

REFERENCES

- Abidin, Y., Rakhmayanti, F., & Undayasari, D. (2025). Factors affecting literacy ability of elementary school students in Indonesia. *Mimbar Sekolah Dasa*, 12(2), 179–192. <https://doi.org/10.53400/mimbar-sd>
- Ackermans, K., Bakker, M., Loon, A. M. van, Kral, M., & Camp, G. (2025). Young learners' motivation, self-regulation and performance in personalized learning. *Computers and Education*, 226. <https://doi.org/10.1016/j.compedu.2024.105208>
- Aeni, A. N., Djuanda, D., Hanifah, N., Apriyanti, N. N., Yasmin, Q., & Karima, S. A. (2024). Development of HOGU as digital storybook for Islamic education in elementary school. *TA'DIB JOURNAL*, 27(2), 407–415.
- Aji, S. D., Pratiwi, H. Y., Hakim, A. R., Hudha, M. N., & Azka, N. D. (2023). Development of digital learning evaluation In realizing Sustainable Development Goals (SDGs). *Jurnal Bidang Pendidikan Dasar*, 7(1), 31–40. <https://doi.org/10.21067/jbpd.v7i1.7995>
- Aji, S. D., Yasa, A. D., Dewi, P. K., Kumala, F. N., & Putri, A. N. (2022). Development of e-module flipbook on science learning to support sustainable development goals (SDGs) for elementary school students. *QALAMUNA: Jurnal Pendidikan, Sosial, Dan Agama*, 14(2), 895–906. <https://doi.org/10.37680/qalamuna.v14i2.3705>
- Alqahtani, R. B. (2024). Reading engagement levels and enablers: Teacher guide for better reading instruction. *Insights into Learning Disabilities*, 21(2), 183–203. www.ldworldwide.org.
- Anafisah, A. S., & Utama, C. (2025). Literary studies: Challenges and solutions to address low literacy in primary schools in the 21st century. *International Conference of Research Innovation and Technology on Elementary Education*, 306–314.
- Anderson, R. C., Hiebert, E. H., Scott, J. A., & Wilkinson, I. A. (1985). *Becoming a nation of reader: The report of commission on reading*. The National Institute of Education.

- Anggrarini, N. (2019). Exploring young learners' teacher's competency and challenges in teaching English. *WEJ*, 3(1), 229–238.
- Annala, A., & Safran, S. (2023). Analysis of early reading difficulties for elementary school students. *Scaffolding: Jurnal Pendidikan Islam Dan Multikulturalisme*, 5(2), 466–484. <https://doi.org/10.37680/scaffolding.v5i2.3121>
- Arcos, E. B. P. (2013). Reading: An overview prior to reading comprehension. *Mgs. Edison Boanerges Peñafiel Arcos*, 1–11. <http://www.teachreading.info/what-is-reading/>
- Bruggink, M., Swart, N., Van Der Lee, A., & Segers, E. (2022). *Putting PIRLS to use in classrooms across the globe* (1st ed., Vol. 1). Springer. <https://link.springer.com/bookseries/16856>
- Bus, A. G., Takacs, Z. K., & Kegel, C. A. T. (2015). Affordances and limitations of electronic storybooks for young children's emergent literacy. In *Developmental Review* (Vol. 35, pp. 79–97). Mosby Inc. <https://doi.org/10.1016/j.dr.2014.12.004>
- Cao, C., Zhang, T., & Xin, T. (2024). The effect of reading engagement on scientific literacy – an analysis based on the XGBoost method. *Frontiers in Psychology*, 15. <https://doi.org/10.3389/fpsyg.2024.1329724>
- Capah, B. M., Rachim, H. A., & Raharjo, S. T. (2023). Implementasi SDG's-12 melalui pengembangan komunitas dalam program CSR. *Social Work Journal*, 13(1), 150–161. <https://doi.org/10.45814/share.v13i1.46502>
- Chaerunnisa, S. H., Kusmana, S., & Wilsa, J. (2024). Fable text teaching materials in increasing reading interest of elementary school students. *International Journal of Elementary Education*, 13(2), 23–30. <https://doi.org/10.11648/j.ijeeedu.20241302.11>
- Chintyawaty, Suciptaningsih, O. A., & Ulah, S. M. (2025). Analysis of differences in financial performance of conventional commercial banks in Indonesia implementing covid-19 restructuring policies. *MORFAI JOURNAL*, 4(4), 1303–1315. <https://doi.org/10.54443/morfai.v4i4.2336>
- Clark, C., & Kimmons, R. (2023). Cognitive load theory. *EdTechnica*, 109–114. <https://doi.org/10.59668/371.12980>

- Connor, C. M. D., Day, S. L., Zargar, E., Wood, T. S., Taylor, K. S., Jones, M. R., & Hwang, J. K. (2019). Building word knowledge, learning strategies, and metacognition with the Word-Knowledge e-Book. *Computers and Education*, 128, 284–311. <https://doi.org/10.1016/j.compedu.2018.09.016>
- Darma, I. N. S. S. A., Wahyuni, L. G. E., & Pratiwi, N. P. A. (2024). Investigation of the effect of TBLT-based digital storybook on students' writing competency in SMA n 1 Busungbiu. *Journal of English Pedagogy, Linguistics, Literature, and Teaching*, 12(2), 167–186. <https://jurnal.unsur.ac.id/jeopalltonline>
- Darmawan, L. A., & Wuryandani, W. (2022). How picture storybook improve creative thinking skills and learning outcomes of elementary school students? *Journal of Education Research and Evaluation*, 6(3), 529–537. <https://doi.org/10.23887/jere.v6i3.45566>
- Dewi, P. M. A. M., Paramartha, A. A. G. Y., & Wahyuni, L. G. E. (2024). Investigation of the effect of TBLT-based digital storybook on students' speaking skill in SMP laboratorium undiksha Singaraja. *Journal of English Pedagogy, Linguistics, Literature, and Teaching*, 12, 135–149. <https://jurnal.unsur.ac.id/jeopalltonline>
- Diana, V. A., & Markhamah. (2023). Factors inhibiting lack of interest in reading among middle school students in class VIII. *International Summit on Science Technology and Humanity*, 9, 128–13.
- Fauzan, Eriyanti, R. W., & Asih, R. A. (2023). Misconception of reading literacy and its impacts on literacy acculturation in school. *Cakrawala Pendidikan*, 42(1), 208–219. <https://doi.org/10.21831/cp.v42i1.53041>
- Febriyanto, P. T., Nursalim, M., Bachri, B. S., & Mustaji. (2024). The use of digital literacy among elementary school teachers and students in rural area in Madura Island. *Pakistan Journal of Life and Social Sciences (PJLSS)*, 22(2), 20836–20852. <https://doi.org/10.57239/PJLSS-2024-22.2.000183>
- Fredricks, J. A., Blumenfeld, P. C., & Paris, A. H. (2004a). School engagement: Potential of the concept, state of the evidence. *Review of Educational Research*, 74(1), 59–109.

- Fredricks, J. A., Blumenfeld, P. C., & Paris, A. H. (2004b). School engagement: Potential of the concept, state of the evidence. *Source: Review of Educational Research*, 74(1), 59–109. <http://www.jstor.org/stable/3516061>
- Fridayanti, K. S., Myartawan, I. P. N. W., & Pratiwi, N. P. A. (2023). Developing TBLT-based digital storybook for 9th-grade students at SMP negeri 4 Singaraja. *Acitya: Journal of Teaching and Education*, 5(2), 319–341. <https://doi.org/10.30650/ajte.v5i2.3712>
- Fukuda, S. (2022). *Sustainable development goals (SDGs) and the promise of a transformative agenda “sustainable development goals (SDGs) and the promise of a transformative agenda” in the forthcoming third edition of international organizations and global governance, edited.*
- Grabe, W., & Stoller, F. (2019). *Teaching and researching reading*. <https://doi.org/10.4324/9781315726274>
- Gregory, R. J. (2015). *Psychological testing : history, principles, and applications* (7th Edition). Pearson Education Limited. <https://dokumen.pub/psychological-testing-history-principles-and-applications-7th-edition-7nbsped-0205959253-9780205959259.html>
- Gunayasa, I. B. K., Widiada, I. K., Zain, Moh. I., Tahir, M., & Amrullah, L. W. Z. (2023). Development of the digital story book 'lalu dia lala jinis' as a learning media for 5th grade elementary school students. *PROGRES PENDIDIKAN*, 4(1), 45–49. <https://doi.org/10.29303/prospek.v4i1.324>
- Guthrie, J. T. (2004a). Teaching for literacy engagement. *Journal of Literacy Research*, 36(1), 1–30.
- Guthrie, J. T. (2004b). Teaching for literacy engagement. *Journal Of Literacy Research*, 36, 1–30. https://doi.org/10.1207/s15548430jlr3601_2
- Hasanzade, T. (2025). Enhancing reading skills in young learners: Strategies for structuring engaging literacy lessons. *Porta Universorum*, 1(4), 205–211. <https://doi.org/10.69760/portuni.0104020>
- Hu, T. C., Sung, Y. T., Liang, H. H., Chang, T. J., & Chou, Y. T. (2022). Relative roles of grammar knowledge and vocabulary in the reading comprehension of EFL elementary-school learners: direct, mediating, and form/meaning-distinct

- effects. *Frontiers in Psychology*, 13, 1–13. <https://doi.org/10.3389/fpsyg.2022.827007>
- Hutchinson, T., & Waters, A. (1987a). English for specific purposes: A learner-centered approach. In T. Hutchinson & A. Waters (Eds.), *English for Specific Purposes* (pp. 53–64). Cambridge University Press. <https://doi.org/DOI:10.1017/CBO9780511733031.010>
- Hutchinson, Tom., & Waters, Alan. (1987b). *English for specific purposes : a learning-centred approach*. Cambridge University Press. https://assets.cambridge.org/97805213/18372/excerpt/9780521318372_excerpt.pdf
- Irawati, T. (2018). Digital storybook to improve writing narrative: the TTW strategy presented and tested. *Jo-ELT (Journal of English Language Teaching) Fakultas Pendidikan Bahasa & Seni Prodi Pendidikan Bahasa Inggris IKIP*, 5(1), 49–56. <https://doi.org/10.33394/jo-elt.v5i1.2297>
- Islahuddin, M. (2023). Teaching English to young learners: A literature review. *International Journal of Multicultural and Multireligious Understanding*, 10, 500. <https://doi.org/10.18415/ijmmu.v10i10.5127>
- Istihari, I. (2024). Improving primary students' reading engagement and critical literacy through interactive read-aloud. *SITTAH: Journal of Primary Education*, 5(2), 211–224. <https://doi.org/10.30762/sittah.v5i2.3695>
- Kern, R. (2015). Literacy and Language Teaching. In R. Kern (Ed.), *Language, Literacy, and Technology* (pp. 1–16). Cambridge University Press. <https://doi.org/DOI:10.1017/CBO9781139567701.002>
- Khairunnisa, M., Sa'odah, & Huliatusnisa, Y. (2025). Early reading: An analysis of beginning reading difficulties in first-grade students. *Jurnal Elementaria Edukasia*, 8(2), 189–201. <https://doi.org/10.31949/jee.v8i2.13942>
- Kharrat, K. Z., & Sadati, S. Z. (2024). Investigating the effect of storytelling on academic engagement and academic buoyancy of elementary school students in Babol. *KMAN Counseling and Psychology Nexus*, 2(1), 98–103. <https://doi.org/10.61838/kman.psynexus.2.1.15>

- Khurram, B. A. (2023). The impact of metacognitive instruction on ESL university level students' awareness and use of the reading strategies. *SAGE Open*, 13(2), 1–13. <https://doi.org/10.1177/21582440231179695>
- Lai, C. J. (2024). Enhancing multimodal output in CLIL education: the impact of VR games on fourth-grade students' English poster designs and presentations in Taiwan. *Humanities and Social Sciences Communications*, 11(1), 1–15. <https://doi.org/10.1057/s41599-024-03999-y>
- Lora, S., Cesaria, A., & Marni, S. (2025). Student's ability and difficulty on reading Indonesian text at elementary school. *INTERNATIONAL JOURNAL OF MULTIDISCIPLINARY RESEARCH AND ANALYSIS*, 8(5), 2442–2448. <https://doi.org/10.47191/ijmra/v8-i05-20>
- Lowery, B., Dagevos, J., Chuenpagdee, R., & Vodden, K. (2020). Storytelling for sustainable development in rural communities: An alternative approach. *Wiley Sustainable Development*, 28(6), 1–14. <https://doi.org/10.1002/sd.2124>
- Macalister, J., & Nation, I. (2020). *Language curriculum design; Second edition* (2nd ed.). Routledge. www.routledge.com/series/LEAESLALP
- Maharani, N. W. L., Myartawan, I. P. N. W., & Pratiwi, N. P. A. (2023). Developing TBLT-based digital storybook for 8 th grade students at SMP negeri 4 Singaraja. *Journal of English Pedagogy, Linguistics, Literature, and Teaching*, 11(2), 91–106. <https://jurnal.unsur.ac.id/jeopallt>
- Maisarah, U., & Nirwanto, R. (2024). The Importance of conducting need analysis to design English courses in curriculum merdeka. *Jurnal Ilmu Pendidikan Nasional (JIPNAS)*, 2(1), 14–21. <https://doi.org/10.59435/jipnas.v2i1.54>
- Mascarenhas, A., & Rolo, E. (2022). *The digital children's book – Types of media and interactivity*. <https://doi.org/10.54941/ahfe1001400>
- McGeown, S., & Smith, K. C. (2024). Reading engagement matters! A new scale to measure and support children's engagement with books. *International Literacy Association.*, 77(4), 462–472. <https://doi.org/10.1002/trtr.2267>
- Miles, M. B., Huberman, A. M., & Saldana, J. (2014). *Qualitative data analysis*. SAGE Publications. <https://books.google.co.id/books?id=3CNrUbTu6CsC>
- Mynaryathy, M., & Wijayanti, W. (2023). Crafting a tailored digital picture storybook to elevate the Pancasila student profile: Insights from needs

- analysis. *AL-ISHLAH: Jurnal Pendidikan*, 15(4), 4298–4307. <https://doi.org/10.35445/alishlah.v15i4.2936>
- Nkurunziza, S. (2024). European journal of linguistics the role of phonological awareness in early reading development. *European Journal of Linguistics*, 3(3), 15–26. www.carijournals.org
- Nurcahyoko, K., Anniurwanda, P., & Sudirjo, E. (2024). Investigating the factors influencing literacy skills among young students in rural areas of Indonesia. *Language Circle: Journal of Language and Literature*, 18(2), 333–341. <http://journal.unnes.ac.id/nju/index.php/lc>
- Octaviani, V., & Martono, N. (2021). The Relationship Between Use of Smartphone and Students Interest in Reading Book. *Pedagonal : Jurnal Ilmiah Pendidikan*, 5(2), 80–93. <https://doi.org/10.33751/pedagonal.v5i2.3284>
- Pasaka, J. T., Julianto, I. N. L., & Indram, I. G. A. B. A. (2022). Designing a digital storybook as learning media for children in the form of educational game. *JURNAL AMARASI*, 3(2), 214–226.
- Pilgrim, J., & Martinez, E. E. (2013). Defining literacy in the 21st century: A guide to terminology and skills. *Texas Journal of Literacy Education*, 1(1), 60–69. <https://www.researchgate.net/publication/288246131>
- Pitoyo, A. (2020). A meta-analysis: Factors affecting students' reading interest in Indonesia. *International Journal of Multicultural and Multireligious Understanding*, 7(7), 83. <https://doi.org/10.18415/ijmmu.v7i7.1727>
- Prasetya, D. D., & Hirashima, T. (2018a). Design of multimedia-based digital storybooks for preschool education. *International Journal of Emerging Technologies in Learning*, 13(2), 211–225. <https://doi.org/10.3991/ijet.v13i02.8188>
- Prasetya, D. D., & Hirashima, T. (2018b). Design of multimedia-based digital storybooks for preschool education. *International Journal of Emerging Technologies in Learning*, 13(2), 211–225. <https://doi.org/10.3991/ijet.v13i02.8188>
- Purnamasari, I. (2023). Increasing literacy through interactive media in early childhood. *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini*, 7(3), 2685–2694. <https://doi.org/10.31004/obsesi.v7i3.4414>

- Putri, A. K. S. (2024). Teaching and learning challenges faced by teachers and young learners in early literacy: Reading and writing in EFL context. *EnJourMe (English Journal of Merdeka) : Culture, Language, and Teaching of English*, 9(1), 54–61. <https://doi.org/10.26905/enjourme.v9i1.12796>
- Putri, G. A. T. M., & Rati, N. W. (2022). Reading problems in grade II elementary school students. *Jurnal Ilmiah Sekolah Dasar*, 6(2), 244–252. <https://doi.org/10.23887/jisd.v6i2.42584>
- Rahmawati, D., Supriatna, N., & Sapriya. (2025). The effectiveness of the green activity program in improving pro-environmental consumer behavior in elementary school students. *Jurnal Pendidikan, Sosial, Dan Agama*, 17(1), 685–696. <https://doi.org/10.37680/qalamuna.v17i1.6703>
- Ramdey, K., & Bokhari, H. (2022). Digital storytelling and ICTS for education to foster sustainable development. *Lecture Notes in Networks and Systems*, 321, 459–466. https://doi.org/10.1007/978-981-16-5987-4_46
- Ramirez, C. G., & Vásquez, E. P. (2023). Dimensions of reading: a study of the beliefs of language and literature preservice teachers. *Frontiers in Psychology*, 14, 1–6. <https://doi.org/10.3389/fpsyg.2023.1284539>
- Ratminingsih, N. M., & Budasi, I. G. (2020). Printed media versus digital media: Which one is more effective? *Advances in Social Science, Education and Humanities Research*, 394, 49–55. <https://doi.org/10.2991/assehr.k.200115.009>
- Ratminingsih, N. M., Budasi, I. G., & Kurnia, W. D. A. (2020). Local culture-based storybook and its effect on reading competence. *International Journal of Instruction*, 13(2), 253–268. <https://doi.org/10.29333/iji.2020.13218a>
- Richey, R. C., & Klein, J. D. (2007a). *Design and development research*. Routledge.
- Richey, R. C., & Klein, J. D. (2007b). *Design and Development Research* (L. Akers, Ed.; 1st ed.). Lawrence Erlbaum Associates, Inc., Publishers. <https://doi.org/10.4324/9780203826034>
- Richey, R. C., & Klein, J. D. (2014). *Design and development research* (L. Akeers, A. Messiana, K. Houghtaling, & Lacey, Eds.). Routledge.

- Rieckmann, M. (2017). *Education for sustainable development goals : learning objectives* (First Edition). UNESCO (United Nations Educational, Scientific and Cultural Organization). <https://doi.org/10.54675/CGBA9153>
- Rijal, S., Yani, A., Darwa Suryani, S., & Upe, A. (2023). Identify student learning styles in the new normal era: Study on prospective biology teachers. *Jurnal Pendidikan*, 15(4), 5583–5592. <https://doi.org/10.35445/alishlah.v15i4.2618>
- Rumelhart, D. E. (1985). *Toward an interactive model of reading* (H. Singer & R. B. Ruddell, Eds.; 3rd ed., pp. 722–750). the International Reading Association.
- Sabilah, C. A. R., & Utama, C. (2024). The literacy crisis of elementary school students in Indonesia: A systematic literature review. *Challenges and Innovation in Transforming Primary Education Digitally*, 103–110.
- Sambayon, J. T., Luceñara, D. P., Luceñara, C. P., Bayron, Q. M., Peñaloga, R. A., & Larombe, E. A. (2023). Effectiveness of contextualized learning materials in improving the reading skills and comprehension level of the students. *Psych Educ*, 7, 435–444. <https://doi.org/10.5281/zenodo.7702258>
- Sandy, F., & Fidian, A. (2022). Sustaining engagement during reading activities. *International Journal of Education, Language, and Religion*, 4(1), 31. <https://doi.org/10.35308/ijelr.v4i1.5417>
- Sesmiyanti. (2016). Student's cognitive engagement in learning process. *Scientific Journal of Linguistics, Literature and Language Education*, 5(2), 48–51.
- Setiawati, I. G. A. I., Paramartha, A. A. G. Y., & Wahyuni, L. G. E. (2024). Investigation of the efect of TBLT-based digital storybook on students' reading skill in SMP negeri 6 Singaraja. *Jurnal JOEPALLT*, 12(2), 2338–3739. <https://jurnal.unsur.ac.id/jeopallt>
- Seva, K., Sirait, A., & Rachmawati, T. (2023). Developing reading materials to improve the learners' comprehension of SDGs concepts. *Professional Journal of English Education*, 6(5), 998–1014.
- Shabiriani, U. N., Dewi, W. K., Putri, S. A., Pratama, F. C., Bhanuwati, A. T., & Valencia, C. S. (2023). Garudeya illustrated digital book as a supporting media to children learning. *E3S Web of Conferences*, 426, 1–10. <https://doi.org/10.1051/e3sconf/202342602001>

- Son, J.-B., Ružić, N., & Philpott, A. (2023). Artificial intelligence technologies and applications for language learning and teaching. *Journal of China Computer-Assisted Language Learning*, 5, 94–112. <https://doi.org/10.1515/jccall-2023-0015>
- Son, S. H. C., & Butcher, K. R. (2024). Effects of varied multimedia animations in digital storybooks: A randomised controlled trial with preschoolers. *Journal of Research in Reading*, 1(1), 1–20. <https://doi.org/10.1111/1467-9817.12452>
- Staneviciene, E., & Žekienė, G. (2025). The use of multimedia in the teaching and learning process of higher education: A systematic review. *Sustainability (Switzerland)*, 17(19), 8859. <https://doi.org/10.3390/su17198859>
- Stanikzai, M. I. (2023). Critical thinking, collaboration, creativity and communication skills among school students: A review paper. *European Journal of Theoretical and Applied Sciences*, 1(5), 441–453. [https://doi.org/10.59324/ejtas.2023.1\(5\).34](https://doi.org/10.59324/ejtas.2023.1(5).34)
- Sudatha, I. G. W., Jayanti, L. S. S. W., Bayu, G. W., Widiana, I. W., & Halili, S. H. B. (2024). Task-based e-learning on students' cognitive assonance and reading engagement in English learning process at elementary schools. *International Journal of Language Education*, 8(2), 250–266. <https://doi.org/10.26858/ijole.v8i2.64115>
- Taye, T., & Teshome, G. (2025). The efficacy of extensive reading strategies for enhancing reading comprehension among 4th year EFL students at Mizan Tepi University. *Social Sciences and Humanities Open*, 11. <https://doi.org/10.1016/j.ssaho.2025.101616>
- Thornhill-Miller, B., Camarda, A., Mercier, M., Burkhardt, J. M., Morisseau, T., Bourgeois-Bougrine, S., Vinchon, F., El Hayek, S., Augereau-Landais, M., Mourey, F., Feybesse, C., Sundquist, D., & Lubart, T. (2023). Creativity, critical thinking, communication, and collaboration: assessment, certification, and promotion of 21st century skills for the future of work and education. *Journal of Intelligence*, 11(3), 1–32. <https://doi.org/10.3390/jintelligence11030054>
- Trimansyah, B. (2022). *Panduan penulisan buku cerita anak* (K. Karenisa, Ed.; 1st ed.). Pusat Pembinaan Bahasa dan Sastra, Badan Pengembangan dan

Pembinaan Bahasa, Kementerian Pendidikan dan Kebudayaan, Republik Indonesia.

UNESCO. (2017). *Education for sustainable development goals: learning objectives*. UNESCO.

UNESCO. (2021). *Bildung für nachhaltige entwicklung - eine roadmap*. UNESCO. <http://creativecommons.org/licenses/by-sa/4.0/>.

Vackova, P., Cermakova, A., & Kucirkova, N. (2023a). Children's digital books: development, testing and dissemination of quality criteria. In *Children's Digital Books: Development, Testing and Dissemination of Quality Criteria* (first edition). University in Stavanger. <https://doi.org/10.31265/usps.268>

Vackova, P., Cermakova, A. L., & Kucirkova, N. I. (2023b). Children's digital books: Development, testing and dissemination of quality criteria. In *Children's Digital Books: Development, Testing and Dissemination of Quality Criteria*. University in Stavanger. <https://doi.org/10.31265/usps.268>

Wang, W., Zheng, L., & Zhang, J. (2026). Effect of online digital storytelling on the comprehension of authentic listening materials and engagement of junior high school EFL learners. *Scientific Reports*, 16(1), 1–15. <https://doi.org/10.1038/s41598-026-36913-4>

Wibawa, I. K. S. O., Mahayanti, N. W. S., & Adnyayanti, N. L. P. E. (2025). Lacks, wants, necessities on SDGs content reading materials for fifth grade students in buleleng Regency. *Edu Society: Jurnal Pendidikan, Ilmu Sosial, Dan Pengabdian Kepada Masyarakat*, 5(2), 465–473. <https://jurnal.permapendis-sumut.org/index.php/edusociety>

Woodford, E. D. (2021). Holistic education review issue: Wholeness and hope in education. *Holistic Education Review*, 1(2), 1–4.

Wyse, D., & Hacking, C. (2024). Decoding, reading and writing: The double helix theory of teaching. *Literacy*, 58(3), 256–266. <https://doi.org/10.1111/lit.12367>

Zhu, A., Mofreh, S. A. M., Salem, S., Li, Z., & Yao, M. (2023). A review of the effect of reading engagement on reading achievement. *Encyclopaideia*, 27(67), 17–28. <https://doi.org/10.6092/issn.1825-8670/16180>