

Beyond the Classroom: Multilevel Strategies for Early Literacy Development in Madrasah Ibtidaiyah

Faiz Azizi^{1*}, Ach. Nurfuad Al-Fajri², Abdul Wahid Zaini³

^{1,2} Sekolah Tinggi Agama Islam Raden Abdullah Yaqien, Indonesia

³ Universitas Nurul Jadid, Indonesia

Email : faiz_azizi@stairaya.ac.id

Abstract

This study examines the strategies of Madrasah Ibtidaiyah (MI) teachers in improving the initial literacy of low-grade students by highlighting the relationship between pedagogical practice, institutional support, and the dynamics of the madrasah context. The results of the study showed that teachers used phonics and *reading workshop* methods to strengthen sound recognition skills, foster interest in reading, and improve students' ability to retell the content of reading. However, the effectiveness of the strategy is influenced by structural obstacles such as limited reading books, minimal literacy space, and inconsistent literacy schedules. The support of the head of the madrasah and the committee is an important factor in providing facilities, setting internal policies, and maintaining the continuity of literacy routines. Using *the framework of sensemaking* theory, this study highlights how teachers interpret learning demands, classroom conditions, and institutional policies to tailor their practices. These findings provide a theoretical contribution that *sensemaking* in MI is collective and influenced by organizational structure, as well as expanding the early literacy literature by including institutional dimensions that are rarely discussed. This research emphasizes the need for institution-based literacy policies and sustainable teacher training.

How to Cite:

Azizi, F., Al-Fajri, A. N., & Zaini, A. W. (2025). Beyond the Classroom: Multilevel Strategies for Early Literacy Development in Madrasah Ibtidaiyah. *TsuRAYA: Journal of Teacher Education of Madrasah Ibtidaiyah*, 1(1), 21-33.

Article History

Received :October 2025

Revised :November 2025

Accepted :December 2025

Keywords:

Early Literacy, Madrasah Ibtidaiyah, Teacher Strategy, Sensemaking

INTRODUCTION

The issue of basic literacy in Indonesia remains a significant challenge in efforts to improve the quality of basic education, especially at the madrasah ibtidaiyah (MI) level (Gultom et al., 2022; Sari & Mulyadi, 2021). Data from the national literacy survey shows that the percentage of primary school students who achieve functional literacy levels is still relatively low, despite various

curricular and government policy efforts (Rohim & Hastuti, 2022; Pratiwi et al., 2020). UNESCO says that basic literacy, namely the ability to read and understand simple texts, is the main foundation for successful education and lifelong learning (UNESCO, 2021; Hanemann, 2020). In the MI environment, which has the characteristics of religion-based education and often uses traditional approaches, this tendency to have low initial literacy risks widening the quality gap between public schools and madrasas (Sulistiyo et al., 2020; Rahmawati & Supriyanto, 2021). It is important to explore how MI teachers design and implement classroom strategies to improve students' early literacy.

Several studies have shown the effectiveness of phonic approaches, reading workshops, and culturally context-based literacy in strengthening early reading skills in school-age children (Castles et al., 2020; Kim, 2020). Research by McArthur et al. (2020) reported that phonological awareness and decoding approaches improve early reading skills. Other studies have shown that reading workshops with culturally relevant materials can increase interest and understanding of reading (López & Tichnor-Wagner, 2020; Kim & Hu, 2021). In the context of religious education, the integration of local and religious values in reading materials has been shown to increase students' reading motivation (Abdalla & Yaw, 2022; Idris et al., 2021). However, most of the research was conducted in public schools, so there is no contextual empirical picture of early literacy practices in MI.

Most early literacy studies focus on phonics techniques or reading workshops in public school settings, without considering the characteristics of madrasas such as the integration of religious education, religious curriculum, and different community environments. This research offers novelty by taking the context of MI in Indonesia as a case study, combining the analysis of pedagogical strategies (phonic methods, reading workshops) with institutional aspects (facility support, madrasah policies, committee functions), and using in-depth qualitative methodologies (interviews, documentation, and field findings). Thus, this research will augment the literature by providing a contextual understanding of how early literacy can be developed in religious educational institutions.

Based on the above gap, the purpose of this study is to describe and analyze the strategies used by MI teachers in improving early literacy in low-grade students, as well as identify structural and institutional barriers that affect the success of these strategies. Specifically, this study aims to (1) explore teaching practices and early literacy methods applied in MI low grades, (2) evaluate teachers' and students' perceptions of the effectiveness of literacy strategies, and (3) identify supporting and inhibiting factors from the perspective of madrasah institutions. Thus, this research is expected to enrich academic understanding of literacy in the context of religious education as well as provide practical recommendations for madrasah policy makers and teachers.

The main focus of the research is on the dynamics of the implementation of literacy strategies — especially the application of phonics methods, reading workshops, the use of relevant reading materials, and the management of institutional facilities and policies — in the context of low classes of MI. This study argues that early literacy in MI cannot be understood only from the pedagogical aspect; rather, it must be seen as the result of an interaction between class practices, institutional characteristics, and socio-religious environments. With an in-depth qualitative approach, this study will explore how literacy strategies are constructed, tested, and adapted to local contexts, as well as how the results are understood by teachers, students, and institutions. The following sections describe the research methods used to achieve such understanding.

RESEARCH METHOD

This study uses a qualitative case study design to understand in depth the dynamics of strengthening early literacy in Madrasah Ibtidaiyah (MI) (Yin, 2020; Crowe et al., 2020). This design was chosen because it is able to capture the complexity of learning practices and interactions between actors in the school environment as a whole social system (Merriam & Tisdell, 2020; Baxter & Jack, 2020). The study was conducted in a real-world context, namely literacy learning and management activities in MI, resulting in a contextual and relevant understanding of efforts to improve basic literacy (Hyett et al., 2020; Guetterman & Fetters, 2021). This type of research is an instrumental case study that allows researchers to explore the phenomenon in depth and examine the relationship between teacher practice, school policy, and madrasah committee support (Stake, 2020; Harrison et al., 2020). The qualitative approach is used because it relies on the exploration of the meaning, process, and experience of educational actors. Theoretically, this approach is based on a constructivist paradigm that views social reality as the result of interaction and interpretation constructions (Schwandt, 2020; Creswell & Poth, 2021), thus allowing researchers to gain comprehensive insights into early literacy practices in the context of MI.

Data collection was carried out through in-depth interviews, documentation, and findings in the field to obtain a holistic picture of early literacy strategies in MI (Sileyew, 2020; Nowell et al., 2021). Interviews allow researchers to explore the personal perspectives of teachers, madrasah heads, committees, and students, while findings in the field provide contextual data on learning practices and the physical environment of schools. Researchers play the role of the main instrument that interacts directly with informants through persuasive and non-interventional approaches, maintaining closeness but remaining objective to obtain rich data (Busetto et al., 2020; Castillo-Montoya, 2021). The research was conducted for two months at MI which was the location of the study, so as to provide enough time to understand the dynamics of literacy activities

repeatedly.

Data analysis was carried out using thematic analysis techniques that include the process of data reduction, data presentation, and meaning retrieval (Braun & Clarke, 2021; Castleberry & Nolen, 2020). This approach refers to the Miles and Huberman framework that allows researchers to systematically organize data, identify patterns, and construct thematic categories relevant to the research focus (Miles et al., 2020; Hennink et al., 2020). Every data from interviews, documentation, and findings in the field is juxtaposed to ensure consistency of meaning, resulting in rich and in-depth interpretations. The analysis process is carried out simultaneously with data collection to ensure the sensitivity of the researcher to the dynamics of the field (Noble & Heale, 2021; Birt et al., 2020). The credibility of the findings is maintained through triangulation and comparison between sources to ensure that conclusions do not come from just one informant perspective (Shenton, 2020; Korstjens & Moser, 2021). Thus, the data analysis techniques used are able to provide a comprehensive picture of the role of actors and structural barriers in strengthening early literacy in MI.

RESULT AND DISCUSSION

Result

Application of the Phonics Method as a Basic Strategy for Early Literacy

The phonics method is an approach to early reading learning that emphasizes the relationship between letter symbols and language sounds in a systematic manner. In the context of low grades at MI, this method is an important foundation to help students recognize basic sound patterns before entering the reading stage of words and sentences. Applicatively, the application of phonics is carried out through the recognition of high-frequency letters, repetitive sound exercises, and simple phonetic games that allow students to build sound comprehension gradually. This theme is relevant to the focus of the research because it shows how MI teachers transform strategies to answer students' low initial literacy skills. In addition, the phonics method reflects the concrete efforts of teachers in combining the needs of early childhood language development with more structured learning demands. Thus, this theme provides a comprehensive overview of the initial foundation of reading learning applied in the elementary school of MI. As conveyed by one of the teachers, "The children in the lower class are actually enthusiastic, but many cannot distinguish the sounds of the letters. So I started using simple phonics, for example the recognition of the /b/, /m/, /s/ sounds. After a few weeks, they began to dare to voice the sound of letters even though they were still silent." This is in line with the explanation of another teacher who said that, "When phonics is applied gradually, especially through sound play, students can catch word patterns faster. For example, they can arrange the words 'stone' or 'milk' without me having to spell them one by one. It quite helps boost

their confidence."

Through the results of the interviews, it can be seen that phonics strategies play a direct role in facilitating the development of students' early literacy. The teacher described a significant change in behavior, especially in the ability of students to voice the sounds of letters more accurately and consistently. This data shows a strong relationship between structured sound practice and increased students' ability to compose simple words. When the teacher states that students begin to dare to voice sounds, it marks the emergence of phonological awareness as the foundation of reading. Meanwhile, students' ability to form words like "stone" and "milk" indicates that they are beginning to understand basic phonetic patterns. Through these findings, it can be understood that phonics strategies not only function as a technical method, but also create a learning atmosphere that encourages students' independence and confidence in early reading. Thus, phonics strategy is an integral part of improving early literacy in MI.

Departing from this, the form of use of the phonics method is presented in Table 1 below.

Table 1. Forms of Phonics Method Utilization and Its Impact

Phonics Method	Impact
Daily letter sound introduction session	Students are faster to recognize the letter-sound relationship
Simple phonetic games	Increase confidence in voice
Consonant-vowel pattern worksheet	Students are able to compose simple words independently
Sound cards on the classroom wall	Strengthen students' visual and auditory memory

The application of the phonics method shows that MI teachers have taken strategic steps to strengthen early literacy through a structured approach and according to the developmental needs of low-grade students. The results of interviews and findings in the field show that there is an increase in students' ability to recognize letter sounds, compose simple words, and show the courage to read independently. Consistently applied phonics strategies also create a supportive learning atmosphere, so students can practice without excessive pressure. Teacher consistency, use of simple media, and directed repetition have been shown to make a significant contribution to building the foundation of early literacy. Thus, this theme enriches the understanding of effective practices that can be applied by MI teachers to overcome low basic literacy and strengthen students' reading readiness at the next stage.

Implementation of Reading Workshop

Reading workshops are a reading learning approach that emphasizes students' active involvement through independent reading activities, brief discussions, and personal reflection on reading. In the context of MI, this strategy

is a means to foster an interest in reading from an early age while strengthening students' initial understanding of simple texts. Applicatively, reading workshops facilitate students to choose books according to their interests, pay attention to illustrations, and reconvey the content of the story through the language they understand. This approach is relevant to the research focus because it shows how MI teachers build more meaningful and consistent literacy routines. In addition, reading workshops create a space for interaction between students, teachers, and reading materials without excessive academic pressure. Thus, this theme provides a real picture of teachers' efforts in fostering sustainable literacy habits and creating a classroom environment that supports reading development in the early stages.

Information from teachers shows that the implementation of reading workshops provides space for students to build more independent reading habits. Teachers see an increase in students' courage in choosing the books they like, as well as showing the development of the ability to retell the content of the reading.

The results of the interviews illustrate that the implementation of the reading workshop is able to form a new pattern of interaction between students and reading materials. The teacher assesses that there is a motivational change, where students begin to show a preference for certain types of reading. This marks that reading activities are no longer just a task, but a meaningful activity for students. Students who express pleasure in reading picture books indicate an emotional connection to the reading experience, which is an important foundation in the development of early literacy. In addition, the role of teachers in providing autonomy space can be seen to contribute to increasing students' confidence in delivering the content of reading. Through this analysis, it can be understood that reading workshops have direct implications for the formation of sustainable literacy habits, so this strategy is one of the important approaches in strengthening early literacy in low grades of MI.

Departing from this, the form of the reading workshop strategy is presented in Table 2 below.

Table 2. Reading Workshop Strategies and Results for Early Literacy

Reading Workshop Strategy	Outcomes/Benefits for Students
10-minute self-reading session	Students are able to focus on reading according to their interests
Reading corner with a variety of books	Increase interest and frequency of book borrowing
A brief discussion after reading	Students are clearer in telling the content of the reading
List of "readers of the week"	Cultivate motivation and regular reading habits

The implementation of reading workshops shows that this strategy is effective in fostering reading interest and early literacy habits in low-grade

students. The results of interviews and findings in the field show that students began to show independence in choosing books, enjoying the reading process, and having the courage to retell the content of the reading. The learning environment that teachers provide—including reading corners and independent reading activities—plays an important role in building positive literacy routines. This strategy not only improves early reading skills, but also creates a strong emotional connection between students and literacy activities. Thus, reading workshops have proven to be an approach that supports the continuous improvement of early literacy in MI.

Structural Barriers and Institutional Support

Structural barriers include limited physical resources, availability of reading materials, and learning schedule conditions that have not fully supported the implementation of literacy activities consistently. In the context of MI, these factors often have a direct impact on teachers' ability to implement sustainable literacy strategies. On the other hand, institutional support—such as the role of madrasah heads, school policies, and the commitment of madrasah committees—has a great contribution in strengthening the implementation of literacy programs. Applicatively, this theme provides an overview of the dynamics between the limitations faced by teachers and the institution's efforts to provide supportive facilities and policies. By understanding these two aspects, this study highlights how the synergy between teachers and madrasahs is a key factor in the success of early literacy development.

Physical condition and management of literacy programs that are in line with the interview results. Obsolete bookshelves and limited reading collections indicate that students do not yet have optimal access to a wide variety of literacy materials. The planned morning literacy schedule is not always carried out because it is often shifted by other activities, such as prayers or madrasah agendas that are incidental in nature. This condition makes teachers need to insert reading exercises flexibly so that the program can run. Nevertheless, the efforts of the head of the madrasah in collaborating with the committee for the procurement of new books show that there are steps to improve. Teachers use makeshift classrooms to arrange temporary literacy corners. These findings illustrate the direct relationship between the availability of facilities, time management, and the role of institutions in supporting the effectiveness of early literacy programs. Departing from this, the forms of institutional support and structural barriers are presented in 1.

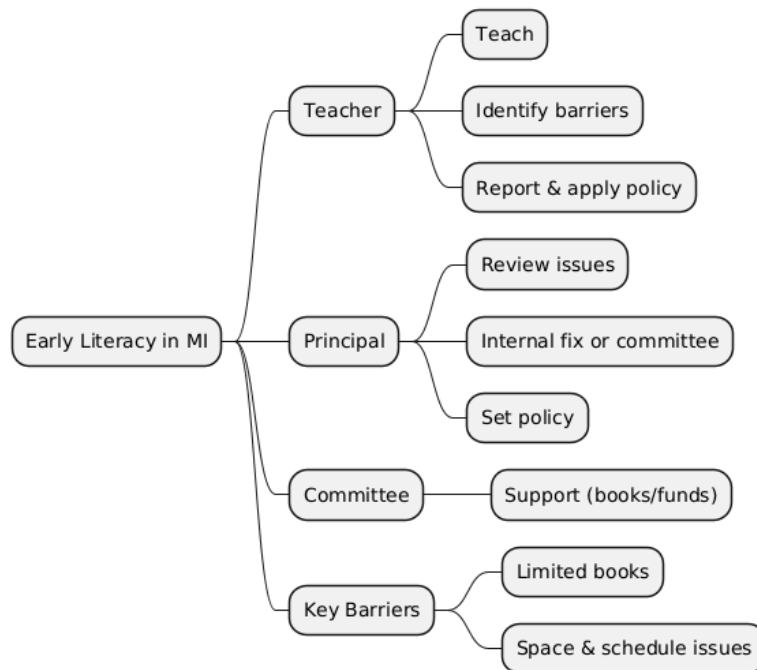


Figure 1. Forms of Institutional Support

Structural barriers and institutional support show that strengthening early literacy requires alignment between teacher readiness and madrasah system support. Obstacles in the form of limited facilities and schedule instability provide challenges for teachers in maintaining the consistency of the implementation of literacy programs. However, the commitment of the madrasah head and collaborative efforts with the school committee indicate that the institution has the awareness to improve these conditions. These findings confirm that the success of early literacy lies not only in teaching strategies, but also in the quality of the learning environment and supporting policies that are implemented in a sustainable manner. The synergy of these two aspects is key in creating a literacy ecosystem that is able to overcome obstacles and improve the reading ability of low-grade students at MI.

Discussion

The findings of the study show that the improvement of early literacy in Madrasah Ibtidaiyah is the result of a complex interaction between teachers' pedagogical strategies, classrooms, and institutional support. Teachers use the phonics approach to strengthen students' letter sound recognition skills, accompanied by the application of reading workshops that encourage students' interest, independence, and courage to retell the content of reading. In addition, the study found that early literacy practices do not only depend on teaching strategies, but are also influenced by structural barriers such as limited reading

books, inadequate literacy spaces, and inconsistent literacy schedules. The support of madrasah heads and committees is an important factor in overcoming these obstacles through the provision of additional facilities, classroom arrangements, and internal policies that strengthen literacy routines. Overall, the findings suggest that early literacy strategies in MI are multilevel: successful when teachers, institutions, and learning environments work synergistically. This study emphasizes that early literacy cannot be separated from the context of madrasas as educational institutions that have different religious and organizational characteristics from public schools.

The findings of this study reinforce the previous literature that affirms the importance of the phonics approach in improving decoding abilities in novice readers (Castles, Rastle, & Nation, 2020; McArthur, Sheehy, & Nation, 2020) and the effectiveness of reading workshops in building reading motivation (Kim & Hu, 2021; López & Tichnor-Wagner, 2020). However, this study develops a discussion of the literature by showing how the strategy works specifically in the context of madrasas, where learning practices are often influenced by religious values, limited resources, and organizational dynamics. These findings are also in line with studies that emphasize the role of cultural and religious values in influencing students' reading motivation in faith-based schools (Abdalla & Yaw, 2022; Idris, Abdullah, & Hassan, 2021). However, most of the research was conducted in public schools, so contextual empirical evidence in basic Islamic educational institutions is relatively limited. Therefore, this research contributes to the development of early literacy studies by adding institutional and organizational dimensions that are still rarely explored.

Using the theoretical framework of Sensemaking Theory, this study shows how MI teachers interpret literacy demands, classroom conditions, and madrasah policies to shape their teaching practices. Studies on sensemaking in school contexts show that teachers can collectively and individually adapt their understanding and practice when faced with new policies or complex conditions (Coburn & Talbert, 2020; Janssen & van der Meijden, 2021). The findings show that teachers are sensitizing resource limitations by adapting strategies — for example, modifying reading materials and creating self-sound cards — so that they are still able to meet students' needs even in the context of limited resources. However, there are aspects where teachers' practices are limited by institutional factors that they cannot change on their own, such as changing schedule policies or lack of facility support. This discrepancy demonstrates that teacher sensemaking in MI is not only an individual process, but is also influenced by organizational and institutional structures, so it is necessary to see sensemaking as a collective and contextual process involving actors such as madrasah heads and school committees (Janssen & van der Meijden, 2021; Weick, Sutcliffe, & Obstfeld, 2005).

Academically, this research opens up opportunities for further study of the interaction between religious contexts, school organizations, and early literacy strategies. Future research may use a long-term ethnographic approach to capture the dynamics of changes in literacy practices over time or compare the implementation of literacy strategies between madrasahs and public schools. In terms of policy, the findings affirm the need for an institution-based literacy policy that not only emphasizes teacher competence, but also the provision of quality books, a decent literacy space, and a consistent literacy schedule. Local governments and the Ministry of Religion can set minimum standards for literacy facilities for MI and strengthen collaboration mechanisms with school committees. For educational practices, MI teachers need to receive continuous training on phonics-based literacy strategies and reading workshops, accompanied by assistance to develop culturally and religiously relevant teaching materials. Madrasah heads also need to ensure that literacy programs are not hampered by schedule dynamics or limited facilities through more structured school management.

CONCLUSION

The recurring literacy challenges identified in this study point to a broader structural issue within Madrasah Ibtidaiyah: early reading development is shaped not only by classroom practices but also by the school's capacity to coordinate support across roles. By tracing how teachers, principals, and school committees respond to limited book availability, space constraints, and unstable schedules, the findings reveal that literacy improvement is contingent on a system in which each actor fulfills a distinct yet interdependent function. Teachers address barriers directly through instruction, principals set priorities and formal policies, and committees bridge resource gaps that hinder implementation.

Taken together, these dynamics demonstrate that efforts to strengthen early literacy require more than instructional adjustments; they depend on a coherent institutional environment capable of sustaining shared responsibility. Enhancing resource provision, ensuring consistent literacy routines, and deepening collaborative decision-making emerge as practical implications for schools seeking long-term improvement. Future inquiries may extend this work by examining how similar collaborative models operate across different educational settings, or by evaluating the longitudinal impact of coordinated literacy interventions on students' foundational reading skills.

ACKNOWLEDGMENT

The authors express gratitude to Universitas Islam Negeri Sunan Ampel Surabaya and Universitas Nurul Jadid for their support in completing this study. Appreciation is also extended to colleagues and reviewers whose insights

strengthened the quality of this article.

REFERENCES

- Abdalla, M., & Yaw, K. (2022). Culturally Responsive Literacy Practices in Faith-Based Schools. *Journal of Research in Reading*, 45(3), 567–584. <https://doi.org/10.1111/1467-9817.12382>
- Baxter, P., & Jack, S. (2020). Qualitative Case Study Methodology. *The Qualitative Report*, 25(3), 544–559. <https://doi.org/10.46743/2160-3715/2020.4212>
- Birt, L., Scott, S., Cavers, D., Campbell, C., & Walter, F. (2020). Member Checking and Credibility in Qualitative Research. *Qualitative Health Research*, 30(5), 641–649. <https://doi.org/10.1177/1049732319892503>
- Braun, V., & Clarke, V. (2021). Thematic Analysis: A Practical Guide. *Qualitative Research in Psychology*, 18(3), 248–264. <https://doi.org/10.1080/14780887.2020.1769238>
- Busetto, L., Wick, W., & Gumbinger, C. (2020). Qualitative Research Interviewing in Practice. *BMC Medical Research Methodology*, 20, 285. <https://doi.org/10.1186/s12874-020-01159-6>
- Castillo-Montoya, M. (2021). Interviewing as a Pedagogical Tool in Qualitative Research. *International Journal of Qualitative Methods*, 20, 1–13. <https://doi.org/10.1177/16094069211013605>
- Castleberry, A., & Nolen, A. (2020). Thematic Analysis in Qualitative Research. *American Journal of Pharmaceutical Education*, 84(1), 127–135. <https://doi.org/10.5688/ajpe7113>
- Castles, A., Rastle, K., & Nation, K. (2020). Ending the Reading Wars: Reading Acquisition From Novice to Expert. *Psychological Science in the Public Interest*, 21(1), 5–51. <https://doi.org/10.1177/1529100620914078>
- Coburn, C., & Talbert, J. (2020). Teacher Sensemaking in Education Reform: Charting Pathways Across Policy and Practice. *Teachers College Record*, 122(4), 1–32. <https://doi.org/10.1177/0161468120907414>
- Creswell, J. W., & Poth, C. N. (2021). *Qualitative Inquiry and Research Design: Choosing Among Five Approaches* (4th ed.). SAGE. <https://doi.org/10.1177/1525822X211015754>
- Crowe, S., Cresswell, K., Robertson, A., Huby, G., Avery, A., & Sheikh, A. (2020). The Case Study Approach. *BMC Medical Research Methodology*, 20, 200. <https://doi.org/10.1186/s12874-020-00991-2>
- Fahrurrozi, R., Wahid, S., & Nurhasanah, W. (2021). Early Grade Literacy Challenges in Indonesian Islamic Schools. *International Journal of Instruction*, 14(3), 885–902. <https://doi.org/10.29333/iji.2021.14352a>

- Guetterman, T., & Fetters, M. (2021). Two Methodological Approaches to Case Study. *Journal of Mixed Methods Research*, 15(2), 123–145. <https://doi.org/10.1177/1558689820957124>
- Gultom, S., Hutauruk, A., & Simatupang, L. (2022). National Literacy Development in Indonesia: Current Conditions and Challenges. *Cogent Education*, 9(1), 2109889. <https://doi.org/10.1080/2331186X.2022.2109889>
- Hanemann, U. (2020). Lifelong Literacy: Foundations of Sustainable Development. *International Review of Education*, 66, 7–28. <https://doi.org/10.1007/s1159-020-09830-0>
- Harrison, H., Birks, M., Franklin, R., & Mills, J. (2020). Case Study Research: Foundations and Methodology. *Forum Qualitative Sozialforschung*, 21(1). <https://doi.org/10.17169/fqs-21.1.3376>
- Hennink, M., Hutter, I., & Bailey, A. (2020). *Qualitative Research Methods*. SAGE. <https://doi.org/10.1177/1049732320953500>
- Hyett, N., Kenny, A., & Dickson-Swift, V. (2020). Methodological Rigour in Case Study Research. *Qualitative Health Research*, 30(6), 896–907. <https://doi.org/10.1177/1049732320920161>
- Idris, M., Abdullah, A., & Hassan, R. (2021). Religious Literacy Materials and Students' Intrinsic Motivation. *International Journal of Learning, Teaching and Educational Research*, 20(3), 120–135. <https://doi.org/10.26803/ijlter.20.3.7>
- Janssen, F., & van der Meijden, A. (2021). Making Sense of Changing Work Practices: A Qualitative Study on Teacher Sensemaking During Educational Reforms. *Educational Research*, 63(2), 193–212. <https://doi.org/10.1080/00131881.2021.1901457>
- Kim, J., & Hu, R. (2021). Culturally Relevant Reading Workshops and Student Reading Engagement. *Teaching and Teacher Education*, 105, 103431. <https://doi.org/10.1016/j.tate.2021.103431>
- Kim, Y.-S. G. (2020). Structural Relations Among Reading-Related Skills and Reading Comprehension in Early Childhood. *Reading and Writing*, 33, 237–263. <https://doi.org/10.1007/s11145-019-09956-5>
- Korstjens, I., & Moser, A. (2021). Series: Practical Guidance to Qualitative Research. *European Journal of General Practice*, 27(1), 147–152. <https://doi.org/10.1080/13814788.2021.1898563>
- López, A., & Tichnor-Wagner, A. (2020). Supporting Culturally Sustaining Literacy Instruction. *Literacy Research and Instruction*, 59(4), 305–325. <https://doi.org/10.1080/19388071.2020.1788318>
- McArthur, G., Sheehy, A., & Nation, K. (2020). Phonological and Decoding Interventions for Early Reading Development. *Scientific Studies of Reading*, 24(5), 345–360. <https://doi.org/10.1080/10888438.2019.1697981>
- Merriam, S. B., & Tisdell, E. J. (2020). *Qualitative Research: A Guide to Design and Implementation*. Jossey-Bass. <https://doi.org/10.1002/9781119374321>

- Miles, M. B., Huberman, A. M., & Saldaña, J. (2020). *Qualitative Data Analysis: A Methods Sourcebook* (4th ed.). SAGE. <https://doi.org/10.1177/1525822X20927998>
- Noble, H., & Heale, R. (2021). Triangulation in Qualitative Research. *Evidence-Based Nursing*, 24(3), 75–76. <https://doi.org/10.1136/ebnurs-2020-103299>
- Nowell, L., Norris, J., White, D., & Moules, N. (2021). Thematic Analysis: Striving to Meet the Trustworthiness Criteria. *International Journal of Qualitative Methods*, 20, 1–13. <https://doi.org/10.1177/16094069211002963>
- Pratiwi, I., Arifin, Z., & Rachmawati, Y. (2020). Functional Literacy Levels Among Indonesian Primary Students. *Journal of Education and Learning*, 14(4), 543–552. <https://doi.org/10.11591/edulearn.v14i4.17040>
- Rahmawati, D., & Supriyanto, A. (2021). Literacy Challenges in Indonesian Islamic Primary Schools. *Journal of Educational Research and Evaluation*, 25(2), 250–262. <https://doi.org/10.15294/jere.2021.39821>
- Rohim, A., & Hastuti, D. (2022). National Literacy Survey Analysis Among Indonesian Primary School Students. *Journal of Language and Education*, 8(2), 124–138. <https://doi.org/10.17323/jle.2022.124>
- Schwandt, T. A. (2020). *Constructivist, Interpretivist Approaches to Inquiry*. SAGE. <https://doi.org/10.4135/9781526421036>
- Shenton, A. (2020). Strategies for Ensuring Trustworthiness in Qualitative Research. *Journal of Education for Teaching*, 46(1), 102–109. <https://doi.org/10.1080/02607476.2020.1727538>
- Sileyew, K. (2020). Qualitative Research Methods: A Review. *Advances in Applied Sociology*, 10(2), 423–432. <https://doi.org/10.4236/aasoci.2020.102027>
- Stake, R. (2020). *The Art of Case Study Research*. SAGE. <https://doi.org/10.1177/1077800420938468>
- Sulistiyo, U., Widodo, H., & Elyas, T. (2020). Literacy Teaching in Indonesian Islamic Schools. *Indonesian Journal of Applied Linguistics*, 10(1), 191–204. <https://doi.org/10.17509/ijal.v10i1.25033>
- UNESCO. (2021). *Reimagining Our Futures Together*. UNESCO Publishing. <https://doi.org/10.54675/UNESCO.2021.0054>
- Weick, K. E., Sutcliffe, K. M., & Obstfeld, D. (2005). Organizing and the Process of Sensemaking. *Organization Science*, 16(4), 409–421. <https://doi.org/10.1287/orsc.1060.0139>
- Yin, R. K. (2020). *Case Study Research and Applications: Design and Methods* (6th ed.). SAGE. <https://doi.org/10.1177/1049732320930399>
- Yusuf, M., & Anwar, K. (2020). Structural Constraints in Early Literacy Practices in Indonesian Primary Schools. *Asia Pacific Journal of Education*, 40(3), 389–404.