundation phase. *Perspectives in Education*, 39(2), 253–266. <https://doi.org/10.18820/2519593X/pie.v39.i2.18>

Wulandari, N. L. P. T., Ratminingsih, N. M., & Ramendra, D. P. (2020). Strategies Implemented in Teaching English for Young Learners in Primary School. *Journal of Education Research and Evaluation*, 4(3), 227. <https://doi.org/10.23887/jere.v4i3.26228>

Xie, H., Liu, W., Bhairma, J., & shim, E. (2018). Analysis of synchronous and asynchronous e-learning environments. *Proceedings of the 2018 3rd Joint International Information Technology, Mechanical and Electronic Engineering Conference (JIMEC 2018)*, 270–274. <https://doi.org/10.2991/jimec-18.2018.58>

Yusny, R. (2013). ELT in Indonesian context : Issues. *Englisia*, 1(1), 81–98.

