

**EXPLORING THE PRACTICE OF
INTEGRATING CHILDREN'S
LITERATURE IN AN INDONESIAN
PRIVATE SCHOOL LOCATED IN
JAKARTA: PERCEPTIONS,
APPROACHES, AND CHALLENGES**

A Thesis

**Submitted to the Master's Study Program of Education at the Faculty
of Education in partial fulfillment of the requirements for the degree of**

Master of Arts (M.A.)



by:

Iin Afriyanti Umar

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UNIVERSITAS ISLAM INTERNASIONAL INDONESIA

DEPOK

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ABSTRACT

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The use of literature in classroom instruction become a concern of the Indonesian Ministry of Education. A few studies have attested to the benefits of integrating children's literature in classroom instruction, particularly in literacy classrooms. Therefore, this research aims to explore a private primary school that has been practised integrating children's literature into classroom instruction consistently. The study departs from a strong belief that children's literature is important in literacy teaching and is heavily influenced by sociocultural theory as a framework to notice how teachers practice integrating children's literature, especially in encouraging their students to share and listen to other interpretations through the text. An instrumental case study design applies to capture the general understanding of integrating children's literature in an Indonesian private school. For data collection methods, this study employed focus group interviews, interviews, and observations, especially needed for triangulation purposes. This study used a reflexive thematic analysis approach to analyse the data. The findings show that (1) Teachers have a strong perception toward placing literature at the heart of learning which is reflected through the use of literature in all learning aspects and making literature come alive in classroom discussion. Teachers also experience several advantages from integrating children's literature including developing students' literary-literacy skills, serving as mirrors, windows, and sliding glass doors, and developing students' critical thinking and open-mindedness. (2) Within the research context, sharing and discussion play major roles in integrating children's literature. Sharing and discussion are not only among the students in the classroom but also among the teachers in preparing for the integration process. This school has a special forum that serves as a place for teachers to plan and evaluate their literary integration. Meanwhile, in classroom practice, teachers apply several methods to encourage students to share and listen to each other perspectives through the text. (3) Some challenges faced by teachers in integrating children's literature include finding the quality and quantity of Indonesian children's literature, students' English vs Indonesian literacy proficiency, and different literacy levels in the classroom. Indeed, the principal and teachers proposed two key suggestions to integrate children's literature consistently; nurturing teachers' understanding of integrating children's literature as a school culture, and supportive school environments. For the upcoming research, it is encouraged to involve parents in the study as parents also play a significant role in facilitating students' literacy behaviour at home. In the end, developing further into more cases of integrating children's literature into the classroom is recommended.

Keywords: *children's literature, literature-based instruction, sociocultural theory in literary study, primary education*

ACKNOWLEDGEMENTS

This thesis was completed because of the enormous support from my thesis committee members. Therefore, I would like to extend my sincere appreciation to my first advisor and academic supervisor as well, Tati Lathipatud Durriyah Ph.D. She has successfully influenced me to the passion of placing children's literature at the heart of learning. Her expertise in qualitative research has also always inspired me to be confident as a novel researcher to expand my experiences in doing academic research. I would also extend my gratitude to Dr. Destina Winarti as my second advisor who has guided me through this thesis journey. Her suggestions and expertise helped me shape the direction of my research. Her insistence on ethical research and APA style has improved my academic writing.

I also would like to extend my gratitude to the lecturers of the Faculty of Education at Universitas Islam International Indonesia who have introduced and taught me about important aspects of the academic world. Dr. Bambang Sumintono's insistence on utilising technology, such as software applications for data analysis, influenced me during the writing process; Assoc. Prof. Charyna Ayu Rizkiyanti, Ph.D for her intense feedback during the thesis proposal class has helped my writing to grow; Dr. Lukman Nul Hakim for his guidance and support during my study; and Prof. Nina Nurmila for always inspiring and supporting me through the process of an M.A journey.

I thank my classmate who always has a special place in my heart. Living a two-year MA journey with them always gave me pleasure and inspiration. I wish the same success for you along the road. I also thank my sister from the first cohort, Poppo Rosepti, I am nothing without her. I also would like to acknowledge the Faculty of Education at UIII for allowing me to pursue my postgraduate studies. I am also grateful to Universitas Islam Internasional Indonesia for the opportunities given to me through a master's scholarship.

I extend my gratitude to all the participants of the study who have helped me a lot during my data collection, specifically to Ibu Diajeng Andina, Ibu Sekar Ayu Adhaningrum, and Ibu Jessica Kairupan. Their passions and experiences in the educational field, specifically as pioneers in integrating children's literature are truly inspiring.

I shared the culmination of this journey with my two big family Mariani and Umar Ajad and Hj. Aminah and H. Masturoh. Thank you for giving me endless support for finishing this study.

Finally, I also extend my best gratitude to H. Muslim and Adiva Zahra Kamila, my two special people, thank you for always allowing me to be the best version of myself, thank you for always facing the challenges together, and thank you for always being my best supporter during this MA journey. I am beyond grateful.

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CHAPTER I

INTRODUCTION

This section describes four elements of the present study, including the research background, the research questions, the research objectives, and the significance of the study. It begins with a research background that elaborates on several aspects considering the importance of children's literature, Indonesian policy concerning literature and literacy learning, the problem of the study, the context of the study, and previous studies on the issue. Three research questions guided this study which needed to be answered in the findings. Then, it continues with three research objectives to highlight the purpose of the study. Finally, the significance of the research discusses how this research can give advantages in education fields and fill the gaps in the existing literature.

1.1 Research Background

One day, I read aloud a picturebook entitled "*Siapa yang kentut?*" [Who is Farting?] to my nine-year-old nephew. This is a fiction fable book that is written in the Indonesian language. The story has a humour genre. It tells about a lion who held a party and invited his other animal friends to come, but in the middle of the party there is someone who is farting, and the lion begins to investigate who is the suspect by asking the guest one by one.

My nephew was listening to the story with joy and laughter. However, when the story almost ended, he reacted differently. In this case, the story ends with the

lion's party continuing happily after it is found that the suspect is the lion himself. My nephew criticised the story since it is far from what happens in reality, especially in his school. He claimed the students would be bullied if they did something wrong in his school. Thus, my nephew wondered why the lion's friends could easily accept his mistake. In addition, that story also inspired him to read and find more children's books.

I also found another interesting story related to children's literature from a local magazine entitled *Rumah Pohon* [Tree House]. One of the magazine's articles describes the author's personal experience with the children's book. The author claimed that she still vividly remembers when her primary teacher asked her to read a story about the mulberry farmer's son who fought the dragon. According to her, the story was wonderful since it could implicitly teach the meaning of endurance and struggle. As she grew up, she started to realise that the positive spirit delivered in the book still crystallized in her memory and shaped her views on success and failure (Lestari, 2022).

To begin with, the two stories mentioned above made me reflect carefully on how significant children's literature is to young readers. For example, in the first case, I was surprised by my nephew's reaction in response to the story plot. This is not my first time reading aloud that particular picturebook to the children. However, on that day I witnessed that the picturebook could stimulate children's critical thinking as mentioned by Durriyah (2014, p. 25) "studying literature also contributes to the development of critical thinking".

Meanwhile, from the second case, I also revealed that reading aloud a book to children will not give us a direct idea of which story will be meaningful for the

children. However, this case confirms what Galda et al., (2000, p. 368) argued “Stories can influence readers’ lives.” I am also convinced of what Lestari (2022, p. 8) stated, “today’s storybooks might determine someone’s character in the future”.

I also came across an article in the newspaper that presented the research result concerning how a difficult concept could be delivered in a classroom book discussion (Durriyah, 2022). One example of a difficult topic is gender equality. Gender equality might be considered difficult to teach to young learners, but it does not mean that this topic could be ignored. In another study of teachers’ efforts to integrate children’s literature in literacy classrooms, it was found that through children’s book entitled ‘*Ratna Komala dan biji rumbia ajaib*’ [Ratna Komala and the magic thatch seeds], a teacher could introduce and teach the students on the concept of gender equality (Durriyah, 2023).

The study found that there was a boy who had a misperception of gender roles, especially in terms of salary since he reflected on his home condition. However, the boy could see another perspective when the teacher brought up the story of a girl who could rescue her older brother from captivity (Durriyah, 2023). Therefore, children’s literature can be a medium to introduce and discuss difficult topics in primary classrooms.

Besides children’s literature being a tool for enhancing reading enjoyment and knowledge of literature, as an educator, I am also interested in children’s literature as a means for literacy development. Teachers can dig deeper into the characters and values embedded in the story, but at the same time, the literacy that is highly emphasized in formal schools can also be addressed through children’s

literature. In other words, the benefits of children's literature are very comprehensive.

According to Lehman, (2007, p. 26) teachers “can do both -nurture pleasure and teach literacy skills- simultaneously” by bringing children's literature into the class. One example of literacy instruction that can be linked to literary growth through children's literature is analyzing the types of language stories used, sentence constructions, and narrative conventions (Lehman, 2007).

In Indonesian education, the interest in bringing children's literature into the classroom setting also has been significantly developed. Starting in March 2016, the Directorate General of Primary and Secondary Education of the Ministry of Education and Culture rolled out “*Gerakan Literasi Sekolah*” (GLS) [School Literacy Movement] to all Provincial Education Offices and/or City/Regency Education Offices. Although this movement has not particularly integrated children's literature into the learning context, GLS became the initial step to building students' reading habits. Thus, the activity is mostly carried out with a 15-minute reading before the lesson starts (Indonesian Ministry of Education, 2018).

Not stopping at GLS [School Literacy Movement], in 2021 Indonesian Ministry of Education and Culture replaced a previous standardized test called the “*Ujian Nasional: UN*” [National Examination] with the “*Assesmen Kompetensi Minimum: AKM*” [Minimum Competency Assessment]. In AKM, students' capacity is measured based on their ability to reason using language (literacy), mathematics (numeracy) and strengthening character education (Indonesian Ministry of Education, 2021).

In AKM, specifically in the literacy test, the text content is categorized into two types, namely fictional text and informational text. Thus, an important aspect in the implementation of Minimum Competency Assessment (AKM) in literacy is the availability of texts or readings that will be used as a stimulus in the preparation of questions. The text or reading must meet the criteria of a good level of readability and quality, both in terms of content, language and presentation (Indonesian Ministry of Education, 2021b). In other words, there is a high demand for Indonesian schools to expose their students not only to informational texts but also to fictional texts.

Additionally, in the following year, the Indonesian Ministry of Education and Culture also established a new policy named “book levelling guidelines.” These guidelines provide more explicit terms for literacy learning, particularly in the context of compiling, selecting, collecting, and using books as a fun learning tool. This policy categorised reading materials or books to children according to their level of psychological development and ability to read. In addition, this policy also defines the characteristics of decodable books and levelled books.

Decodable books are books characterized by text/image material that is easily understood by early readers. Meanwhile, levelled books are books that contain text/image material with the use of language that increases gradually from simple to more complicated as a reading challenge (Indonesian Ministry of Education, 2022b). By having the guidelines, children’s literature is increasingly becoming an important tool for gaining knowledge as well as the heart of learning.

The culmination is on May 20, 2024, coinciding with National Book Day, when the program called “*sastra masuk kurikulum*” [literature integrated into

curriculum] was officially launched. This program departs from one of the objectives of the emancipated curriculum based on the Minister of Education, Culture, Research and Technology regulation number 12 of 2024, namely to strengthen reading competence and literacy culture (Center for Curriculum and Books, n.d.). Through this program, children's literature is officially recognized as a means of education to enhance students' literacy development.

However, alongside the government's efforts, integrating children's literature in primary classrooms in Indonesia still needs a lot of effort. Previous studies have discovered that the practice of literacy learning at schools is still encouraging a reading culture which is by letting the students spend 15 minutes independently reading before the class starts (Fahrianur et al., 2023; Shela, 2020; Anggraeni, 2019; Khotimah et al., 2018).

In GLS [School Literacy Movement], reading culture is one of the ways to create the school as a learning organisation whose citizens are lifelong literates (Indonesian Ministry of Education, 2018). Whereas, a 15-minute reading is insufficient to create a reader. Dedicated readers do not emerge from rigidly structured schedules or brief sessions of sustained silent reading lasting only 15 minutes. They must be able to lose themselves in literature for an extended period so that the literary experience engages and fascinates them (Lehman, 2007).

Sadly, the 15-minute reading culture was still implemented ineffectively (Fahrianur et al., 2023). It has been programmed but it is applied inconsistently as Fahrianur et al. (2023) stated this activity was still not carried out certainly within a week. This happens because of the time availability since teachers and students have to complete other topics of learning material (Fahrianur et al., 2023).

Furthermore, this study also found that the teachers used traditional reading routines, such as students' individual reading and round-robin reading "which has often been referred to as 'turn-taking' oral reading" (Eldredge et al., 1996, p. 203). Therefore, the students are not engaged with the text (Fahrianur et al., 2023). In terms of the facility, the school has provided both school and classroom libraries. However, book collections were still limited. The themes and the types of books available are also not varied and dominated by old collections (Fahrianur et al., 2023).

Given the facts above, I observed a need for research that can describe the best practice of integrating children's literature into classroom instruction in the Indonesian context. The effort to find the best practices is common in several research (Nur'Aeni, 2023; Rainey et al., 2018; Gunawardena, 2017; McWilliams, 2014). Therefore, this study aims to explore a private primary school that has implemented the practice of integrating children's literature since 2010.

Several factors are considered for choosing this school as a research context. I got the information from my initial investigation through an informal interview and observation with the school's head of literacy and library. I also surfed the school's social media and websites to see their activities since they also actively share on Instagram, YouTube, or the school website. Indeed, social media as a technique for retrieving data is currently widely used as academics see social media as a useful tool for advancing the study of particular urban issues (Martí et al., 2019).

Firstly, the school's practice especially in literacy learning is highly recognized. I observed that, in 2022, there have been many visits to the school.

Some are eager to see the learning activities at the school. Some specifically want to see how the community works. I noticed that everyone in the school community is very pleased to share their knowledge mainly about the good practices they have implemented. They even took the initiative to create a learning and sharing platform called “*Paguyuban Belajar*” [Learning Community]. Their teachers are also accustomed to being speakers as well as references either in government or private institutions. For instance, the head of the literacy and library, in December 2023, became a speaker at the literacy forum at one of the Indonesian book publishers

Secondly, In terms of results for literacy competence, this school also achieved a good score. In 2023, 90.48% of students have reached the minimum competency (Sekolah Kembang, nd). This shows that the school and the teachers are not only active and recognized, but their students also have proven competent grades. Accordingly, their students also have produced many literary works, one example is in 2022 a book was published in Karya Raya (Sekolah Kembang, nd).

Thirdly, they also have a school library that has very diverse book collections considering the types, themes, and genres. They have a ‘books of the month’ announcement in their library’s window to highlight the most frequently used and borrowed books within a month. There is also a library visit schedule for each class. The head of literacy and library also always stands by on the site, therefore, the students can ask and discuss the books with her.

Lastly, the book tradition in this school is deeply rooted and becoming the heart of learning. From my initial interview, I found that this school had started integrating children’s literature into classroom instruction in 2010. In other words, way before literacy was promoted by the government to be common. Many lessons

can be learned from this school, particularly about how to integrate literature into classroom instruction. Take an example, the fourth graders used '*Na Willa*', one of the Indonesian children's books, as a context to discuss learning topics in the 'Indonesian language' and 'math' subject. In other words, this school can create a space to build critical and creative thinking skills through children's literature. Therefore, I think it is an interesting case to investigate how literacy practice could be consistently structured.

I believe it is important to explore in-depth the model of integrating children's literature into classroom instruction in this particular school. Throughout this study, I specifically explored the three aspects; perception, approaches, and challenges. Firstly, concerning perception, I assure identifying teachers' perceptions is important since what teachers perceive will influence their attitude toward the integration of children's literature into class.

Take an example, in terms of book choices, according to Durriyah et al. (2023), there is a tendential for teachers to choose books to be presented in the class based on what could reflect the values that teachers espouse. The research showed that each teacher is very distinctive in selecting books. The book choices mostly demonstrate the principles they advocate, such as promoting gender equality, encouraging the value of being open-minded to differences, and stimulating the value of education (Durriyah et al., 2023).

Secondly is about approaches. Approaches related to teaching methods, classroom activities, and evaluation (Parlindungan, 2019). Learning literacy involves more sophisticated work than memorization, thus, certain skills must be acquired to read and write well (Shanahan, 2008). In this research, I narrowed

literacy learning approaches into the following considerations: the method that teachers used, the theme and selection of the book, and the subjects that are mostly integrated with the children's literature. Having an understanding of this literacy learning approach will allow other teachers' colleagues to benefit by gaining the proper knowledge and emulating the concept.

Lastly, regarding the challenges. As I mentioned previously, this school has applied literacy learning instruction since 2010. Thus, it is important to discover what challenges teachers face during the integration, and how they overcome them. This could serve as an example for others who may encounter obstacles when trying to start integrating literacy learning in the classroom. Accordingly, the novelty of this study covered the gap in showing the model of how to practice integrating children's literature in a classroom in a primary school.

1.2 Research Questions

In this study, I formulate three research questions to explore the practice of integrating children's literature in a primary school as a sample in the study with three aspects; perception, approaches, and challenges. The research questions are:

1. How do teachers perceive the integration of children's literature into the class?
2. What approach do the teachers use when incorporating children's literature into the classroom?
3. What challenges do teachers face in integrating the children's literature, and how are these challenges overcome?

1.3 Objective of the Study

Following the research questions above, then the objectives of this research are:

1. To identify teachers' perceptions of integrating children's literature into the class.
2. To explore teachers' approaches when incorporating children's literature into the classroom.
3. To find out the kind of challenges that teachers face in integrating children's literature into classroom instruction and how they solve those.

1.4 Significance of the Study

This research holds substantial significance in terms of its practical contributions. It examines teachers' perceptions and approaches to integrating children's literature into classroom instruction. Understanding how teachers perceive the integration of children's literature is crucial, particularly to see how their view influences their attitude toward children's literature as an educational tool. Meanwhile, concerning the approaches, this study explored the principal's and teachers' approaches to consistently integrating children's literature into classroom instruction in the Indonesian context. Understanding their approach would allow other school principals and teachers especially in Indonesia to gain proper knowledge related to how integrating children's literature could bring significant benefits not only for learning literary elements but also for literacy skills that are currently highly emphasised by the Indonesian government. In addition, the research also addresses the challenges faced by teachers in maintaining the

integration of children's literature in classroom instruction. Identifying these challenges and exploring the strategies employed by teachers to overcome them provide practical solutions and best practices that can be shared across the schools. This aspect of the study has the potential to help teachers create an environment for literacy development.

CHAPTER II

THEORETICAL FOUNDATION

This section is divided into two parts. The first part elaborates on the literature review used in the present study. It starts with a discussion of children's literature in which written material that is intentionally created for children. In fact, good children's literature has the same foundational elements as good adult literature. Then, it moves to the description of some previous studies related to the use of children's literature in classroom discussions. In addition, there is also an explanation of the use of children's literature in the Indonesian context as a reflection of previous studies. In the second part as a theoretical framework, there is a brief elaboration of sociocultural theory and continues with an explanation of children's literature and learning theory which is heavily driven by social constructivism theory.

2.1 Literature Review

2.1.1 Children's Literature in the Classroom Instruction

According to Huck, et al. (1993; as cited in Sili, 1999), children's literature is written specifically for children and "appropriately reflects the emotions and experiences of children." Therefore, children's books are those that are centred around the child's perspective. By this definition, any written material that is intentionally created for children can be considered children's literature. However, in terms of quality, good children's literature have the same foundational elements as fine adult literature including "a well-constructed plot, worthwhile content and theme, convincing characterization, appropriate style, and an attractive format"

(Huck, 1964a, p. 467). The major differences between children's literature and adult literature are in subject matter selection. Children's literature is free from the disturbing themes often found in modern adult literature, such as sexual exploitation and intense political content (Huck, 1964a).

However, it is not necessarily that children's literature has to contain light and sweetness, we also can find several children's literature represents diverse worldwide challenges. It is important to highlight that children's literature possesses a social conscience, and at the same time, maintains a commitment and integrity at conveying strong moral and ethical principles. Therefore, children's literature is suitable for all grade levels but every reader's main takeaway could be different depending on the readers' background and experience (Huck, 1964a).

Studies of children's literature have been conducted from various points of view (Damien, 2023; Livy et al., 2021; Leni, 2013; Galda et al., 2000). Research has provided evidence of the importance of leadership in utilizing children's literature in the class. The role of school leaders and teachers in promoting literacy learning brings significant impacts on the students (see Damien, 2023). Moreover, children's literature also could be a powerful instrument for teaching specific subjects such as mathematics (see Livy et al., 2021), English as a foreign language (see Leni, 2013), and "in the teaching of reading, writing, and oral language development" (Galda et al., 2000, p. 369).

In classroom literary instruction, Galda et al., (2000) emphasise children's ability to identify literary elements that consist of "character development, plot development, integral setting, style and mood" (p. 370). For this case, Dressel (1990; as cited in Galda et al., 2000) discovers an interesting finding which is

reading higher-quality literature leads children to be more reflective on the aspect of its literary elements. Another aspect of children's literature in literary instruction is theme. Research has found that children even at an early age were able to identify the theme of the books. The data show that kindergarten students have an accuracy level of 80% in matching the realistic fiction book theme, but for the folktales theme the students' level of accuracy is less than 40% (Lehr, 1998; as cited in Galda et al., 2000). Therefore, the classroom that uses children's literature should consider the theme as an essential aspect (Au, 1992; as cited in Galda et al., 2000).

Children's literature includes a wide range of genres such as traditional literature (folktales, fables, myths, epic and legendary heroes), modern fantasy (modern fairy tales, modern fantasy, science fiction), poetry, contemporary realistic fiction, historical fiction and biography, and informational books. In addition to the genre-based classification, children's literature can be also categorised as either nonfiction or fiction (Popp, 1996). Non-fiction is a story that contains actual events conveyed according to the author's opinion/ study. Non-fiction texts are based on facts and reality. On the other hand, Fiction books are books that contain stories or events that are not true (Popp, 1996).

According to Huck (1964b), in the domain of children's literature, there is an extraordinary increase in non-fiction books. She claimed Publishers and authors have recognized children's curiosity and fascination with particular facts, thus there are various types of nonfiction namely: "Informational books, Realistic stories, Biography and Historical Fiction" (Huck, 1964b, p. 471-472). Huck (1964b) explained that informational books should be written in a manner that is factual, realistic, and interesting. Meanwhile, realistic stories have to cover challenges that

are faced by the world. By reading realistic stories, children could experience other people's lives, and have empathy with the characters which informational books could not make them do. In addition, children's book biography covers fact and fiction. When it contains more fiction than fact, it is called historical fiction (Huck 1964b). Furthermore, fiction books include fantasy and humorous stories. Huck (1964b), stated that fantasy and humorous stories demand children to stretch their imagination to the extent since they will believe the extraordinary, laugh at the absurd, and dream of the unimaginable.

Furthermore, the use of multicultural and international children's literature in the classroom also brings significant advantages not only for children and young adults but also for teacher candidates (Amos & Amos 2018). The study discovered the positive effects of implementing international and multicultural children's literature on teachers' candidates specifically in terms of "cultural consciousness and pedagogical improvement". Meanwhile, children and young adults also will have an opportunity to dig deeper into "a world beyond their own family and community" through reading international stories (Amos & Amos, 2018, p. xiii). Lanegan (2018) confirmed that a person's foundational concepts and experiences are formed during childhood. Thus, it is the perfect moment to expose the children to the world outside of their community and family, one of the practical and effective ways is through international and multicultural children's literature.

Moreover, some research has been focused on providing ways to integrate children's literature into classroom instruction (Serafini, 2011; Lehman, 2007). The works of Serafini (2011) under the title "*Creating Space for Children's Literature*" established practical suggestions for incorporating children's literature. There are

ten recommendations such as limiting response activities, building an extensive classroom library, reading aloud and discussing literature, including literature in the content area, and establishing reading buddies. Serafini (2011) believes that teachers have limited time at school since they have to consider what is required by state standards. Therefore, the writer hoped these recommendations help teachers recapture the role of children's literature as a core of learning in varied ways.

Therefore, there is a crucial need for having knowledgeable teachers for the success of literature-based education. The teachers could provide a nurturing literacy environment for students, including the class schedule and time allotted for reading children's literature (Durriyah et al., 2023).

2.1.2 Children's Literature Used in Indonesian Classroom

Only a few studies explore the practice of children's literature in Indonesian classrooms (Durriyah et al., 2023; Durriyah, 2019; Sili, 1999). Most recently, Durriyah et al., (2023) studied three focal teachers from diverse backgrounds who applied the children's literature in the classroom literacy instruction. In the study, the teachers have acquired the skills that emphasised the use of children's literature and classroom literacy instruction from a literacy professional development programme. The study revealed that the teacher's thoughtful consideration in choosing books for class discussions plays a major role in the students' genuine desire to love the reading activity.

In addition, Durriyah (2019) also demonstrated convincing evidence about exposing children's literature to preservice teachers. The research has shown that exploring children's literature could positively alter pre-service teachers' reading

habits and increase their awareness of critical reading. Through this study, Durriyah (2019) also introduced the pre-service teachers to the children's literature pedagogy. Acknowledging the specific pedagogy leads the pre-service teacher to discover many prospective opportunities to use children's literature in the classroom. Moreover, research also found that utilizing children's books within school reading programs enhances children's reading proficiency and cultivates passionate readers (Galda & Cullinan, 1991; Giddings, 1992). The study of literature-based instruction was also conducted by Sili (1999). In her research, children's literature which is predominantly represented in picture books becomes one of the main sources in literature-based instruction. The potential benefit of children's books for young children's language development has been discovered by her exploratory study (Sili, 1999).

To sum up, the literature review mentioned above sufficiently documents where children's literature is in research and the ways to integrate it based on the research evidence. In the case of Indonesian classrooms, there is still an urgency to unpack the practice of the use of children's literature in the classroom since there are only a few research concerning that issue. In fact, incorporating children's literature in the classroom does not merely provide the book and start the teaching, it is a challenging endeavour. Galda et al., (2000, p. 361) mentioned that from early research and ongoing initiatives, "there is a developing sense of the complexity of the constructs of literature, readers, and contexts for reading, as well as the interaction among readers, texts, and contexts for reading". Therefore, this thesis will aim to fill the gap by discovering how the practice of incorporating children's literature in one of the primary schools that have consistently established literacy

learning instruction, specifically, about teachers' perspectives, approaches, and how they overcome challenges.

2.2 Theoretical Framework of the Study

2.2.1 Sociocultural Theory

In many respects, the idea of integrating children's literature in the classroom could be captured from sociocultural perspectives. Sociocultural theory was originated by Vygotsky work during the 1920s and 1930s, but in the 1980s the theory started to become widely recognized (Riley & Aubrey, 2022). In sociocultural theory, learning is not merely considered neither an individual process nor a passive behavioural shaping as the ideas of behaviourism theory (Riley & Aubrey, 2022). It emphasized learning in the forms of social and cultural contexts.

Vygotsky argued that, in contrast to animals that merely respond to their surroundings, humans have the ability to modify their environment to suit their needs. This adaptive capability sets humans apart from other forms of life (Schunk, 2014). Vygotsky emphasizes that human development is primarily driven by the interplay between social interactions, cultural-historical contexts, and individual factors (Schunk, 2014).

Through his work, Vygotsky considered language as one of the significant contributions to the development process. Accordingly, he believed "speech is the most important mediating device in human behaviour" (Wertsch, 1991, as cited in Riley & Aubrey, 2022, p. 71). Thus, the developmental process in social constructivists requires four fundamental values: "Children construct their knowledge; development cannot be separated from its social context; learning can

lead development; and language plays a central role in mental development” (Williams, 2004 as cited in & Aubrey, 2022, p. 68). Through his work, *Thought and Language*, Vygotsky (1986) also investigated the construction of thought based on language and speech development (Ardichvili, 2001).

Vygotsky offers a theoretical structure that helps comprehend the function of social interactions in the use of children’s literature in classroom instruction. One of the fundamental theories of sociocultural theory according to Vygotsky concerns the importance of cultural tools. Vygotsky believed that a variety of cultural tools need to be introduced to the children through classroom instruction so that children will gain new knowledge through interacting with others (specifically those who are more experienced), solving problems, and boosting their confidence (Riley & Aubrey, 2022).

All the elements of cultural tool sets described by Vygotsky which include “language, stories, works of arts, signs, and models” could be best represented in the form of children’s literature. Therefore, the sociocultural perspective portrayed the significant influence of experiences in children’s literature as part of cultural sets in the construction of children’s knowledge. It is also a major component of the distinctions between humans and animals. (Riley & Aubrey, 2022, p. 70).

According to Vygotsky, understanding a person’s mental activity can only be achieved by looking outside the individual and analysing the social and cultural processes that shape it. (Ardichvili, 2001, as cited in Riley & Aubrey, 2022). Children could also simultaneously improve their linguistic skills. Vygotsky pinpointed that linguistic skills are not only a feature of language that aids in sentence construction but also influence children’s learning and way of thinking.

Moreover, by using speech, children are capable of reflecting, making plans, fostering conduct, and overcoming challenges (Riley & Aubrey, 2022).

2.2.2. Children's Literature and Learning

There are three major strands underlying the research on children's literature, namely: texts, readers, and contexts (Galda et al., 2000). Discussing children's literature as 'text' includes two broad elements: literary analyses and content analyses. Meanwhile, exploring children's literature based on primary 'readers' points of view (children) could vary by investigating children's reading interests and preferences. This study inquiry will be categorized into 'contexts' since it eagers to see how the integration of children's literature in the classroom (Galda et al., 2000). Through this study, the factors that could encourage children's engagement with children's literature in the class will be examined.

The discussion of children's literature in the classroom context might be best portrayed using social lenses since many interactions occur during classroom instruction. Lehman (2007) also stated the sociocultural theory of child development developed by Lev Vygotsky has been used in literary theory to highlight the significance of the social context—classroom or otherwise—in which literature is read and debated.

The study which investigated the effect of Asian international children's literature found it was not enough to change students' perspectives merely by providing culturally conscious children's literature. To assist students in understanding what they have read, challenge prejudices, and make connections between multicultural literature in thematic units and other subject areas, guided

group discussions were necessary (Amos & Amos, 2018). In other words, meaningful reading will be better constructed after experiencing some social practices such as group discussion.

Literary study is far more enlightening if the readers can communicate the content of the book with others. It can be based on the perspective of the reader, or what Lehman (2007, p. 25) called “reader-based responses”. reader-based responses are fundamental to a literary conversation because they enable readers to explore various viewpoints, consider cultural influences, and develop common understandings.

From the responses, readers may encounter ideas that confirm, modify, or even counter their insights. In addition, readers can also become more aware of their own thoughts by sharing and listening to contrasting opinions. even the ideas that may be unrecognized while reading alone, could be noticed when it is exposed to another person’s observations (Lehman, 2007). Therefore, literacy is not enough to be built just by reading a lot of books, alone. If there are no counterparts to discuss it with, the benefits of reading become less meaningful.

On the other hand, besides “reader-based responses”, there are also “text-based responses” in which the focus is not on personal perspectives but on analysis and interpretation (Lehman, 2007, p. 25). Text-based responses related to “literary elements and literary structure of the text”, thus, young readers typically reacted initially with responses based on their reading-based experience and subsequently responded based on text-based ways (Lehman, 2007, p. 25).

In the end, the discussion of social theory could not be separated from cultural perspectives. Lehman (2007, p. 7) asserts “If we wish to teach a generation

of children how to appreciate cultural diversity, we must learn to go beyond consensus.” Through the process of “reading against the text,” cultural theories assist readers in avoiding being pressured to accept the author's ideas without criticizing, particularly if their ideas are similar to our own (Nodelman & Reimer, 2003, p. 156).

Instructional Methods for Literacy Learning

Lehman (2007, p. 27) extensively elucidated the practical ways of instructional methods for literacy teaching. It consists of several essential practices including “reading aloud to children, giving book talks, revisiting texts, leading discussions by asking thought-provoking questions, encouraging response by offering meaningful activities, using teachers’ guides appropriately, creating groups, and conducting literature circles and instructional groups.”

Reading aloud involves the teacher reading a book expressively in front of the class. Children will see, hear, and directly experience how the teacher demonstrates the enjoyment of reading, and animating the books. Additionally, the teacher allocates specific times to discuss the book with students. Typically, there are three discussion phases created by the teacher: before, during, and after reading (Lehman, 2007). Book talks are another method used to introduce a variety of children’s literature collections that can capture students’ interest. It is like “short sales pitches” by providing brief information about the book that can make students interested or help them choose which book they want to read further (Lehman, 2007).

Concerning the instructional methods for literacy learning, one that focuses on considering questions called “leading discussion”. I agree with what Lehman (2007, p. 34) highlights to avoid lower-level questions. Instead, the teacher must provide students with questions that “invite deeper thinking about the story and that require inference, interpretation, analysis, application, or evaluation”. More importantly, the teachers also need to encourage what Ralph Peterson and Maryann Eeds (1990; as cited in Lehman, 2007, p. 35) termed “grand conversation” where the students talk to their peers, without necessarily answering teachers' questions. All the teachers need to do is listen and share their own wonderings. By doing this “grand conversation”, a teacher could depict students’ genuine analysis.

Revisiting texts means reading the text more than once. This method is beneficial especially for young readers to notice what they could not discover in their first reading. Revisiting texts can also develop children’s literacy skills, especially to be familiar with the text (Lehman, 2007). In addition, encouraging responses through meaningful activities refers to providing children with diverse and meaningful activities that inspire children to respond to the text (Lehman, 2007). Meanwhile, “teachers’ guides” means the teacher can utilize the guide questions that commonly have been provided by the publisher. The guide helped the teachers in accompanying the students to read (Lehman, 2007).

Disciplinary Literacy

Shanahan & Shanahan (2008, p. 43) highlighted three perspectives on the development of literacy progress; basic, intermediate, and disciplinary literacy. Basic skills cover “basic decoding skills, understanding of various print and literacy

conventions, recognition of high-frequency words, and some basic fluency routines.” Most elementary students have reached this level. Meanwhile, intermediate literacy usually occurs in the upper elementary grades. This includes generic comprehension strategies, basic fluency, and common word meanings. Lastly, disciplinary literacy encompasses specialized reading routines and language uses such as history, science, mathematics, and other subjects. Disciplinary literacy begins as soon as the student enters middle and high school.

Mastering the advanced skills and competencies involved in disciplinary literacy practices is likely challenging. This difficulty arises because such skills do not often resemble those used in everyday spoken language and must be applied to complex texts. Furthermore, another significant obstacle is that these high-level skills are rarely explicitly taught, adding to the difficulty of learning them.

In addition, having a significant belief in early literacy development somehow will lead to an expectation of reduced literacy instruction in the higher grades. Whereas, numerous institutional barriers hinder the importance of literacy teaching at the higher and secondary levels. One major barrier concerns the support for literacy education which is greater for the early readers rather than the advanced ones (Shanahan & Shanahan, 2008). Given these complexities, there is a pressing need to develop a literacy curriculum that addresses these higher-level skills. One alternative is disciplinary literacy teaching.

Although disciplinary literacy encompasses school subjects, such as mathematics, history, and chemistry, the term discipline could not merely be defined as “a synonym for subject or content area” (Moje, 2015, p. 255). Disciplinary literacy has distinctive elements compared to the content area. Content

area refers to learning text in various subjects. In the content area of literacy, students' reading and writing skills become the instrument for learning the text (Bean, Readence, & Baldwin, 2011; as cited in Fang & Coatoam, 2013). In other words, through this model, the demands for reading and writing skills of students are fundamentally similar from one subject to another, the main distinction is their specific content (Shanahan et al. 2012; as cited in Fang & Coatoam, 2013).

On the other hand, discipline literacy pays high attention to the specific reading and writing skills that are needed to comprehend one specific subject. Shanahan (2019, p. 1) defines disciplinary literacy as the “specialised ways reading, writing, and oral language are used in academic disciplines such as science, history, or literature”. It aims to help students acquire reading and writing skills needed to participate in the “social, semiotic, and cognitive practice” as employed by experts in a particular field (Fang & Coatoam, 2013).

Disciplinary literacy needs literacy skills that are highly specialized and require relatively unique actions. Mathematicians, chemists, and historians' approaches to the text are very distinctive (Shanahan & Shanahan, 2008). For example, the study found that mathematicians mostly focus on close reading during think-aloud mathematics texts. Meanwhile, the chemist emphasises the transformation of the information while reading and thinking aloud of chemistry text. In addition, the central attention of historians when reading texts is on the author and sources of the text (Shanahan & Shanahan, 2008). In other words, the differentiation of discipline is not merely about the content, the ways the content is examined are also distinctive.

For this, Moje (2015, p. 257) agrees with Shanahan that disciplines are “highly specialized” and “quite exclusive”. She also adds on emphasises that disciplines are human constructs. It is cultures which consider “reading and writing text for particular purposes and with or for particular audiences.” Consequently, the text that is intended for a specific context demands specialized reading and writing ability considering the unique characterizations of the fields and their audience (Moje, 2015).

Therefore, instead of assuming that students will automatically be motivated to learn about a subject when they arrive in the classroom, teachers play a crucial role in guiding and mentoring students. Moje (2015) used the term “apprenticing” as an alternative way for students to start engaging in disciplinary literacy. In addition, Teaching disciplinary literacy is not aimed at creating new professionals in specific fields. It is more on offering all students the chance to comprehend the workings of various disciplines and to critically evaluate the reliability of knowledge within those disciplines (Moje, 2015).

CHAPTER III

RESEARCH METHODOLOGY

This chapter discusses several aspects related to methodology. The structure of this chapter is the research approach, research context, research subject, ethical consideration, methods of data collection, and method of data analysis. The discussion starts with the qualitative study as the research approach, followed by the explanation of an instrumental case study as the research design. There are also brief elaborations on the research context, research subject, and ethical considerations. For the process of collecting the data, there are descriptions of focus group interviews, interviews, and observation. Finally, reflexive thematic analysis was used in this study as a method for analysing the data.

3.1 Research Approach

The research approach is the overall procedure of the research. It covers from broad assumptions to specific methods of collecting, analysing, and interpreting the data (Creswell & Creswell, 2017). Research can be approached in two ways; a quantitative or a qualitative study determined by the type of research problem (Creswell & Gutterman, 2019). According to Creswell & Gutterman (2019), quantitative research investigates a problem based on a trend or on “the need to explain why something occurs” (p. 13) where the data is in the form of numbers. Meanwhile, qualitative research identifies a problem in which the variable is still unknown and needs to be explored where the data is in the form of words (Creswell & Gutterman, 2019).

In Addition, qualitative research involves comprehending the meaning that individuals or groups attribute to a social issue. Researchers who utilize this approach also value an inductive methodology, emphasizing the importance of personal meaning (Creswell, J. W., & Creswell, J. D., 2018). In this research, a qualitative research approach was employed to investigate and understand the practice of integrating children's literature in an Indonesian private school. Personal perceptions and experiences of the teachers captured a detailed understanding of how children's literature is integrated into the curriculum. By adopting an inductive approach, this research allowed themes and patterns to emerge naturally from the data.

This research also tried to answer three research questions. They are (1) How do teachers perceive the integration of children's literature into the class? (2) What approach do the teachers use when incorporating children's literature into the classroom? (3) What challenges do teachers face in integrating the children's literature, and how are these challenges overcome? Therefore, to gain a comprehensive understanding of this study, it is required to expound upon the components of the employed qualitative approach, which encompasses the research design and the particular methods or procedures employed throughout the research.

Research Design

This study employed an instrumental case study design (Stake, 1995; Cohen & Morrison, 2002). By definition, case study research is not primarily about sampling. The focus is on a single case to gain a deep understanding of that single case rather than to comprehend other cases. Our main responsibility is to understand

thoroughly the particular case (Stake, 2005). There are several types of case studies. Stake (2005) divided case studies into three major types: intrinsic case studies, instrumental case studies, and multiple case studies. Intrinsic case studies are a study that focuses on understanding a special case in the research question, while, multiple case studies aim to get a general picture of the studies (Cohen & Morrison, 2002). In addition, an instrumental case study is a study that explores a specific case to grasp a deep understanding of the subject (Cohen & Morrison, 2002).

This study applied an instrumental case study design since through the research, a particular case was studied to gain insight and to get a general understanding of the practice to answer the research questions. In this study, a private primary school located in the capital city of Indonesia, Jakarta, was selected as the study case. Jakarta is the most developed area in Indonesia.

The human development index (HDI) which is one of the data used as the benchmark for success in building the quality of human life shows that in the last five years, the HDI of Jakarta has been the highest compared to 33 other provinces in Indonesia (Jakarta Provincial Government, 2021). In addition, The Gender Development Index (GDI) assesses achievements in health and education by considering gender equality. It highlights the disparity in these primary areas between men and women. From 2016 to 2020, the GDI in Jakarta has consistently been higher than the national GDI. (Jakarta Provincial Government, 2021).

Furthermore, there are three specific considerations for using the instrumental case study approach. First, this study aims to explore a particular private school that has consistently integrated children's literature into classroom instruction. In this regard, according to Stake (2005), an instrumental case study

approach is viewed as appropriate. Stake (1945, p. 3) argues that an instrumental case study occurs when we have an inquiry that requires a “general understanding” of a particular case. An instrumental case study is conducted to offer a broad comprehension of a phenomenon by examining a specific case (Harling, 2012).

Second, this study is designed to align with Yin’s (1994) criteria by addressing “how” questions. Explicitly, in this study “how” question was only formulated in the first research question. However, the second and third research questions which use “what” forms have sub-questions that need to be answered using “how”. For these instances, research questions two and three seek to investigate how the teachers integrate the literature into classroom instruction, and how they overcome the challenges. Third, this study relates to the personal experience of each teacher. Their experiences might be different concerning many factors, including knowledge and experiences. Thus it will certainly produce unique and varied findings. In education and social services, the primary subjects of interest are individuals and programs due to their uniqueness as well as their shared characteristics (Stake, 1945).

3.2 Research Context

This study took the practice of integrating children’s literature in a private primary school as a case. The school is located in a developed area in the capital city of Indonesia, Jakarta. Therefore, this school represents an upper-middle-class institution in the society. The students in this school are more comfortable using English as a language of communication rather than the Indonesian language. However, in the classroom setting, students have to actively use the Indonesian

language and understand Indonesian literature within the Indonesian context. This is not necessarily translated into their comfort in expressing themselves.

However, since teachers believe reading and literature are the heart of education, they consciously cultivate the belief and make literature an integral part of the school culture. Students learn to use and draw from authentic sources and books, such as academic texts, reference books, novels, and children's storybooks. It is not a typical Indonesian private primary school. Therefore, in terms of literacy learning, this school shows the best example of the Indonesian school system.

This school has been established in the 1970s and adopts the national curriculum guidelines across all levels. Since this is a private primary school, teachers have more space and freedom to determine the school's program compared to public schools. Actually, there are three units within this school including early childhood education, elementary school, and equivalent junior high program. In this case, the study centres its investigation on the elementary school level, taking into account the practice of integrating children's literature since 2010, which enhances its suitability for the study.

3.3 Research Subjects

This study explores the teachers' practices and experiences in integrating children's literature into classroom instruction. Initially, four teachers were selected by the principal and head of literacy to participate in this study. However, during the research period when the researcher did the observation, there were two additional participants (two female teachers). Other than teachers, this study also involved a principal, a head of literacy, and five students (two fifth graders and

three third graders). The students used to be six, but one student could not participate because of his health condition. The students' participants were selected by the homeroom teachers by considering; gender, and ability to articulate their ideas. Therefore, in total, there are thirteen participants in this study. To ensure confidentiality, pseudonyms were used to replace the names of all participants. Detailed information concerning the participants can be seen in Tables 4.1 and 4.2.

3.4 Ethical Considerations

The purpose of this chapter is to describe the ethical considerations applied in this research. First, this study was concerned with confidentiality. To protect participant privacy and identities this study used pseudonyms for all participants. Second, formal written consent was also created to be fulfilled by the participants before joining the focus group interviews, and one-on-one interviews. There is a special case for student participants, the consent was delivered to the parents throughout the homeroom teachers. Thus, the researcher sent consent forms through email to the principal a week before interviewing the students. This is crucial to ensure that participants have given their permission to participate in the study. It is also important to provide participants with adequate information about their rights and roles as informants. Third, the research instruments used in this study were reviewed by two supervisors to properly find the instruments that could both answer the research questions and not cause harm to any participants.

Fourth, concerning the positionality of the researcher. The researcher is a postgraduate student in the faculty of education. During the study, the researcher took courses related to literacy development and resources and was involved in

research related to home literacy environment and interactive read-aloud and book selection research. Besides the academic environment, the researcher also actively participates in literacy and storytelling communities. Thus, these experiences both in the academic and community environment may enrich the researchers in gaining insight from the participants. Finally, to highlight the subjectivity issue, the researcher did several actions: gathering data from the diverse methods of data collection and during the analytical process, the researcher confirmed the research participants to ensure the accuracy of the researcher's understanding and interpretations.

3.5 Methods of Data Collection

This study inquires to find data on three major areas; teacher's perception, the approaches used, and the challenges faced. Thus, this study used the systematic steps of focus group interviews, one-on-one interviews, and observations. The following explanation goes into additional detail about this range of procedures, which enable triangulation.

3.5.1 Focus Group Interviews

Focus group interviews are one type of Interview that is used to gain understanding from a group of people mostly consisting of four or six (Creswell, 2019). In this study, five participants were joining the focus group interviews including a head of literacy and four teachers. The researcher conducted focus group interviews on May 6, 2024, after the class schedule finished as permitted by the school principal. These focus group interviews were chosen after the researcher

consulted with the principal and the head of literacy as focus group interviews are useful for collecting data in a limited time (Creswell, 2019).

Within this method, the researcher explored teachers' perspectives, approaches to integration, and challenges that teachers face. In order to obtain rich answers and avoid teachers following their peers' responses, the researcher provides an initial disclaimer so that each teacher can express their answers according to their own understanding and experiences without being distracted or influenced by their peers' answers. This focus group interview was held for around two hours in the school library and all the participants' responses were recorded with permission. The research protocol is provided as a researcher's guideline for leading the focus group interviews (see Appendix A).

3.5.2 Interviews

Another type of interview that was used in this study is semi-structured interview. It is a method of collecting data based on the researcher asking questions from one participant at a time (Creswell, 2019). This interview was selected considering the deeper explanation of the respondents. The first semi-structured interviews took place on December 7, 2023, together with the initial observation. Only one participant, the head of literacy, participated and it occurred informally with verbal consent as the confidentiality. Meanwhile, the official interviews were taken on May 7 and 14, 2024. They were conducted after classroom observation. Considering the practice of integrating children's literature, the researcher interviewed two teachers after the researcher observed their classes, then continued with interviewing the students, and last was the principal

These interviews followed the research protocol (see Appendix B) and consisted of open-ended questions. The questions were delivered to get teachers' perspectives regarding the integration of children's literature. The teachers' opinions were also explored through informal conversation during the visit. The one-on-one interviews were also conducted with students to further examine their opinions and experiences through the integration of children's literature in their classrooms. The participants' responses were recorded with their permission. The interviews were mainly taken in the classroom, but when the classroom was not conducive we used other rooms that we found appropriate.

3.5.3 Observations

Observation is one method of collecting data to gather "firsthand information" by studying research participants "at a research site" (Creswell, 2019, p. 214). After surfing the information about the school through the school's social media and websites, the researcher did the initial observation by visiting the school's library to familiarize with the research site. During the initial observation, the researcher explored the books in the library and the interaction between students and the librarian. In addition, The classroom observation was conducted for two days on May 7 and 14, 2024. The researcher used a classroom observation protocol during the study (see Appendix C).

From classroom observation, the information was collected. During observation, the focus was on understanding the classroom environment as it is experienced by the teachers and students. In conducting the observation, I carefully observed the classroom activities including the teaching-learning process while

integrating children's literature, methods that teachers used, teacher-building discussion, students' responses to the teacher, and classroom assessment. Direct observations were made by going to the school to gather more information and in-depth details about their educational environment. The observation sessions were recorded through the field note observation.

3.6 Methods of Data Analysis

The first step in data analysis involves structuring the extensive information collected. This involves converting spoken or written words into a typed file and deciding whether to analyze the data manually or using computer software (Creswell, 2019). Before structuring the data collected, the researcher transcribed the data from focus group interviews and one-on-one interviews. Then, the data was translated into English since the data are in the Indonesian language.

After all the English data was collected, the researcher collected and structured all the data. In analyzing the data this study applied reflexive thematic analysis. The analysis was conducted manually since as a novice researcher, the researcher intended to have direct experience through the process. The reflexive thematic analysis includes six stages including "familiarization with the dataset, coding, generating initial themes, developing and reviewing themes, refining, defining and naming themes, and writing up" (Braun & Clarke, 2022).

First, the researcher did an intimate reading to get familiar with the data from the transcripts of focus group interviews, one-on-one interviews, and field notes observation. Second, the data were systematically coded using code labels capturing the keywords of the data. Third, the researcher started to recognize similar

keywords across the data set to build initial themes. In this case, the shared keywords begin to be connected to the research questions. Fourth, initial themes were assessed by going back to the coded and whole dataset. Fifth, after assessing the initial themes, the researcher tried to write a synopsis of the themes to see whether they appropriately covered the findings. Finally, the researcher wrote the research report.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter is divided into two parts, research findings and discussion of the research results. The research findings section will have four separate parts. The first section will describe the teachers' wider perspectives concerning the concept, and the benefits of integrating literature into the class, answering question 1: *How do the teachers perceive the integration of children's literature into the class?* The second section will focus on the finding of the further approach that the school used in integrating the literature answering question 2: *What approach do the teachers use when incorporating children's literature into the classroom?* The third section pinpoints the teachers' challenges and the solutions they did, answering question 3, *What challenges do teachers face in integrating the children's literature, and how are these challenges overcome?* The last section concludes and discusses the further findings.

The focus of the present study is to explore the practice of integrating children's literature in an Indonesian private school. This qualitative study approach was adopted with an instrumental case study. An instrumental case study is a study that explores a specific case to grasp a deep understanding of the subject (Cohen & Morrison, 2002). Eight teachers, who have practised the integration of children's literature in the class, participated in this study to share their understanding and experiences. They are from a private school in southern Jakarta, Indonesia.

The data collection was mainly taken from focus group interviews through face-to-face interaction with a Head of Literacy and Library and four Indonesian Language teachers and spending about 120 minutes. The semi-structured interviews were also held for around 30-60 minutes depending on the participants' answers. Five participants involved in the interviews included a School Principal, a homeroom teacher, a math teacher, two fifth graders, and three third graders. School, including classroom and library, observations were also done in approximately 70 – 175 minutes. I focus on collecting the evidence by inquiring about the participants' perceptions toward integrating children's literature, the teachers' approaches toward the integration, and the challenges that the teachers face in classroom practice.

Table 4. 1

Demographic Details for Teachers; All Names Are Pseudonyms

No	Name	Gender	Teaching experiences	Position
1	Dina	Female	19 years	School Principal
2	Rumi	Female	16 years	Head of Literacy and Library
3	Yuni	Female	6 years	Third Grade Teacher
4	Hito	Male	8 years	Second Grade Teacher
5	Cinta	Female	1 month	Third Grade Teacher
6	Yesi	Female	8 years	Fifth Grade Homeroom Teacher
7	Tisa	Female	8 years	Third Grade Homeroom Teacher
8	Elis	Female	6 years	First Grade Teacher

Table 4. 2

Demographic Details for Students; All Names Are Pseudonyms

No	Name	Gender	Grade Level
1	Aliya	Female	Fifth graders
2	Safa	Female	Fifth graders
3	Hadi	Male	Third graders
4	Cila	Female	Third graders
5	Malia	Female	Third graders

4.1 Research Results

4.1.1 Findings on Perceptions of Integrating Children’s Literature

The first research question of this study is *How do the teachers perceive the integration of children’s literature into the classroom?* In answering this question, I specifically seek to answer these two sub-questions: *How do teachers perceive the concept of integrating children’s literature into the classroom?;* and *To what extent does the integration of children’s literature benefit the teaching and learning process?*

Therefore, this section presents teachers’ perceptions of integrating children's literature into the classroom. To elaborate on the first research question deeply, I also asked the participants to what extent the integration of children’s literature benefits the teaching and learning process. In this section, the teachers’ perception of integrating children’s literature in the classroom is explored based on the major themes that emerged from the analysis of focus group interviews, one-on-one interviews, and field notes.

Themes on Teachers' Perception of Integrating Children's Literature

- Using Literature in all aspects of learning
- Making Literature Comes Alive
- Developing Literary-Literacy Skills
- Serving Literature as mirrors, windows, and sliding glass doors
- Developing Students' Critical Thinking and Open-Mindedness
- Visiting Library Regularly

Using Literature in All Aspects of Learning

A discussion of using the literature in all learning aspects appeared in many teachers' responses. This theme specifically emerged from one of the respondents who commanded that integrating children's literature means the literature is continuously used in all aspects of learning. In this private school, several subjects have to be learned by the students, such as the Indonesian language, Theme, Math, Music, and English. In a common construction in Indonesian schools, literature is merely discussed in Language subjects, for instance, Indonesian Language, and English.

However, in this school, teachers perceive children's literature as a learning resource through various subjects. In other words, All eight participants believe that literature is not simply learned in a certain lesson such as the Indonesian Language, other subjects also need to be connected to the literature. In another study of children's literature and learning, literary learning was also found not to be confined to the literacy curriculum alone, it should be integrated into the entire curriculum (Lehman, 2007). Some of the participants' responses are as follows:

Integrating children's literature in the class means not compartmentalizing. Literature is continuously used in all aspects of learning in the classroom. It is not limited to the Indonesian Language lessons. In the theme lesson, they also have to use literature (Dina, School Principal, May 14, 2024).

Integrated literature means trying to connect the context of the book to the various subjects. For example, connecting the context from the literature that is used in the Indonesian Language to learning multiplication in mathematics (Yuni, Third Grade Teacher, May 7, 2024).

One teacher depicted a specific example that he did in integrating children's literature into the class. He used the book "*Yena dan Uang Hijau*" [Yena and Green Money] for literary study in the Indonesian Language. The story is about a child who is visiting and shopping in the "*pasar kaget*" [Impromptu Market]. Since the story offers a wealth of opportunities for discussing the local culture, the book was also discussed in the Theme Lesson. Furthermore, Related to Math Lesson, the story also has the potential to launch a study of the value of currency. Thus, he articulated his understanding of integrating children's literature in the following:

Integrating children's literature means developing literature thematically. So actually, one book can be used in the Indonesian Language, and it can also be used in theme learning and others. So, literature directly integrates many contexts at one time. By bringing literature into the class, students not only have an opportunity to discuss the story and other language elements. But they also can learn and unpack everything inside the literature (Hito, Second Grade Teacher, May 6, 2024).

On the other hand, to integrate the book, there is a hidden aspect that teachers should have which is the ability to find good sources that can be integrated into the learning materials. In the focus group discussion, one teacher, Ms Yesi,

confessed that integrating children's literature requires "teachers' sensitivity". She used the term "sensitivity" to define teachers' ability to record and find the slices of the story that can be used in other subjects. This can be started by comprehending the story in children's literature well and understanding the main topics from other subjects.

Ms Yesi admitted that in her experience her sensitivity improved after reading a lot of children's literature and discussing them with other teachers. In regards to discussing literature, this school does have a special forum to discuss children's books and teaching methods. The forum is specifically designed to facilitate discussion among Indonesian language teachers. This forum is held regularly twice a month. The concept of the forum will be discussed further in finding research question 2. Ms Yesi mentioned how she learned a lot about the process of integrating children's literature from this routine meeting.

Another teacher, Ms Rumi who is the head of the literacy program, acknowledged that teachers' sensitivity develops directly proportional to teachers' experience. The practice gained over time will build teachers' feelings on the way of integrating literature into the class discussion. Ms Rumi described how she used Na Willa's novel in the Indonesian Language lesson for the Fourth Graders. While reading the book, she accidentally found there is a part of the story talking about Na Willa's, the main character, experience going to a grocery store. The store's name is *Cik Min* Store. That idea was eventually used to learn mixed math operations.

The class was decorated like a *Cik Min* Store, there was merchandise made with prices tag. Ms Rumi started by reconnecting students to the story. She asked

whether her students remembered the *Cik Min* character in Na Willa's book. Surprisingly, they remembered clearly and looked very engaged with the activity. Then, the students were invited to buy in the store. Each student was given a shopping list and counterfeit money. The child was asked to buy merchandise, for example, a kilogram of eggs, and two kilos of oil. In the end, they have to calculate the items that they buy and consider the money that they have.

With this learning model, Ms. Rumi attested that students become more engaged in the lessons. Students also show a better understanding of the learning material. Furthermore, the experience of integrating stories from books into math lessons not only enhances their comprehension but also provides a positive and enriching experience. This approach fosters a deeper connection to the material, cultivating a love for reading and learning.

It can be inferred that teachers perceive children's literature as the source of knowledge. They do not exclusively use the literature as a tool to learn specific subjects. However, they believed through the book, students could discuss various topics across the subjects. Indeed, they have found teaching and learning are more engaging and meaningful through the integration of children's literature. Students do not merely learn abstract concepts but through the story, they can be shown concrete context. In addition, to be able to integrate teachers need to have the ability to find the slices of the story that can be connected to other learning materials. I could see that teachers' experiences engaging in a lot of books could develop their sensitivity to recognize the integration part.

Making Literature Comes Alive

In addition to literature used in all aspects of learning, the teachers also elaborate on their perception of integrating children's literature by making literature come alive. This term originally comes from the participants' responses to describe how teachers' efforts to relate the story in the literature to classroom discussions. They consider children's literature as part of the class which plays a pivotal role in the classroom discussion.

In other words, the book is not merely finished after the class has done the reading. The teachers need to keep talking about the book and maintain it as a reference whenever the class would like to have a discussion session. What came interesting in this perception is that they put the concept of integrating children's literature not only to consider the class subject but also to be placed in the soul of the students. The story of the book should come alive. As mentioned by the two participants:

In my opinion, children's book integration is learning that uses text but not just for a moment. They are not only reading, meaning reading through the word by word, but also making the text come alive. Whether it is through discussion or various expressions of artwork (Yesi, Fifth Grade Homeroom Teacher, May 14, 2024).

The book becomes part of the class, the main role in the discussion of the class. It is not just being read in certain lessons. This means there is a time to read, then if it is finished, the book is kept on the bookshelves. Instead, the book that is read must become part of the daily activities. If for example, we are discussing something, we can refer to the book or refer to what the character did (Rumi, Head of Literacy Program, May 28, 2024).

When I observed Ms. Yesi's class, I could see how she not only teaches the fifth grade but also serves as an engaging discussion partner and a companion for

students to exchange ideas. Ms. Yesi did not just listen to and pay attention to her students; she sparked deeper discussions by asking further questions and responding to students' dialogues. The way she created prompts in her teaching is also insightful. She started the 'before-reading' discussion by asking about students' perspectives on whether "bad people are truly bad". Ms Yesi started to lead the students to meaningful discussion. She developed her own higher-level questions to activate students' critical thinking and curiosity about the book.

Another example came from one student that I interviewed. She said she had an enjoyable experience with one book she read in class. She described she still vividly remembered the title of the book "*Komponis Kecil*" [Small Composers] authored by Soesilo Toer. She claimed one activity that attracted her was when the teacher brought a local snack called "*Misro*" eaten by the main character. It was her first experience eating that snack, and she loved it so much. She said from that time onwards she always remembered the story of the book well, and she also always bought "*Misro*."

When we finished the class we were bought "*Misro*" by our teacher. In the story, the main character is like eating "*Misro*." I just tried "*Misro*" for the first time and I love it. Now, I always remember the story since I always buy *Misro* every time I come home from a golf lesson (Malia, Third Grader, May 14, 2024).

To conclude, students' experience concerning the book could help them to be more engaged with the literature. As the example given by one student, the teacher's small action, bringing the main character's favourite snack, becomes the reason the student loves the story. The student also considers that snack as her favourite snack. In other words, making children's literature come alive does not

necessarily have to be a big thing, a little thing but consistently could be more meaningful.

Developing Literary-Literacy Skills

Most of the participants perceive the advantages of the integration of children's literature as the enhancement of literary and literacy skills. Literary skills that teachers mentioned included vocabulary knowledge, appreciation for language, and understanding of the genre. Some participants believe that the integration of children's literature expands students' vocabulary knowledge.

By reading and discussing the book, students' vocabularies inevitably develop. During my observation, I identified that in the middle of reading the literature, the teacher always makes sure that students understand the meaning of the text. She will ask whether the students found any unfamiliar words or not. The teacher also actively clarified or interpreted students' statements whenever she found the student got lost or misled.

In the title of the book "*Karena Anggrek Ibu*" [Because of Mother's Orchid], I saw that the children were learning to find new vocabulary. So, honing the children to recognize words that they might not know yet. Later, the new vocabulary can be used for their writing (Cinta, Third Grade Teacher, May 7, 2024).

When I observed the fifth grade, the teacher also tried to interpret students' explanations several times. For example, when the student said, "We sometimes just see their bad side and do not see the good side of them" Then the teacher said, "Do you mean it is about perspectives?" The student directly answered, "yes, perspective." In this case, the teacher tried to build students' vocabulary

contextually. The teacher did not explicitly teach a new word, but the definition came from a student's response. I observed this approach could be more meaningful for the students. Instead of the teacher explicitly providing the meaning of a word, the definition comes out from the student's mind.

In addition, the teachers also consider children's literature as the tools to improve students' appreciation for language, in particular the Indonesian language. I found it fascinating, that this school language of instruction is Indonesian. However, the majority of students, although they are Indonesian, are more fluent to communicate with English. Consequently, using Indonesian literature in class becomes one of the excellent sources for enhancing students' language appreciation as well as expanding students' vocabulary development.

Teaching about many kinds of Indonesian literature has proven as an effective tool that enriches my students' Indonesian vocabulary. They are not only enjoying the plot of the story but also learning Indonesian vocabulary implicitly (Tisa, Third Grade Homeroom Teacher, May 7, 2024).

In addition, many teachers also mentioned the benefit of bringing children's literature can be beneficial to the development of literary knowledge. Some teachers believe that the integration of children's literature contributes to the students' store of literary knowledge. Students started to understand the distinguished genres. They are also familiar with the author's works and the differences in the literature across the countries. Understanding literary knowledge can boost students' ability to predict outcomes and strengthen their comprehension skills (Lehman, 2007). One teacher mentioned:

Students can learn and familiar with literature. They started to recognize their favourite authors. Then, without reading the heavy theory books about literary knowledge, they could identify different types of Western, Japanese, and Indonesian literature, (Rumi, Head of Literacy and Library, May 6, 2024).

I found that this school do not limit the book theme and genre. One student explained she started to read the horror genre when she was in “*Kelas Pelangi*” [Rainbow Class] which used to be a special class for literacy learning. She said the teacher brought the book under the title “*Misteri Kota Tua*” [The Mystery of the Old City]. She admitted that the book attracted her attention. Thus, after reading that book, she loved mystery books and she was eager to find other titles of horror books. She also claimed from that day onwards she preferred novels to picturebook. In another study of literary response and comprehension, middle elementary readers began organizing their reading into categories similar to those used by adult readers, such as mystery and fantasy (Lehman, 2007).

When I was in the first grade, I started to like the picturebook. In the second grade, the book was okay for me. In the third grade, I loved the book because the teacher brought the novel. I love novels better than picturebook. The stories in the novels are longer. Through the novel, I could experience being curious about what happens to the story next (Aliya, Fifth Graders, May 14, 2024).

It can be inferred, the benefits of integrating children’s literature that students and teachers experience concerning literary development are varied. Students’ Indonesian vocabulary is enriched. It is interesting that when other schools are competing to teach their students to be able to speak and communicate in English. This school is different, it prioritizes the Indonesian language, the national language. In addition, this school also do not strictly censor the theme and

genre that could be read by the students. I believe teachers have curated the book, but they are open to taboo topics. In the class, teachers bring horror novels to be read together with the students. One participant's response:

We have a principle that a book should not stand alone. The most important thing is the teacher should accompany the students while reading books because it is where the space for discussion comes in. The space to listen to the children's opinions, and the space for teachers to convey values of goodness (Rumi, Head of Literacy and Library, May 6, 2024).

In addition to literary development, integrating children's literature also contributes to literacy development. Two participants depicted integrating children's literature as a foundation for learning to read and write. In this instance, they also mentioned some keywords such as 'understanding grammatical forms.' One participant, Ms Yesi, admits that by integrating children's literature, she never teaches Indonesian grammatical forms separately.

The students always learn directly from the books that they read. For example, when the students learn about direct and indirect speech. Ms Yesi did not start by giving direct and indirect speech theory. As an alternative, she brought a new book. During the reading, she asked the students to identify the sentences, whether the characters directly speak or the author narrates them. Such kind of learning leads the students to be easier to understand the material rather than the teacher having to explain the theory in the beginning.

Understanding grammar is easier using the book. In this case, since I teach fifth graders, I used novels. The students will not be asked to memorize the concept or even to listen to the explanation of the theory. However, we are learning from reflecting on books (Yesi, Fifth Grade Homeroom Teacher, May 14, 2024).

However, I still remember I took a picture in one student's writing task (see Fig. 5 in Appendix D). I analysed the student's handwriting carefully. Surprisingly, I found the students could not write a full sentence effectively. The sentence did not begin with a capital letter, and only one sentence ended with a full stop mark, the rest were not. I also found that the student wrote a word incorrectly. He put an additional 'g' between the letters 'n' and 'c' in the word "*menceritakan*". Meanwhile, the way he wrote the letter 'y' is also inconsistent. Sometimes the tip is facing left which is correct, but most are facing right. From this, I inferred that this student does not have a good concept of literacy yet. I ensure this is only the case. I have not pictured all the students' tasks.

On the other hand, improving students 'speaking' and 'writing' abilities are other keywords mentioned by participants. Actively engaged in literature not only develops students' ability to read and write. Their speaking skills are also improved. When I did classroom observation, I saw that students were eagerly expressing their perspectives to the whole classroom discussion.

Even though the discussions can sometimes be quite noisy because everyone wants to share their opinions, the students could respond to other opinions respectfully. In other words, the participants perceived the integration of children's literature as a tool which develops students' literacy skills including their reading, speaking, and writing abilities. One participant stated:

It is excellent that children's literature is integrated into the curriculum, it can improve children's reading skills, and also improve children's language skills both in writing, and speaking (Dina, School Principal, May 14, 2024).

What caught my attention was when I observed a themed lesson in a fifth-grade class. They were preparing for a performance at that time, so the teacher was not teaching any materials. The class is led by a student who has been elected as a leader in that event. I noticed how the leader managed to lead the discussion with minimal guidance from the teacher. The students appeared very mature in organizing the project.

To sum up, similar to the discussion on literary development, from the discussion above we can see that literacy development is also found to enhance as a result of the integration of children's literature. However, as I observed the class, I have never seen directly how they discussed the literacy content in the class through the book. I even found one third-grade student who does not have a good concept of literacy yet.

Serving Literature as mirrors, windows, and sliding glass doors

As a private school located in the capital city, near a major highway, this Primary School is surrounded by an urban environment. It results in a quite limited experience for the students, particularly something that is out of their habit and ordinary situation. Integrating children's literature into the curriculum helps the students understand the diverse contexts they may have never seen or imagined before. In this case, literature could serve as windows. Reading serves as a window that involves texts featuring language practices, traditions, and values different from their own (Bishop, 1990). As mentioned by the two participants:

The majority of students spend their time mostly travelling from home to school using their own vehicle. By incorporating the literature into the class, the students' understanding of

the diverse context would be developed while they still study within the school setting (Rumi, Head of Literacy Program, May 6, 2024).

Students are now limited in looking at real diverse social contexts. Through the integration of children's literature, students could dive into the diverse social context. As a result, they understand that people out there are having different situations. Indirectly, they also increase their knowledge and their insight into the social contexts that exist around them in real daily life. (Tisa, Homeroom Teacher Grade 3, May 7, 2024).

Ms Yesi, the fifth-grade teacher, shared one of her examples related to the integration of children's literature that serves as a window for her students. She used a book entitled "*Mata dan Manusia Laut*" [The Eye and the Man of the Sea] authored by Okky Madasari. It is a novel written by an Indonesian author. The novel explores the rich cultural heritage of the Indonesian archipelago. The main character in this novel is a child named Mata who has an exceptional ability to dive without any equipment for extended periods. Ms Yesi claimed by reading this novel, the students can understand that such extraordinary skills exist in real life and are part of the diverse culture of their nation.

Ms Yesi stated her students also could explore and engage with the "Bajo" tribe which is known for their remarkable diving skills and deep connection to the sea. In my view, this not only broadens students' knowledge but also fosters a greater appreciation for the cultural diversity around them. By incorporating children's literature into learning, students are exposed to ideas and experiences beyond their everyday lives. This approach helps them connect with and understand concepts and worlds outside their immediate environment, broadening their horizons and enriching their educational experience.

Aside from serving as windows, the use of books can also serve as sliding glass doors. As described by Ms. Rumi, head of literacy and library, she integrated the book authored by Soesilo Toer into the class. Her approach can serve as a brilliant example of bringing history to life in the classroom. By using a book that had a setting of Jakarta in the past, Ms Rumi not only provided students with a window into historical contexts but also turned the learning process into an interactive and immersive experience.

The choice of the book serves as a bridge between the past and the present. Ms Rumi claimed, through the narrative, her students can visualize what Jakarta was like in the past, exploring its streets, markets, and neighborhoods as described in the text. In other words, the text also helps students develop a deeper understanding of the city's history and cultural heritage.

Ms. Rumi also organized a project for students where they had to visit the locations mentioned in the book. She effectively transforms abstract historical concepts into tangible, real-world experiences. I observed this hands-on approach allows students to witness firsthand how these places have evolved over time. They can compare the descriptions in the book with the present-day reality.

They also can note the changes in architecture, infrastructure, and the overall urban landscape. Furthermore, by tasking students with specific observation goals, such as identifying the location of a street, Ms. Rumi encourages active engagement and critical thinking. In this case, students are not just passive readers, they become investigators, analyzing evidence and drawing conclusions based on their observations.

Books also serve as mirrors, especially when they can reflect students' own experiences (Bishop, 1990). Consider a common classroom issue where students use pencils or other written tools and do not return them, leading to these items being lost or diminished. To address this issue, Ms Elis, a first-grade teacher, integrates a children's literature, entitled "*Tugas Penting Kartika*" [Kartika's important duties] in her lesson. Throughout the book, Ms Elis has an opportunity to introduce the students to the concept of responsibility.

Ms Elis described the story as showing that Kartika lost her belongings since she did not return the used items in the proper place. Eventually, Kartika realizes the importance of being responsible and starts tidying up her things. Ms Elis asserted that the story is very close to her students who are sometimes irresponsible with the small things that cause them to lose things.

After reading and discussing the book, Ms Elis said the students started to understand the concept of responsibility. They see the consequences of not being responsible and can relate it to their own classroom behaviour. I observed this method not only teaches students responsibility in a concrete and engaging way but also helps them internalize and practice the lesson in their daily lives. As attested by the teacher:

It is usually, that the character of the book is already attached to the students. Therefore, whenever they forget about the concept. It is easy to turn it around. Such as by saying let's go back to the story of Kartika. So, they do not have to re-read the book (Elis, First Grade Teacher, May 6, 2024).

Ms Elis also stated students are often very concrete thinkers, while many concepts they need to learn are abstract. Thus, simply telling children to "learn

responsibility” or “practice empathy” is not effective, as they may not grasp these abstract ideas. However, by integrating these lessons with books, we can make these concepts more understandable and relatable. As mentioned by another teacher:

Empathy can also be a really good value that can be embedded in the integration of children’s literature. From reading the books, students can see characters who are different from their circumstances. Then, they can have thoughts or reflect on those characters (Rumi, Head of Literacy and Library, May 6, 2024)

To conclude, this school has attested to the benefit of integrating children’s literature. Children’s literature serves as a window which provides new knowledge for students. It also serves as a mirror which can reflect students’ lives. Integrating children’s literature can also enhance students’ understanding of abstract concepts such as being responsible. Last but not least, by providing engaging stories, the teachers could transform the learning ambience from a dry academic nuance into a living, and breathing narrative.

Developing Students’ Critical Thinking and Open-Mindedness

Through the integration of children’s literature into the classroom, students are exposed to a diverse range of stories, characters, and themes. Teachers believe this exposure provides students with numerous opportunities to engage with texts in meaningful ways, leading to the development of various skills, including critical thinking, and open-mindedness. Students learn to think critically by analyzing characters and themes in stories. Students are also exposed to diverse perspectives

in literature, which promotes empathy among students as they encounter characters from different backgrounds. Some of the participants' responses are as follows:

In this school, students tend to be critical. Every time we read a book or they read together, there will be a question, and mostly the questions are unbelievable. Therefore, teachers have to be prepared with those questions. Books also sometimes can be tools for sparking students' ideas to create their final project. In essence, for me, the integration of children's books is making the teacher's job easier (Hito, Second Grade Teacher, May 6, 2004).

The benefit of integrating children's literature into the class is also for increasing students' ability to think from various points of view. This is also an asset for them. Whenever the students learn something, they do not just a hundred per cent believe the information, but they also have an attitude to criticize it (Yesi, Fifth Grade Homeroom Teacher, May 6, 2024).

From the participants' responses, it is clear how valuable incorporating children's literature into the classroom can be. During my observations, I noticed that students were not just passively listening or reading, they were actively engaging with the material. Each student is brave enough to express their point of view. For example, when Ms Cinta, a third-grade teacher, discussed synonyms and antonyms in the class. Every student gave their responses. For instance, one student asked whether every word had an antonym. Another question arises, "Could the antonym of the word be more than one?".

Another student can even relate the lesson to other materials leading to the rich discussion in the class. a student said, "This is like learning about substances, there are solids and the opposites are liquids." I found the student tried to connect

the learning material in the Indonesian language lesson to science. In terms of classroom engagement, it is not a typical Indonesian classroom that I have ever seen. The students are very active and engaged, and the teachers also listen to the students' responses respectfully.

What attracts attention is how the students can express their various perspectives and not merely intend to agree with other opinions. At that time, Yuni, another third-grade teacher, wrote some words on the whiteboard, such as clothes, water, ice cream, and ball. Then, the students were asked to point out which one they considered as primary, secondary, or tertiary needs.

The teacher circled the words that students mentioned using colourful markers showing the difference between the types of needs according to the students. I saw one boy say ice cream is a tertiary need and the ball is a secondary need. However, the other girls disagreed since they liked ice cream and could not play with the ball. The discussion continued until the students with the guidance of the teacher concluded that the consideration of primary, secondary, and tertiary needs of each person is different.

From the above description, we can see that the teachers facilitate students' critical thinking and communication skills throughout the learning process. The children are practicing how to express their opinions in a forum. They concentrate on listening to others and respond thoughtfully. When they disagree, they provide rational counterarguments. With the teacher's guidance, they summarise the discussion, ensuring that all viewpoints are considered.

In addition, the teachers' and students' attitudes also show their open-mindedness, particularly in terms of their eagerness to learn and respect each other.

When there was a student asked what is the antonym for spicy, Ms Cinta unsure about the answer. Ms Tisa, another third-grade homeroom teacher who also stands by in the class, voluntarily asked permission for students to look for the answer in the Indonesian dictionary. I respected the teachers' attitude. They tried to figure out the answer directly and admitted to the students about their weaknesses. This is such a good culture, both teachers and students are eager to learn and respect each other.

The teachers exemplify open-minded behaviour by recognizing and openly acknowledging that they do not possess all the answers and probably are fallible. They demonstrate a willingness to consider their weaknesses by trying to find alternatives. This approach promotes humility and honesty. It also sets a positive example for students, encouraging them to embrace curiosity and critical thinking. It fosters a classroom environment where learning is a collaborative process, and everyone, including the teacher, is open to learning from each other's insights and experiences.

Visiting Library Regularly

This Primary School is a private school located in the urban area, albeit, this school concept is far from the higher density of an urban shadow. The first thing that will be seen when entering the school, is the library. What attracts attention is library visits conducted regularly. The school has organized a weekly schedule of library visits for all classes. As mentioned by a participant:

Every class has a regular library visit time. Therefore, it is not simply a suggestion for students to visit the library when they have free time, rather, it is officially scheduled and a necessary activity (Rumi, Head of Literacy and Library, December 7, 2023).

Fortunately, when I did my observation in the third grade, it coincided with their library visit. Thus, I had an opportunity to observe that activity as well. During the visit, I saw several students merely sitting on the floor, others engaged in reading books and some students played educational card games provided in the library. The situation indicates no intentional activities or a strict rule during the visit. The library serves as a welcoming space for students to learn, explore, and even relax. One teacher admitted that the critical objective of visiting the school library is to ensure students have continual exposure to books.

The duration of the visit is thirty-five minutes. Do all children have to read at the library? Of course not, the important thing is that the exposure to the book continues (Rumi, Head of Literacy and Library, December 7, 2023).

Since library visits have become mandatory, the school has also provided a convenient library. The school library is located to the left of the entrance. It is immediately visible upon entering the school building. Even though the library's entrance is not directly visible, there are large glass windows that provide a clear view of the condition inside the library. Since it is located at the very front and there is also a regular time visit, it can be inferred that the library is one of the important places in the school.

From the windows, we can see bookshelves filled with a variety of books neatly organized within the library. The book collection also varies from fiction to non-fiction books. The types of books are also diverse including picturebooks,

novels, book series, and some educational games, such as board games, card games, and puzzle games. It shows that the school believes in the importance of literary and literacy development, and having a resourceful library will facilitate students with the intensity of literature

Entering the library, Ms. Rumi, head of literacy and Library, will welcome the visitors. Expanding as a librarian, Ms Rumi makes the library more lively to visit. Ms. Rumi will recommend the book to the students. She also promoted the students whenever new collections came. Indeed, Ms. Rumi has mastered the position of books in the library. During my observation, I saw a student who forgot the title of the book that she wanted to read. Then, she tried to give the book's hint to Ms. Rumi. She immediately went to the bookshelves and showed the book that the student looked for. All of the elements mentioned above indicate a lively library environment.

There is a range of diverse themes in the book collection. This school do not hinder the students' curiosity by restricting the theme of the book collection. Therefore, I found distinguished genres on the bookshelves, including mystery and comedy. Mystery books appear to be one of the students' favourite books. In my interview with the students, Aliya said when she was in the "*Kelas Pelangi*" [Rainbow Class] which used to be a special class for literacy learning, the teacher brought the book under the title "*Misteri Kota Tua*" [The Mystery of The Old City]. After reading that book, she loved mystery books and she was eager to find other titles of horror books either in the school library or in the bookstores.

Cila, a third-grade student, also loved to read mystery books. She said when there is a new mystery book collection in the library she reads it, but sadly it cannot

be borrowed since the librarian said this book should be noticed by other students first. Therefore, she said she read that book whenever she was in the library. When the book is officially announced to be borrowed, I recommend my friends to borrow that book since the story is exciting. Cila shows great enthusiasm for reading that book. She is also keen to share the story with her friends.

Another book that was also mentioned by a student that I interviewed is a non-fiction comic science entitled “Why: puberty.” Malia, a third-grader, said she read the book because she wanted to get the information from the book particularly related to puberty. By reading the book, she admitted that she could understand whether she had experienced puberty symptoms or not.

In my initial observation, I also found a little girl named Hana, a first-grade student, coming to the library and accidentally found that ‘puberty’ book. Hana was still in the first grade, and the ‘Puberty’ book seemed to be taboo for her for some reason. However, what fascinated me was Ms Rumi’s attitude in utilizing the book as a teachable moment.

She did not restrict Hana from reading that book. Her facial expression also does not indicate something strange. Ms Rumi facilitated and guided Hana in reading the book. In many Indonesian educational contexts, opportunities like these are often overlooked. In fact, Hana admitted that she was very curious about the book since she felt connected when looking at the picture of pregnant women. She said:

“My mom is currently pregnant; thus, I try to associate what I have experienced with my mom with this book” (Hana, the first grader, December 7, 2023).

For this case, Ms Rumi explained that in this school teachers hold the principle that books should not be read alone. Therefore, even if a book contains harsh language or characters displaying poor behavior, all kinds of books can still be read at this school. If the students have the potential to imitate negative behavior in the book, this is the role of the teachers. a teacher should provide an opportunity for discussion. Ms. Rumi stated this is a very effective space to listen to the children's opinions and for teachers to convey positive values.

It can be seen that the teacher's perspectives on literature influence the attitude toward the selection of the book. If the teachers have restricted the books that can be read, students might lose their current interests. As I mentioned previously, this can be referred to as teachable moments. Thus, it is important to first listen to the student's interests, and then accommodate their needs, otherwise as adults, we could always justify what the students read, leading to a loss of their reading interest.

Summary of Findings for Question 1

A range of themes is revealed from the findings of Question 1 describing the teachers' perception of the integration of children's literature. The themes include: a) literature is used in all aspects of learning; b) literary experience; c) literary development; d) literacy development; e) literature serves as mirrors, windows, and sliding glass doors; f) developing students' skills; g) the vibrant school library: teachers' perception reflected in school facilities. The themes that emerged from the study also answered my questions concerning how teachers

perceive the concept of integrating children's literature, and the benefits that teachers perceive after integrating children's literature in the classroom.

4.1.2 Findings on Approach in Incorporating Children's Literature

In this section, I address the following question: *What approach do the teachers use when incorporating children's literature into the classroom?* These questions also pique curiosity regarding *How did teachers prepared materials in integrating children's literature into classroom? What instructional Methods for Literary Teaching teachers use?*

To answer the research question, I first describe a section presenting how the culture of integrating books into the classroom emerged in this school. I also discuss a school literacy forum that serves as a place for preparing the process of integrating children's literature into the classroom. In the following section, the findings of instructional methods will be explored. These findings are teachers' responses to methods commonly applied in the classroom. They have been coded using Lehman's (2007) instructional methods for literary teaching.

Seven major themes emerged from the analysis of focus group interviews, one-on-one interviews, and field notes concerning teachers' approaches to integrating children's literature.

Themes on Teachers' Use of Children's Literature in the Classroom

- From Classroom Innovation To School-Wide Practice
- Teaching Through Collaborative Approach
- Learning by Observing Other Teachers
- Method for Integrating Children's Literature into the Class

- Leading Discussion in Round-Robin Reading
- Reading aloud
- Doing Book Talk

From A Classroom Innovation To School-Wide Practice

This school has started the integration of children's literature since 2010. This initiative started from the passion of one Indonesian language teacher, Ms. Rumi (currently head of literacy and library), for books. She asked the principal's permission to bring children's literature to the class since all learning materials had been completed. As soon as getting the permission, Ms Rumi brought the novel under the title, "*Gajah sang Penyihir*" [The Magician's Elephant] authored by Kate DiCamillo. For the very first time, she used an Indonesian-translated novel. She noticed it used to be challenging to find appropriate Indonesian children's literature for such activities.

Ms Rumi admitted that there was nothing extraordinary at the beginning. She said the idea was very straightforward; the teacher and students read the novel together and discussed its content. Ms Rumi claimed there was no elaborate teaching method or rigid structure. The discussions were natural, focusing on students' responses to the literature.

She also commented that the first novel she chose was based on her self-consideration since the story is good and the stock is available in the bookstores. It can be inferred that it all purely started with the teacher's love for reading. She remarked she liked to bring children's books to school. Then, she noticed that her students, fifth graders, had matured enough to discuss something. When she talked

with her students, they could already engage in conversations. This made the teacher think that they might be interested in being given books.

Initially, I did not have any standard. without expecting anything in return, without hoping they would understand or answer questions, it was more like, “Hey, there is a great book. I would like to share this great book with you all. Would you like that?” (Rumi, Head of Literacy and Library, December 7, 2023).

However, it also does not mean the teacher eliminates the learning part. The teacher described after finishing the reading, she would still ask simple yet reflective questions to the students, such as “What would you imagine if you were in the character’s place?” In another study, there is a term called the “tell me” approach which provides lists of questions that teachers can use as a springboard (Chamber, 2011). The teacher further explained:

There is a task but mostly on students’ reflection on the text, such as: “What is your opinion about the story?”, “What would you imagine if you were in the character’s place?”, “Would you do the same thing or not?” (Rumi, Head of Literacy, December 7, 2023).

Fascinatingly, the teacher attested that the students responded very positively. The teacher confirmed that students actively engaged in the discussions and showed high enthusiasm. The resulting discussions became very rich and deep, adding a new dimension to the typical learning process. The teacher claimed the integration of children’s literature not only made students more engaged but also helped them to develop critical thinking and empathy skills.

Seeing the encouraging results, the teacher continued to use this method in subsequent years. She also expanded its application to other classes. The teacher declared that her effort also encouraged other teachers to emulate the process of

integrating children's literature into their teaching. With support from the principal and enthusiasm from the other teachers, this method evolved into an integral part of the school's curriculum.

Initially, we used books on a trial-and-error basis: to see if the books helped the students understand the material better and improve their reading and language skills. When we tried it, we used books for a year. This worked well because the children could connect the stories in the books with the themes being studied, making the learning more meaningful and contextual. Therefore, the integration of children's literature is still maintained in this school with never-ending improvement and adjustment (Dina, School Principal, May 14, 2024).

To this day, the integration of books into classroom learning continues and expands. Interestingly, one teacher claimed that in the past each class would finish one book in one quarter (3 months). During the pandemic, the teachers discovered that it could not be that strict. Due to shorter class hours and the need to divide time with other subjects, they decided to switch to one book per quarter. The teachers stated that this learning process continues to this day. However, with continuous improvements and revisions being made.

We had read many books in the class, but of course, there also have been many improvements and developments. It is impossible to merely use the same methods and the same books from the past to the present. Even though we have to use the same book for the same level in different cohorts, the discussions and activities always vary. Therefore, we (teachers) have to sit together discussing the technical things, such as, how to use the books with different strategies, and what other modifications we can use (Rumi, Head of Literacy, May 6, 2024).

It can be inferred that the initiative to integrate children's books in this school began from a teacher's passion for children's literature. Over the years, teachers have experimented with numerous books, continuously refining the approach to ensure relevance and effectiveness in the learning process. What started as a simple idea has evolved into a dynamic process where the school constantly explore new ways to integrate children's literature. More importantly, through this initiative, the students have opportunities to comprehend texts, develop a love for reading, and see books as sources of knowledge.

Teaching Through Collaborative Approach

The tight learning schedule at this school does not overwhelm the teachers in preparing lessons that integrate children's books into the classroom. Many teachers claimed this is because all preparations are carried out collaboratively. Discussions and sharing experiences have become a culture at this school. The school even provides special time and space for subject teachers to discuss and share interesting matters or challenges related to instructional methods for learning. One teacher mentioned:

The system at this school is not shouldered alone; nothing is shouldered alone. We have monthly and bi-weekly meetings. Each subject and each grade level has its own meetings. The essence of these meetings is for teachers to talk and share what is happening in their classes. They also look for opportunities to collaborate with other classes. This makes finding solutions feel easier and greatly helps in preparing various lessons (Rumi, Head of Literacy and Library, May 6, 2024).

One example is the “*Kutu Buku*” [Bookworm] team. Teachers explained that this is a special team whose members are all Indonesian language teachers. They hold meetings every two weeks or twice a month. Teachers from preschool to middle school, gather to discuss what is happening in their classrooms. Teachers described the session as a platform for teachers to share updates about current classroom activities. If any issues arise, they discuss the challenges collectively. Each teacher offers input and they work together to find solutions. Some of the participants’ responses are as follows:

This team is really useful to cut down on preparations that might be too heavy if you think about it yourself (Yesi, Fifth Grade Homeroom Teacher, May 6, 2024).

This team can be the opening for finding the book (Elis, First Grade Teacher, May 6, 2024).

We learn together. Whenever we know something new such as a strategy or theory that can be beneficial will be shared in this forum (Rumi, Head of Literacy, May 6, 2024).

One teacher added that this team also work collaboratively to prepare for the new academic year. It is common for the school to plan literacy activities in advance, especially, for the first two quarters. One teacher clarified the system used in this school is a quarterly system instead of a semester system. This means the academic year is divided into four quarters rather than two longer semesters.

Teachers illustrated that they begin the preparation by examining the bigger framework of the national curriculum. After the material was compiled, which followed learning outcomes in the emancipated curriculum, the teacher tried to select the children’s literature that matched the learning material. It is crucial to

note that the selected books do not have to cover all the learning outcomes. As articulated by the participants:

It is not always easy to find a book that covers all the learning outcomes. Therefore, it is important to highlight that the role of the book is placed as a compliment and source of knowledge (Yesi, Fifth Grade Homeroom Teacher, May 6, 2024).

It became increasingly difficult to find books that fit with the learning theme. Finally, we decided that the book was read, and related to the theme of the class. Teachers also tried to develop it considering the needs of the class (Dina, School Principal, May 14, 2024).

However, as mentioned previously, selecting children's literature is not solely teachers' responsibility. Teachers acknowledged that they mostly collaborate to decide on the reading materials as this is also the perk of having a "*Kutu Buku*" [Bookworm] team. Teachers said they sit together to discuss and decide whether to include books that have been previously used or new ones recommended by other teachers.

This collaborative approach ensures that the responsibility does not fall solely on the homeroom teacher. Instead, it becomes a shared effort where all teachers contribute, making the planning and implementation of literacy activities more effective based on students' interests and following the book levelling guidelines by the Government. As mentioned by the two participants:

Each teacher has the autonomy to choose the books. But also consult with the head of literacy and other Indonesian language teachers. So, we tried to look around. It is not always the book that was used last year that we use again since the students in every cohort are different and unique (Hito, Second Grade Teacher, May 6, 2024).

Initially, teachers will read books to each other, then, discuss and share their insight in the book forum called “*Kutu Buku*”. In the end, we will decide which books suit the class by considering the book levelling guideline proposed by the Government (Rumi, Head of Literacy, May 6, 2024).

Through discussion in the Bookworm forum, teachers also find another technique in selecting the children’s literature. It is through a survey. The survey is intended for the students. There are several questions which would imply what books the students liked. The teacher acknowledged that this survey provided the initial information for the teachers regarding students’ books favour. The teacher said at least they knew the theme of students’ favourite, so it could be one of the filters.

In conclusion, in this school, preparing children’s literature that can be integrated into the class is not merely the responsibility of a homeroom teacher. Teachers work collaboratively through the “*kutu buku*” [Bookworm] meeting to find the selected book that can be used. They also discussed how the book would be used in that forum. In addition, Through the “*kutu buku*” [Bookworm] meeting, the teachers also share and discuss what they find interesting and challenging in the classroom practice. As a result, they can learn from each other. Finally, it is also important for teachers to ensure that the book is available for all students since they will have their own copies.

Learning by Observing Other Teachers

One teacher articulated the term “learning by observing” when I asked where the teachers learned the technique to integrate books into the classroom. Many teachers admitted there is no specific training for literary teaching in this

school. However, teachers mainly observed other colleagues who had already experienced bringing children's literature into the class. They said they continued to see how the senior teacher executed the book to convey it to the children. However, in practice, there will certainly be different things happen from what teachers observe. One teacher claimed it was normal and it was her time to learn. Some teachers' responses:

Learning by doing, there is no special training but maybe with this book forum, it is an indirect way for me to learn from the experiences of my friends. It is an indirect way of getting training, in other words learning together (Hito, Second Grade Teacher, May 6, 2024).

I first learned from watching my colleagues until I finally tried to use it. Indeed, there are also many modifications. Sometimes the real practice was different from the observation. Therefore, I tried to modify it until I could finally find the one that was appropriate for me and my students (Elis, First Grade Teacher, May 6, 2024).

One teacher claimed working with children takes a long time to adjust. She said that sometimes there are unexpected things happen in class. One example is concerning children's responses to books that turn out to be beyond expectations. Thus, she commented whenever she finds trouble in her teaching process, she always consults with other teachers, specifically in the Bookworm [*kutu buku*] forum. One teacher also found it useful to look for journal articles related to literary and literacy learning specifically from abroad since they are very detailed when giving examples.

If I am confused, I usually ask, discuss, and consult with the “*Kutu Buku*” [Bookworm] team. I also surf the internet to find sources from abroad. I found the sources from abroad are explained clearly and completely (Ester, First Grade Teacher, May 6, 2024).

Method for Integrating Children’s Literature into the Class

From the data from teachers’ focus group interviews, one-on-one interviews and classroom observation, there are several methods mentioned by teachers when they integrate children’s literature into their teaching practices. I discovered that the teachers were not familiar with the term of the literary teaching method. Thus, through this section, teachers’ responses concerning methods will be coded using Lehman’s (2007) instructional methods for literary teaching. Some relevant statements from teachers that align with Lehman's (2007) instructional methods are leading discussion, reading aloud, and book talks.

Leading discussion is an activity where the teacher stimulates discussion to engage students more deeply, helping them delve into and understand the book. The questions posed typically originate from the teacher’s “own thoughts.” They include “higher-level questions” that encourage students to think more deeply about the text. These questions require students’ interpretation, analysis, and evaluation. The teacher does not provide right or wrong answers, as each student will have unique responses based on their background knowledge. Any activities I observe and data I obtain from focus group interviews and one-on-one interviews that match this description will be categorized under leading discussion.

Reading aloud involves the teacher reading a book expressively in front of the class. Children will see, hear, and directly experience how the teacher demonstrates the enjoyment of reading, and animating the books. Additionally, the

teacher allocates specific times to discuss the book with students. Typically, there are three discussion phases created by the teacher: before, during, and after reading. Any activities I observe or data I obtain from focus group interviews and one-on-one interviews that match this description will be categorized under reading aloud.

Book talks are another method used to introduce a variety of children's literature collections that can capture students' interest. It is like "short sales pitches" by providing brief information about the book that can make students interested or help them choose which book they want to read further (Lehman, 2007). Any activities I observe or data I obtain from focus group interviews and one-on-one interviews that match this description will be categorized under book talks.

Leading Discussion in Round-Robin Reading

During two classroom observations, the main strategy that teachers used in the class was turn-taking reading which is well-known for the term "round-robin reading" and/or "popcorn reading". Round-robin reading refers to a traditional reading routine in which students will be called out to take turns to read a small portion of the text (Hill, 1983). In addition, popcorn reading has the same strategy but for this, a student who becomes the following reader will be chosen by the previous reader (Johnson, 2012). Some studies highlighted that these two methods have side effects, such as the students tend to be bored and uninterested in listening (Hill, 1983).

I found some students who did not pay attention while the round-robin reading occurred in the class. However, it is only a little. I identified teachers did

not merely do the round-robin reading. I found the teacher stimulated classroom conversations by leading discussions. In one class I observed, the teachers lead discussion not only while reading, but also before, during, and after reading the text. A teacher said the discussion is usually based on her own inquiry and she also wonders about students' responses. The questions created by the teacher are questions that lead to finding out students' perceptions through the text. There are no wrong and right answers since the teacher did not prepare them. I observed the discussions could create classroom engagement since students are freely invited to give their own responses toward the provided question.

One example is in the fifth grade. Ms. Yesi, a fifth-grade homeroom teacher, used the 'leading discussion' technique to connect to the story. I observed Ms. Yesi asking the students "Are criminals really that bad?" Then, the students respond with diverse interpretations. Some said yes since students believe that they are criminals and have done bad things.

However some answer no for more varied reasons, such as "*Maybe they are in difficult conditions*" and "*They are actually born with a good soul but the situation forced them*". This powerful question invited the students to participate actively. They take turns to find the best answer by preparing the reasons they consider most appropriate. Again, the teacher did not provide wrong and right answers. The teacher also recorded students' responses through her handwriting on the whiteboard using a decision tree chart as a visualization.

What attracted my attention was the way the teacher concluded the discussion by saying these are our arguments, let's see what is Abinaya's opinions. Abinaya is an Indonesian author whose book is being read in the class. The title of

the book is “*Mengapa Aku Harus Membaca?*” [Why I Should Read?]. In my view, what the teacher did before entering the book is wonderful. She invited the students to inquire author’s perspective. Implicitly, the teacher helps children realize that books are not just to be enjoyed and absorbed; there are people behind the writing. Indeed, the teacher is trying to encourage children to consider what the author's perspective might be.

In addition, during the reading, the teacher also led several discussions by responding to the sentence in the text. For instance, the author wrote, “Studying at school indeed has reasons”. Then, the teacher asked “Why do all of you go to school?” Again the students gave their responses individually. I observed students were very brave in expressing their feelings, there was even a student who questioned the teachers. Some students’ responses are

I like to go to school but I hate waking up in the morning (Hani, a fifth grader, May 14, 2024).

I think it is children’s obligation because if we do not go to school, we might remain ignorant. Honestly, I like to go to school because I can have many friends, and I do not want to stay at home because my parents often scold me (Trisa, a fifth grader, May 14, 2024).

Why do teachers come to school? (Raka a fifth grader, May 14, 2024).

The last question triggered other students to ask further questions, such as “Do you want money or teaching?” or “Since you said you like teaching, do you like teaching us or not?” I could see that all the students became more aware of their own thoughts. Those following inquiries might not appear if the book is just read

alone. and the teacher responded to students' inquiries in a friendly but respectful manner.

The teacher answered all the reasons why she was coming to school. She tried to teach students to respond to others and did not ignore any students' queries. In the end, the teacher tried to lead the class discussion to conclude what is the writer's opinion regarding "Are the criminals really bad?". Then, she jotted down on the whiteboard and tried to integrate it with the students' responses.

To sum up, the teachers have attested that using round-robin reading could be an alternative. However, one thing that cannot be ignored is teachers' leading discussion. It is very helpful for students' engagement with the readings.

Reading aloud

Read-aloud is another instructional method that is mostly mentioned by teachers. From the lower level grades; first and second, the teachers stated that the main method that they used was reading aloud. They said when the text contains a lot of difficult vocabulary, they will read aloud the text. In lower-level grades, the types of books that teachers use are picturebook either printed or sometimes taken from a digital platform. One participant said:

It depends on the book. if the vocabulary is a lot difficult and not possible to read together, I will read aloud the book. Then, the children pay attention and give responses. Sometimes I use digital books too. For digital books, we use the projector (Hito, Second-Grade Teacher, May 6, 2024).

In addition, one teacher stated she could identify the students whose parents also applied the read-aloud method at home. They have different attitudes toward

the text compared to the students whose parents do not read aloud at home. One example is in terms of analyzing multimodal text. One participant said:

Answers from students who may have the habit of reading aloud at home will be richer. The most visible thing is they usually pay more attention to the details of the picture. Even though the images have been discussed during the read-aloud session, they become more sensitive to them (Elis, First Grade Teacher, May 6, 2024).

The teachers hold the book when the read-aloud session is in the lower-level grade. The students' main role is listening and paying attention to the teacher. However, in the higher-level grades (third to sixth grades), all students hold the book even during the read-aloud session since they have read longer texts, such as novels. Teachers explained that the read-aloud is also one of the alternative methods teachers use.

As for the other techniques, I honestly do not know the exact name. But, apart from reading in turns, I sometimes read the text fully (Yesi, Fifth Grade Homeroom Teacher, May 6, 2024).

It can be inferred that read-aloud is another method that teachers use while integrating children's literature in the class. Although there are slight differences in terms of the read-aloud practice in the class, teachers consider the benefits of the method. The teacher also highlights the difference between the students whose parents read aloud at home.

Doing Book Talk

Ms. Rumi, a head of literacy and library, said one alternative she used before reading a book in class is providing choices of children's literature. She depicts she brought several titles to the students. After the students looked at the books, she would ask whether they were familiar with the titles. If the answer was mostly no she would spoil the story either by reading the synopsis or by briefly reading the first chapter. At the end, the student will choose the book that will be read in the class. This activity is called 'Book Talk' in the study of children's literature and learning (Lehman, 2007).

In my case, I sometimes give choices to the students. For example, there are three books. I will ask them "Do any of you already know this book?". I allow my students to see what the book is like; whether by reading a synopsis or reading the first chapter. Then, they will guess and choose which of these three they want to read (Ms. Rumi, a head of literacy and library, May 6, 2024).

What attracts attention, during my one-on-one interviews, I found students who also love to create book' synopses. One student stated she liked to create mystery book synopses. She added for all the mystery books she reads, she will make synopses. Interestingly, the synopses that she wrote were recognized by her classmates. She claimed her friends requested her to create more since they love the way I write the synopses.

My friend sometimes read my synopsis and asked me to create more. They said after reading my synopses they are eager to read the story by themselves (Aliya, Fifth Graders, May 14, 2024).

It can be inferred that what the students did can also be considered a book talk. She talks about the book but in the form of written form. Then, her writing was also read by other friends. As a result, her book recommendations were also read by others. In other words, she helped her friends find books that suited their interests.

Summary of Findings for Question 2

The findings from the second research question: *What approach do the teachers use when incorporating children's literature into the classroom?* have been presented in this section by describing the main themes that appeared from the teachers' responses to the approach that the teachers use while integrating children's literature into the class. These explanations discovered the themes that are dominantly described and used by the teachers as they integrate the children's literature. Lehman's (2007) instructional method for literary teaching was also used as code for the teachers' response concerning the specific method that they applied.

4.1.3 Findings on Challenges in Integrating Children's Literature

In answering research question 3: *What Challenges Do Teachers Face in Integrating the Children's Literature, And How Are These Challenges Overcome?* I also formulated two sub-questions: *What Challenges Do Teachers Face in Integrating Children's Literature and How Are the Challenges Overcome?;* and *How to Consistently Structure the Integration of Children's Literature in the Classroom?*

This section focuses on discovering the challenges that teachers face while integrating children's literature into the class and how the teachers overcome those issues. In the following discussion, we will see several elements that teachers consider as challenges in integrating children's literature into the class. Furthermore, to elaborate on the third research question deeply, I also asked the participants how to create this integration as a consistent structure.

To answer those questions, the teachers' answers related to the challenges and the way to create the structure of integrating children's literature in the classroom are explored through discussion of the major themes that emerged from the analysis of focus group interviews, one-on-one interviews, and field notes.

Themes on Challenges in Integrating Children's Literature

- Finding Quality and Quantity of Children's Literature
- English vs Indonesian Literacy Proficiency
- Different Literacy Levels in a Classroom
- Nurturing teachers' understanding of Integrating Children's Literature as a School Culture
- Supportive School Environment

Finding Quality and Quantity of Children's Literature

One of the challenges that teachers face is finding Indonesian Children's literature. Since this school's language instruction is the Indonesian language, children's literature used in the class is also in the Indonesian language. The teachers confessed that they need efforts to find good sources, particularly

considering Indonesian literature that is appropriate to the learning outcome from the emancipated curriculum.

Many teachers stated they sometimes use translated children's books. However, teachers found there are words in translated books that sometimes do not follow the General Guidelines for Indonesian Spelling. Therefore, teachers have to be considered very carefully before using them. For this challenge, all teachers agreed that the bookworm meeting (literacy forum) was one of the solutions. Through the forum, teachers will discuss and curate books collaboratively.

The first challenge that I found is regarding selecting the appropriate books. I have to find good Indonesian literature which matches the learning theme. Usually, I find good books with English translations. However, the sentences do not fit or they are not under the General Guidelines for Indonesian Spelling. Therefore, it must be considered very carefully, luckily, we have the bookworm team in charge of curating collaboratively (Dina, School Principal, May 14, 2024).

One teacher mentioned when she could not find the appropriate book, she still used the book that had the same theme. The targeted learning would be approached through other media. Another teacher added the major concern is students still engage with the book. she said it is important for teachers to keep the excitement in bringing children's literature into the class.

The challenge that I face is difficulty in finding suitable resources. For example; I want to teach my children about the concept of time. But there are no books that I hope there will be, for example, books that show children's routines, such as waking up at 7 o'clock. So, my solution is to keep reading a book. A book that has to do with time and clocks. But also introducing the learning goal from other media, such as through video, playing games, or doing an observation (Elis, First Grade Teacher, May 6, 2024).

The challenge is how to keep curating good literature and keep the excitement in bringing children's literature into the class (Rumi, Head of Literacy and library, May 6, 2024).

Even though children's literature has been curated and discussed through the bookworm forum, one teacher admitted, still found the challenges. She had experiences in the middle of the reading, she was aware that the book was not appropriate for the student's reading level. However, since the class had been running, the teacher continued to read the book. As a result, the teachers prolonged the target. Normally, one quarter one book. At that time, she decided to use that particular book in two quarters. It is also based on the consultation with the bookworm team.

In practice, it is not a hundred per cent smooth. There were also times when I felt the book was not appropriate for my students. However, it was also impossible for me to immediately hand over the book. Thus, both students and teachers are learning together. In fact, one book must be completed in one quarter. If it turns out that one-quarter of the children are not able to I need an additional quarter and it is accepted in this school (Yesi, Fifth Grade Homeroom Teacher, May 6, 2024)

Therefore, Ms Rumi, head of literacy, mentioned it is important for all teachers to carefully read the book that will be integrated into the class. Through careful reading, a teacher will have ideas what the books discuss about. Ms Rumi said in their experience, she sometimes found books that have the potential to lead to sensitive issues for particular students. By examining the book, the teachers could decide whether the book could be continued to be integrated into the class. If the book continues to be read, Ms Rumi ensures they will be ready with all the consequences since they have mastered the stories. Some participants' responses:

Ideally, the teacher should understand the book that will be presented well. This is because some books might have the potential to lead to sensitive issues for some students. Understanding the book will help teachers to decide whether to continue or not. Or if for example, they want to continue, they can be ready for those specific parts (Rumi, Head of Literacy and Library, May 6, 2024).

The challenge I encountered was when the book was triggering for some students. For example, about a student who no longer has a father. When they get a storybook whose father has also passed away, it becomes a hard moment. It can be seen from their faces or gestures that they are already starting to feel uncomfortable. That is also a challenge for teachers, how to be sensitive to the students and how to keep the atmosphere neutral (Yesi, Fifth Grade Homeroom Teacher, May 6, 2024).

The problem in finding the book can also appear from the teachers' preferences. Some teachers claim the majority of the chosen children's literature considers students' needs and interests. Therefore, teachers have to be professional to put aside their desires and prioritize the needs of their students. One teacher admitted that she did not like fantasy books, but her students loved them. Therefore, this challenge can be her opportunity to maximize her students' interests in taking active participation during the integration process.

Another obstacle is that sometimes I have to bring a book that I do not like. For me personally, I do not like fantasy books but the students are into it. The solution that I did is to keep professional. I still try to read until the end and dig it and of course, I have to enjoy and provoke the students to talk more (Yesi, Fifth Grade Homeroom Teacher, May 6, 2024).

After finding the appropriate books, teachers stated they needed to consider the availability of the book. One teacher mentioned all students should have their

own copies. Therefore, the teachers need to notice where to find the selected books as many as the number of students. During my observation, I found that all the students put their novels in the classroom's cupboard. Whenever the teacher asked them to read, students would take their own which had been given names on the cover. One participant said:

We did research first if there is a large number in the library, then it is easy to use the library collection. However, if it is unavailable, we also have to find out whether it is purchased in the offline store or the official online store We also need to inform the parents of the book's status, whether they want to borrow it from the school library or want to have it individually (Rumi, Head of Literacy, May 6, 2024)

To sum up, this school highly consider the Indonesian language as their official language. The school mainly uses Indonesian children's literature. The stories mostly describe the Indonesian context. However, in some conditions, teachers also need to use translated books since the story could cover the learning outcome. It showed the teachers' positive attitude toward books. I assume teachers are good readers. They are enthusiastic to look for good literature that matches several aspects. I identified at least five aspects that have to be considered by the teachers, including 1) students' ability, 2) students' interests; 3) the learning outcomes; 4) the slices for integration; and of course, 5) using the Indonesian language or describing the Indonesian context.

English vs Indonesian Literacy Proficiency

Some teachers admitted bringing Indonesian literature into the class is quite challenging. Even though the school's language instruction is the Indonesian language, students are mostly more convenience to speak and write in English.

They communicate with each other using English. They also read some English literature. Although, this challenge also brings significant opportunities to enrich students' Indonesian vocabulary. Since students sometimes still mix up their languages in terms of written and oral forms. Some students also mispronounce Indonesian words.

English is a language that students mostly use, so it is hard for them to express their ideas in Bahasa in the form of written or oral (Yuni, Third Grade Teacher, May 7, 2024).

When I did the classroom observations, I found that students hard to express their ideas in the Indonesian language while they were discussing the novels that they read. The teacher helps the students to find the Indonesian word that the students mean. I also found that the teachers have put effort into using the Indonesian language for classroom instruction. In the fifth grade, I found the term 'mind mapping' which has been used widely in the Indonesian context is still translated into the Indonesian language by the teacher.

In addition, in the third grade, I found a student who slightly mixed his language in his writing. He wrote, "*Kakak suka search fakta fakta tentang bumi*" [my sister/brother likes to search for some facts about earth]. For this, I assume the student considers the word 'search' as an Indonesian word since we are accustomed to using that word in our daily lives. Unfortunately, I did not confirm further.

It can be inferred that although the students are more fluent in English, the school puts effort into utilizing the Indonesian language. The Indonesian language is truly used in classroom instruction. The teachers are also consistent in spreading out the habit of using the Indonesian language whenever and wherever.

Different Literacy Levels in a Classroom

Another challenge that teachers face is the students' literacy gap. The total number of students in one class is around twenty-two students. The teachers claimed that students did not have the same abilities. Some students have good literacy skills. Others are average, but some students still struggle. Therefore, one teacher explained that it is important for her to differentiate the worksheets to facilitate students' needs. However, in differentiating the worksheet, the teacher needs to consider students' feelings. Students do not need to realize that the teacher creates diverse worksheets, otherwise they will not feel confident. As mentioned by a participant

One solution that I made referring to students' literacy gap is to differentiate the worksheets. To keep the child confident, I usually make three levels of questions in one worksheet: easy, medium, and hard. I asked the students to complete the worksheet until the page that they could complete. I said, "If you have finished page 1, go to page 2. But if you think page 2 is hard it is okay to leave it.". By using this kind of worksheet, students would not be aware that they are assessed differently (Tisa, Fifth Grade Homeroom Teacher, May 7, 2024).

Students' literacy skills are diverse in one classroom. When I did the observation in the third grade, I found the students' attitudes toward writing were varied. In this case, the teacher asked the students to write a story using the words provided in the writing sheets. The students were given 25 minutes to do their writing. The teachers had given the example on the whiteboard. Some came to the front to ask for clarification.

I observed some students were just writing in a flowing manner such as Huda and Hari (all pseudonyms). Huda also had a good attitude, he asked

permission whenever he wanted to use his friend's name in his writing. Meanwhile, there is also a student that I noticed very struggle in writing. This student wrote a sentence, then erased it, wrote it again, and then erased it. Until the time was up. The student had not finished the task yet and asked for the teacher's permission to finish it since the subject had been changed. I tried to confirm with one teacher, and the teacher answered yes that she was a struggling student. However, at that time, I was not looking at the teacher giving a personal approach to that student. The teacher just allowed the student to submit it later.

Another thing that attracts me is when the children start their tasks. They were given two sheets of worksheets. On the first page, the children were asked to match words with their antonyms. On the second page, they were asked to create a story using words provided by the teacher, such as "needs," "fact," and "wasteful." This part particularly interested me because the teacher repeatedly emphasized that the students should write neatly using cursive handwriting. The teacher even provided special paper for writing in cursive. I tried to clarify what is the teacher's purpose to do that. Are the teachers merely focused on good handwriting, and put aside the way the students develop the idea? For this, one teacher answered it is because the students need to re-learn basic writing skills.

The teacher admitted that her third graders in this cohort had less stimulation for writing during the two years of the pandemic. She asserted writing stimulation ideally should be done in the first and second grades, such as learning to write letters and so on. However, because of the pandemic two years ago, their opportunity to explore fine motor skills was limited. The impact is on their writing endurance and the strength of their finger muscles. When using a pencil to write, the result is on

their writing which is quite unclear. Therefore, the teacher tried to take a few steps back improving students' fine motoric skills and basic writing skills. Thus, the teacher used special paper to help the students.

This has actually improved significantly after we involved them in hands-on activities over the past one, two, or three quarters. We had them do activities like grating, cutting, and squeezing paper pulp—basically anything that involved using their fingers. The result is that they can write better, and their finger muscles are stronger. However, related to the spacing, alignment, and overall neatness are still lacking. Their hands are ready, the muscles are ready, and the fingers are ready, but the technique is still missing. Ideally, this should not be happening in third grade (Tisa, Third Grade Homeroom Teacher, May 14, 2024).

To sum up, students' literacy skills differ from one to another, thus teachers should facilitate the students' needs. To cover those differences, teachers need to think the alternatives that can help the students build their confidence, one of them is creating varied levels in one worksheet. However, the teacher also needs to pay attention to student literacy skills, particularly in terms of writing a full sentence.

Nurturing Teachers' Understanding of Integrating Children's Literature as A School Culture

After describing some challenges teachers face, this section will start to discover how the integration of children's literacy is structured and well-defined in this school. One teacher emphasized the importance of building teachers' understanding in the book. Teachers have significant roles in integrating children's literature into the class. If the teachers themselves do not have concerns about the book, it will be hard for them to enjoy the process and face the challenges. One

thing that teachers can do is engage with books that are suited to their interest and curiosity, for example by reading funny stories. Then, after connecting to the book, the teacher can share what they are reading with the class.

It needs to start with the teacher. Maybe, it is more about building the connection first. The teacher is close to books, they can start by using children's books. Yes, I think it is also important for the teacher to have an affinity for books first. For example, maybe the teacher could start by reading a funny comic, such as *Pupus* which can build teachers' attention to the book. They can realize that there is a book that makes them laugh, make them happy, and so forth. It is more about building the teacher's personality. Then, they can share it to the class (Yesi, Fifth Grade Homeroom Teacher, May 6, 2024).

The integration process also could not be done just with a very ambitious mission at the beginning. As mentioned previously, teachers have to enjoy the process, learn from their mistakes and follow, and control the progress. The important thing is persistence. Teachers can start with the smallest thing such as bringing their favorite children's literature to the class. Then, discuss the content. Using the book from a short term. Then, continue even with a small progress.

Teachers can start from their favourite books and in a short-term period. However, it should be consistent every year. Did the project after reading a book, and discussing the content of the story. Do not be ambitious at the beginning, control the progress (Tisa, Third Grade Homeroom Teacher, May 6, 2024).

Keep trying, there is nothing wrong with trying and there will always be a way. Like this school, it eventually becomes a culture (Dina, School Principal, May 14, 2024).

Furthermore, Identifying the school's priority is another important aspect that must be highlighted. In this school, Ms. Dina, the school principal, stated that

the school's priority is the classroom itself. It has to be running well. The indicators are: that teachers have planned the learning material, and there are engaging classroom activities every school day. Teachers also report to the parents about what they want to do the following week. Ms Dina claimed those things have been very tight for teachers. Therefore, she did not want to put more burden on the teachers to do another technical thing, such as creating an advanced lesson plan.

I am not too strict about the administration provided by the government. The important thing is that there is a plan and the class is running following the plan. The activities are running well in the classroom. Teachers also have to report to the parents what they want to do next week (Dina, School Principal, May 14, 2024).

Ms. Dina claimed the school needs to focus on the effectiveness of the class. Since one of the class priorities is to integrate children's literature into the learning materials, teachers need to prepare it well. Therefore, teachers are supported by the literacy forum (bookworm team) and the material resources. Ms Dina asserted as long as the big plan was already set up carefully at the beginning, the teachers could do the activities based on the plan with a little modification concerning students' condition. In the end, all the government required administration could follow.

I did not make an obligation for teachers to focus on administration provided by the government first, since they have to focus on their own class. In the end, as the practice and preparation had already been done, teachers will do the administration provided by the government happily (Dina, School Principal, May 14, 2024).

Another school priority mentioned by the school principal concerns teachers' and students' needs. Ms. Dina echoed that those two factors will help the school more developed. Thus as a principal, she has to be more sensitive to their

needs. Ms. Dina described one of her ways to keep teachers' well-being is by not confusing teachers with administrative matters. Of course, she is also always available whenever teachers or students ask for help. I have to admit these things since when I wanted to conduct the one-on-one interviews with the teachers and the students as well, the school principal was very considerate in plotting the schedule. I could not bother the teachers or students outside the school hours.

The teachers' and the students' needs are my top priority. When they are fulfilled then everything else will follow (Dina, School Principal, May 14, 2024).

In conclusion, one of the ways to integrate children's literature that runs effectively and consistently in the class is by determining the school's priorities. It cannot be ignored that the school is under the government's supervision. However, the school has to have the autonomy to consider what is important for them, otherwise, it will be difficult to develop.

Supportive School Environment

Many teachers admitted that integrating children's literature could not be done without a supportive school Environment. The system should be structured by the school since it needs collaborative work. Many teachers claimed it would be difficult if they had to think about the integration process solely by themselves. Fortunately, Ms Rumi, head of literacy and library, stated in this school, teachers are given spaces to explore something that will bring benefit to the school. From her experience, she acclaims the principal for not only permitting but also truly supporting and listening to teacher's needs. One example is when she offered the integration of children's literacy into the classroom.

Talking about integrating children's literature means talking about school culture. If for example, we do something at school, particularly in the classroom, just depend on ourselves alone. It will be very difficult. We need a supportive environment. Here, we can integrate children's literature into the class because one important reason is already a school culture. There was enough space for us to explore (Rumi, Head of Literacy and Library, May 6, 2024).

There are at least two main components that schools need to be prepared for before integrating children's literature into the class; time, and resources. Ms Dina, the school principal, said allocating specific time for planning the activity for integrating children's literature could be one support provided by the school. In the school case, teachers are given twice a month to discuss the process or the challenges that occur during the integration of children's literature.

Then, Ms Dina added the resources as another significant component since the integration process needs adequate resources. The resources include the collection of children's literature, educational technology (projector, laptop for digital books), and knowledgeable teachers. Furthermore, one teacher also asserted that this school has intentionally integrated children's literature into the class. It becomes a daily routine.

She stated when she entered the school, the program already set that the teacher had to integrate the children's literature into the class. She already saw the children being taught using literature. Indeed that is truly a good thing. However, one thing to remember is the progress that the school has been through. The school structure did not automatically happen. Ms Rumi, head of literacy, stated all teachers always learn, and make never-ending adjustments to keep this program growing.

Initially, because we had just tried it, I did the integration based on my own knowledge. However, as the learning progressed, the more we talked to each other, the more we discussed, and the more the integration of children's literature developed. Moreover, the world of education is also dynamic, we find research that says about how to integrate the book, and we also try to follow and adapt it (Rumi, Head of Literacy and Library, May 6, 2024).

The foundation is still the same from the very beginning which is using children's literature in the class. However, the structure changes, the activities develop, and the book discussion improves. One significant change occurred during the pandemic, particularly regarding the number of books that students read. Since learning activities were held virtually through Zoom Meetings, it was hard to keep the class engaged specifically when it came to discussing the story from the books. Therefore, Ms. Rumi said at that time one book that used to be for one quartal (three months), became for one semester (six months).

From the beginning, one book was one quarter. However, when there is a pandemic, we realize that we cannot do it. It was very difficult to do it. Because learning hour was reduced. We also do not meet our students in person. We work with Zoom. It is hard to read books via Zoom. The discussion is there, but yes, the connection problem occurred. Therefore, we decided to use one book for one semester (Rumi, Head of Literacy and Library, May 6, 2024).

To conclude, the success of the integration of children's literature into the class could not be done without the school's support. It has to be structured by the school particularly concerning the time allocation for teachers' preparation and the resources material including the teachers' strong knowledge. In addition, this also

could not be automatically perfect. Teachers always learn and improve the integration process.

Summary of Findings for Question 3

In describing the findings from the third research question: *What Challenges Do Teachers Face in Integrating the Children's Literature, And How Are These Challenges Overcome?* I have presented the main themes that appeared from the teachers' responses related to the challenges that the teachers face while integrating children's literature into the class. The themes include a) being a curator of good children's literature; b) concerning students' language proficiency; c) dealing with students' literacy gap; d) identifying school's priority; e) having supportive school structures; and f) building teachers' understanding and interest. These themes answered my third research question regarding the challenges that teachers face, and how they overcome and make this a school culture.

4.2 Discussions

This part explores the findings presented in the preceding section. It examines the perceptions, approaches, and challenges toward integrating children's literature into classroom instruction. This study focused on a private primary school that has consistently practised integrating children's literature. In this case, the research was framed with a children's literature and learning theory proposed by Lehman (2007), specifically to highlight the significance of the social context, whether in the classroom or other, in which literature is read and discussed. Lehman's (2007) research is heavily driven by the sociocultural theory of Lev Vygotsky.

4.2.1 Perceptions of Integrating Children's Literature

In discussing perceptions related to the integration of children's literature, three main findings will be discussed further: perceptions about the use of literature in all aspects of learning, the benefits of integrating literature, and the importance of having a literary-rich school library. First, the findings from this research highlighted that children's literature can be a meaningful source of knowledge that can be integrated into a wide variety of subjects.

The teachers highly consider children's literature as a learning tool that cannot be confined to the literacy subject alone, it should be integrated into the entire curriculum (Lehman, 2007). Based on teachers' experiences, they integrate the story in children's literature into various subjects. The students have a chance to explore diverse cultures through the books they read in class. In other words, without going to a particular destination, the students could experience "cultural

consciousness” through the book (Amos & Amos, 2018). Through emulating the story, learning mathematics also appears to be an engaging and meaningful experience (Livy et. al., 2021).

In addition, students learn reading and writing through children’s literature (Galda et al., 2000) as this school used to design classes outside the regular class for literacy learning. Teachers also found that abstract concepts could be integrated into students’ experiences through the story (Langer, 1995, as cited in Lehman, 2007). Thus, this study shows several evidence that children’s literature could be integrated across diverse subjects.

This is aligned with the concept of literary learning mentioned by Lehman (2007) who described literature as enhancing learning opportunities in various subjects. According to Lehman (2007) one story can offer rich opportunities for learning various course contents. It confirmed that the results of this study align with existing literature reviews and theoretical frameworks, showcasing the diverse research of integrating children’s literature into the classroom.

Second, the teachers also connect the integration of children’s literature to literary and literacy developments. Teachers highlight through reading and hearing the story, students’ vocabulary knowledge and language appreciation improved (Lehman, 2007). Teachers added in particular the Indonesian language. This school is actually a representation of an upper-middle-class institution which has a highly admirable mission.

Teachers believe that literature is at the heart of education, and they consciously cultivate this belief, making it an integral part of the school culture. Amidst the trend of people seeking opportunities in English language learning, the

students at this school are already well-established. In the classroom, they are more comfortable using English. However, in the classroom setting, they have to actively use the Indonesian language and understand Indonesian literature, within the Indonesian context. This is not necessarily translated into their comfort in expressing themselves.

However, through the literature, students can enjoy the harmony of the words, the plot of the story, the conflict that appears, and they can slightly predict what the words mean by considering the overall context. In other words, their appreciation of language changed considerably through reading and listening the story. This finding aligned with the concept of language appreciation proposed by Lehman (2007).

In her study, she found that a tale that contains untypical children's vocabulary would still make the children savour "the beautiful sounds of the words." and they could assume the meaning of the word through the "story imagery" (Lehman, 2007, p. 51). This also confirms what Vygotsky considered language as one of the significant contributions to the children's development process

Third, it revealed that teachers perceive the 'library' as an important place. Students must visit the library regularly. Students not merely waiting for their free time to visit the library, but they have their own specific time scheduled. As it is obliged, the school library provides a varied book collection. Similarly, the presence of a well-maintained and resourceful library reflects the school's commitment to literacy development (Trelease, 2013).

In addition, teachers believe that children need to be supported with a rich literacy environment and exposure to books. This view supports a previous study which mentions that the school's efforts in providing a library with diverse genres and types of books show the school's understanding of the importance of making a literature-rich environment (Kiefer & Huck, 2010; as cited in Durriyah, 2023)

However, this school puts more emphasis on the school library than the classroom library. When I did the observation, I did not notice any space in the classroom that could be categorized as a classroom library. Indeed, the teachers confirm that the book collection is usually provided in the lower grades (first and second grade).

Meanwhile, for the higher grades, there are bookshelves in the main library where the books inside can be brought to the class. This statement contrasts with Lehman (2007) and Serafini (2011). They pay more attention to classroom libraries. There are ten recommendations for incorporating children's literature, one of which is building an extensive classroom library (Serafini, 2011). In addition, the classroom library is also the centre of a literary classroom (Lehman, 2007).

Besides providing a range of book collections in the school library, the findings showed that this school does not strictly censor the themes and genres of the library collections. It was found that a teacher read and discussed a mystery book in the classroom. There is also a 'puberty' theme in the library which highly catches students' attention. Teachers adhere to the principle that the themes and genres of the books offered to students do not need to be restricted strictly. However, books also should not stand alone.

When negative behaviours found in books lead to students imitating, it becomes an opportunity for teachers to accompany students with meaningful discussions. Teachers believe this space is also highly effective for listening to children's opinions. Teachers can impart positive values as well. This aligned with the study from Durriyah et al. (2023) who found that in a genuinely literacy-focused classroom, challenging topics could be potentially discussed through the text.

4.2.2 Approach and Challenges to Integrating Children's Literature

In this section, the discussion of approach and challenges will be combined since a main challenge that teachers face which is finding the quality and quantity of children's literature could be overcome by the collaborative approach. Based on the research findings, it was discovered that the approach not only includes instructional methods but also how the leadership of a school leader who is not only open but also encourages the literary culture that was previously limited to one classroom to develop into a school culture.

This integration of children's literature has also been well-received by the teachers. Therefore, the discussion in this section includes an instructional method of integrating children's literature; a school principal who enables and even encourages this culture to be consistently structured; and teachers' collaborative approach in preparing and finding children's literature.

First, concerning the instructional method, this research found that a round-robin reading was a key element in classroom instruction. Round-robin reading is a traditional reading routine. In round-robin reading, students will be called out to take turns to read a small portion of the text (Hill, 1983). In nearly all book sessions,

the teachers apply to take turns reading to their students. Some studies highlighted that this method has side effects, such as the students tend to be bored and uninterested in listening (Hill, 1983). However, this study showed that the side effect of round-robin reading can be decreased by combining it with another engaging activity such as teachers' leading discussion. According to Lehman (2007, p. 34), leading discussions focus on providing questions that "invite deeper thinking about the story".

This study captures how teachers through leading discussions could activate students' curiosity about the book and stimulate students' responses after listening to others. For instance, when a teacher asks, "Why do you go to school?", this question is taken from a part of the book they were reading. The students eagerly share their opinions. The responses are varied, keeping the students thinking about their reasons for school. Interestingly, when there is a student turned the question back to the teacher by asking, "Why do teachers go to school?" This prompted other questions from other students. Students started inquiring whether the teacher loved their job or just wanted to earn money.

Another student also wondered whether the teacher loved teaching them. Those questions might not appear if the students read the book alone or if the teacher did not lead the discussion. This aligns with what Lehman (2007) has discussed concerning the social and cultural theories of literary learning. Based on the theories, students can enhance their ideas about the story that may be unrecognized while reading alone, could be noticed when it is exposed from others' observations (Lehman, 2007).

Through leading discussions, students also perceive another aspect which is reading critically. This study found that a teacher has begun encouraging students to inquire about the author's perspectives. As I previously discussed in the findings, the teacher asked the students whether criminals are really bad. Diverse answers came up from the students. The teacher wrote down all the students' responses and ended by inviting the students to see what is the author's opinions about that question.

What attracts attention is the way the teacher raises students' awareness about the authors' intentions. The teacher emphasized to students that books are not just for enjoyment and absorption. However, there are people behind their creations. It can be inferred that the teacher helps the students to create a distance between students and books that have traditionally been seen as complete truths. This supports the theory of "literary criticism" (Lehman, 2007, p. 9).

"Literary criticism" involves analyzing and interpreting the deeper meanings of a text, including considering the author's perspective, intentions, and the context in which the work was written (Lehman, 2007). By encouraging students to think about the author's perspective behind the creation of a book, the teacher is fostering critical thinking skills and helping students to engage in a more nuanced analysis of the text, which is a fundamental aspect of literary criticism.

Another significant finding in this research concerns the school culture. The idea of integrating children's literature into classroom instruction initially began with a teacher's love for books. However, this teacher was able to advocate for change, leading to the integration of children's literature becoming part of the school's culture. The teacher admitted that it is a privilege since the school leaders

are very open with teachers' ideas. In this case, the school leaders (including the school principal and the head of the foundation) support and facilitate teachers' inquiries.

I observed even though the principal changed, literature continues to be integrated into the classroom, even the structure developed accordingly, such as by having a literacy forum for preparing and discussing integrating children's literature. The principal said, "*Being more responsive to the needs of teachers and students will greatly benefit the school. That should be the leader's top priority. Once these needs are met, everything else will follow.*" It can be inferred that the school's structure formed by the leader influences the sustainability of this practice. In this case, the study supports Moje's (2015) findings. Her research found that support from the school is highly significant to sustained practice, specifically in allocating time, providing resource materials, and preparing strong teachers' knowledge (Moje, 2015).

In addition, this study found that one of the main challenges teachers face is providing appropriate books. The finding shows at least five considerations need to be addressed by the teachers in finding the quality and quantity book: 1) Indonesian literature, 2) the themes that suit the learning outcome, 3) students' ability, 4) students' interests, and 5) book availability for individual students.

Fortunately, this school provided a special space and time for literacy discussion or a literacy forum. Teachers believe a literacy forum is very beneficial since it can cut down the preparation process which might be too heavy if teachers have to think about it themselves. I explored further by asking how long the literacy forum has been established, the head of literacy and library said it is around five

years, so it happened after the changes of the principal since the new principal has been in office for 6 years. Thus, as I said previously, the change of school principal did not change the literary culture as if it were more developed. This finding aligns with the research that has provided evidence of the importance of leadership in utilizing children's literature in class (Damien, 2023).

This school also emphasises the importance of a collaborative approach. This study revealed that in the process of integrating children's literature, teachers work collaboratively through the literacy forum. They regularly discuss and share ideas to find the selected book that can be integrated into classroom instruction. Teachers point out the benefits of this forum since they believe it will be difficult to think individually. It addresses the same concern as the primary teachers in implementing disciplinary literacy (Burke & Kennedy, 2024). According to the research, primary teachers encountered difficulties in their teaching practice. However, by having a place to share and work together they can feel relieved to explore their teaching practice more (Burke & Kennedy, 2024).

4.2.3 Missing Aspect of Literacy Teaching

I will begin this section by referring to an artefact from a student's writing that I previously discussed in the findings (see developing literary literacy skills). During classroom observation, I captured a student's handwritten assignment. I noticed that the student is not fluent in writing using General Guidelines for Indonesian Spelling.

For instance: the student did not start the sentences with capital letters or did not end them with full stop marks. The student also did not use punctuation,

such as ‘commas’ whenever it is needed. There was a misspelling word, such as “*mengceritakan*” instead of “*menceritakan*” [telling]. An English word, “search,” was also inserted in the middle of an Indonesian sentence. The student wrote, “*Kakak suka search fakta-fakta*” [my sister/brother likes to search for some facts].

For this case, I will discuss further using a framework for teaching literacy through literature. In literacy, it is important to teach students intentionally and explicitly, in a structured and routine manner, from early ages, middle age, and older ages. For instance, in foundational literacy, Shanahan (2008, p 6) explained the essential components of literacy learning include “phonological awareness” (the ability to recognize and think about language sounds), “phonics” (the skill of using sound-letter relationships to decode or spell words), “vocabulary” (the understanding of word meanings), “oral reading fluency” (the capability to read text accurately, quickly, and with appropriate expression), “reading comprehension” (the ability to understand and retain ideas from text), and “writing” (the capacity to express one’s own ideas in written form for others to read).

However, the components of literacy learning from foundational literacy could not be applied in disciplinary literacy since discipline literacy pays high attention to the specific reading and writing skills that are needed to comprehend one specific subject. Shanahan (2019, p. 1) defines disciplinary literacy as the “specialised ways reading, writing, and oral language are used in academic disciplines such as science, history, or literature”. It aims to help students acquire reading and writing skills needed to participate in the “social, semiotic, and cognitive practice” as employed by experts in a particular field (Fang & Coatoam, 2013).

Disciplinary literacy needs literacy skills that are highly specialized and require relatively unique actions. Mathematicians, chemists, and historians' approaches to the text are very distinctive (Shanahan & Shanahan, 2008). For example, the study found that mathematicians mostly focus on close reading during think-aloud mathematics texts.

Meanwhile, the chemist emphasises the transformation of the information while reading and thinking aloud of chemistry text. In addition, the central attention of historians when reading texts is on the author and sources of the text (Shanahan & Shanahan, 2008). In other words, the differentiation of discipline is not merely about the content, the ways the content is examined are also distinctive.

The student-written artefact above (at the beginning of this section) is an example that indicates they are not fluent in reading and writing connections. This could be due to several factors: First, the lack of addressing or lack of attention to literacy instruction that connects what they discuss in a book with their ability to express it in written Indonesian. Second, there may be a lack of sessions that address the structure of the Indonesian language in terms of foundational literacy, causing the students to tend to use a foreign language when expressing themselves.

If I tried to connect this with my observation results, in both classes I observed, I indeed did not find any specific sessions that discussed the reading-writing connection or specifically focused on training students to develop their Indonesian writing skills, whether foundational literacy or disciplinary literacy, as each has different needs. In the focus group interviews and one-on-one interviews, teachers mention they teach the written structures through the story, such as learning direct and indirect speech through books. However, I observed the activity

did not occur every time they read books. I did not see these elements during my observations. Therefore, based on this evidence, it seems that this aspect is indeed lacking in this school.

CHAPTER V

CONCLUSION AND RECOMMENDATION

This chapter aims to expedit the conclusion and recommendation for further studies following the limitations of the present study. The conclusion presents the elaboration of the findings and discussion of the study. Meanwhile, the recommendation reflects on the materials to be improved from the limitation of the present study for further research.

5.1 Conclusion

This study concluded that integrating children's literature into the classroom can be consistently structured within the school if literature is placed at the heart of education. The central of this extends beyond the principal's, teachers', and students' perceptions toward the importance of integrating children's literature into classroom instruction. It also plays a central role in how teachers prepare for the integration process, the method that the teacher regularly uses, and how the principal supports the structure.

Therefore, the study addresses the three proposed research questions where (1) Teachers have a strong perception toward placing literature at the heart of learning which is reflected through the use of literature in all learning aspects, and making literature come alive in classroom discussion. Teachers also experience several advantages from integrating children's literature including developing literary-literacy skills, serving as mirrors, windows, and sliding glass doors, and developing students' critical thinking and open-mindedness. (2) Within the research

context, sharing and discussion play major roles in integrating children's literature. Their roles are not only among the students in classroom instruction but also among the teachers in preparing for the integration process. This school has a special forum that serves as a place for teachers to plan and evaluate their literary integration. Meanwhile, in classroom practice, teachers apply several methods, coded using Lehman's instructional methods for literary teaching, to encourage students to share and listen to each other perspectives through the text. (3) Finally, the teacher faces some constraints and challenges during the integration process. First is in finding the quality and quantity of Indonesian children's literature since teachers need to consider several things including the language, the theme, students' abilities and interests, and the books' availability. The second concerns students' English vs Indonesian Literacy proficiency. The third deals with different literacy levels in a classroom. Indeed, the principal and teachers proposed two key suggestions to integrate children's literature consistently; nurturing teachers' understanding of integrating children's literature as a school culture, and supportive school environments

5.2 Recommendation

This research still needs to be improved. Therefore, it is essential to identify the limitations of this study and propose recommendations for further research. This study discovers the practice of integrating children's literature into classroom instruction from the perspectives of the principal, teachers, and students. However, parents as also part of the school are not involved in this study. Within the school context, parents also play a significant role in facilitating students' literacy

behaviour at home. Furthermore, due to time constraints and permitting issues, this study could merely have in-depth one-on-one interviews with three among eight participants. The other five participants share their responses in the focus group discussion. In the future, deep one-on-one interviews can be held to have a comprehension answer from each participant. In addition, this study focuses on teachers' perceptions, approaches, and challenges, for future research, it is recommended to identify students' threshold for teachers before starting the activities.

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APPENDICES

Appendix A: Focus Group Interviews

The process of developing these focus group interview (FGI) instruments involved three steps. Firstly, I consider the research questions (the primary guideline). Secondly, I identify the pattern from the samples of FGI questions from various research papers with similar topics. Thirdly, I formulate new questions based on the focus of this project. The mind map FGI question is provided following FGI sheet.

Focus Group Interview Sheet

Focus Group Interview Questions

1. What informs (theory) your perspective of integrating children's literature in class?
2. Why do you think integrating children's literature is important?
3. From your observations and experiences, what do you think are the benefits you can feel or see from integrating children's literature? (provide evidence)
4. Do you think integrating children's literature impacts students' learning experiences? What makes you think so?
5. Are there any professional development opportunities or resources that have supported you in integrating children's literature into your teaching?
6. What kind of teaching strategies do you use when integrating children's literature in the class?
7. To what extent do you consider the availability and selection of books provided by the school when integrating children's literature into your teaching? (Give Example)
8. Can you describe your process for selecting themes and books to integrate into your classroom's instruction?
9. How do you ensure that the themes and topics of the books align with the learning objectives?
10. When integrating children's literature into your lessons, do you prioritize certain subjects over others? If so, why?
11. How do you assess the effectiveness of using children's literature in your classroom teaching?
12. Do you find any constraints or challenges in integrating children's literature into the class?
13. How do you tackle the constraints/challenges?
14. There is an assumption that activities involving children's literature often consume significant amount of time, such as read-aloud sessions, then building dialogue with children, which indeed require time. How do you structure these activities? And even if there is already a structure in place, how can it accommodate these time-consuming aspects?

15. If you have any advice for other teachers out there who are eager to integrate children's literature into their classrooms, what would it be and what should they do? Drawing from the solid experiences already implemented at your school.

Mind Map of Focus Group Interview Questions

Topic	Objective	Questions	Adapted From	Total
Perceptions	Exploring how teachers perceive the concept of integrating children's literature (RQ 1)	<ol style="list-style-type: none"> 1. What informs (theory) your perspective of integrating children's literature in class? 2. Why do you think integrating children's literature is important? 3. From your observations and experiences, what do you think are the benefits you can feel or see from integrating children literature? (provide evidence) 4. Do you think integrating children's literature impacts students' learning experience? What makes you think so? 5. Are there any professional development opportunities or resources that have supported you in integrating children's literature into your teaching? 	<p>Parlindungan, F. (2019). <i>The literacy teaching and learning in a classroom: A case study in an American Islamic school</i>. The Ohio State University.</p> <p>Gasiewicz, R. E. (2016). <i>Informational Texts: Teacher Beliefs and the Elementary Classroom Phenomenon</i> (Doctoral dissertation, University of Cincinnati).</p>	5
Approaches	Exploring the approach that	<ol style="list-style-type: none"> 1. What kind of teaching strategies do you use when integrating 	<p>Parlindungan, F. (2019). <i>The literacy teaching and learning in a</i></p>	6

	<p>teachers use when incorporating children's literature into the classroom (RQ 2)</p>	<p>children's literature in the class?</p> <ol style="list-style-type: none"> 2. To what extent do you consider the availability and selection of books provided by the school when integrating children's literature into your teaching? (Give Example) 3. Can you describe your process for selecting themes and books to integrate into your classroom's instruction? 4. How do you ensure that the themes and topics of the books align with the learning objectives? 5. When integrating children's literature into your lessons, do you prioritize certain subjects over others? If so, why? 6. How do you assess the effectiveness of using children's literature in your classroom teaching? 	<p><i>classroom: A case study in an American Islamic school.</i> The Ohio State University.</p>	
<p>Challenges</p>	<p>Exploring the challenges that teachers face when incorporating</p>	<ol style="list-style-type: none"> 1. Do you find any constraints or challenges in integrating children's literature into the class? 	<p>Rosepti, P. (2023). <i>Exploring Teacher Empathy in Early Childhood Education: Perceptions, Understanding, and Practices</i></p>	<p>4</p>

	<p>children's literature into the classroom and how the problems are overcome (RQ 3)</p>	<p>2. How do you tackle the constraints/challenges?</p> <p>3. There is an assumption that activities involving children's literature often consume a significant amount of time, such as read-aloud sessions and building dialogue with children, which indeed require time. How do you structure these activities? And even if there is already a structure in place, how can it accommodate these time-consuming aspects?</p> <p>4. If you have any advice for other teachers out there who are eager to integrate children's literature into their classrooms, what would it be and what should they do? Drawing from the solid experiences already implemented at your school.</p>	<p>(Master Thesis, Universitas Islam Internasional Indonesia).</p>	
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Lembar Wawancara Grup Terfokus

Pertanyaan Wawancara Grup Terfokus

1. Apa yang menjadi dasar (teori) pandangan Bapak/Ibu dalam mengintegrasikan sastra anak di dalam kelas?
2. Mengapa Bapak/Ibu menganggap menggunakan sastra anak di dalam kelas itu penting?
3. Menurut Bapak/Ibu, mengintegrasikan sastra anak di dalam kelas bisa mempengaruhi pengalaman belajar siswa tidak? Apa yang membuat Bapak/Ibu berpikir demikian?
4. Berdasarkan pengamatan dan pengalaman Bapak/Ibu, apa manfaat yang Bapak/Ibu rasakan atau lihat dari penggunaan sastra anak di kelas? Ada tidak hal lain yang berubah dari attitude siswa- apakah berbeda sikap anak yang literate melalui banyak membaca dengan anak yang literate tanpa banyak terekspose buku? (bisa berikan bukti)
5. Apakah di Sekolah Kembang, Bapak/Ibu mendapatkan kesempatan untuk pengembangan profesional yang mendukung Bapak/Ibu dalam mengintegrasikan sastra anak ke dalam pembelajaran?
6. Strategi pengajaran seperti apa yang Bapak/Ibu gunakan ketika mengintegrasikan sastra anak di dalam kelas?
7. Sejauh mana Bapak/Ibu mempertimbangkan ketersediaan dan pemilihan buku yang disediakan oleh sekolah ketika mengintegrasikan sastra anak ke dalam kelas? (Berikan Contoh)
8. Bisakah Bapak/Ibu menggambarkan proses yang Bapak/Ibu lakukan dalam memilih tema dan buku untuk diintegrasikan ke dalam kelas?
9. Bagaimana Bapak/Ibu memastikan bahwa tema dan topik buku yang Bapak/Ibu gunakan sudah sesuai dengan tujuan pembelajaran?
10. Ketika mengintegrasikan sastra anak ke dalam pembelajaran, apakah Bapak/Ibu memprioritaskan mata pelajaran tertentu? Jika ya, mengapa?
11. Bagaimana Bapak/Ibu menilai efektivitas penggunaan sastra anak dalam pembelajaran di kelas?
12. Apakah Bapak/Ibu menemukan kendala atau tantangan dalam mengintegrasikan sastra anak ke dalam kelas?
13. Bagaimana Bapak/Ibu menangani kendala/tantangan tersebut?
14. Ada asumsi bahwa kegiatan yang melibatkan sastra anak sering kali memakan banyak waktu, seperti sesi baca cerita, lalu membangun dialog dengan anak-anak, itu saja sudah menggunakan waktu yang tidak sedikit, lalu bagaimana Bapak/Ibu menyusun kegiatan ini supaya bisa efektif? Kalaupun memang sudah ada struktur yang tersedia dari sekolah, bagaimana bisa membuat itu konsisten?
15. Jika Bapak/Ibu memiliki saran untuk guru-guru lain di luar sana yang ingin mengintegrasikan sastra anak ke dalam kelas mereka, namun masih tidak tahu harus melakukan apa, apa yang akan Bapak/Ibu sarankan? Khususnya dengan mengambil pengalaman solid yang sudah diterapkan di sekolah Bapak/Ibu sebagai acuan.

Appendix B: Interviews

The process of developing these interview instruments involved three steps. Firstly, I consider the research questions (the primary guideline). Secondly, I identify the pattern from the samples of interview questions from various research papers with similar topics. Thirdly, I formulate new questions based on the focus of this project. The mind map of each interview question is provided following each interview sheet.

Teacher Interview Sheet (Semi-Structured)

Participant's Data

Name :
Email :
Age :
Education :
Position :
Teaching Level :
Teaching Experience (year) :

Interview Questions

16. What informs (theory) your perspective of integrating children's literature in class?
17. Why do you think integrating children's literature is important?
18. From your observations and experiences, what do you think are the benefits you can feel or see from integrating children's literature? (provide evidence)
19. Do you think integrating children's literature impacts students' learning experiences? What makes you think so?
20. Are there any professional development opportunities or resources that have supported you in integrating children's literature into your teaching?
21. What kind of teaching strategies do you use when integrating children's literature in the class?
22. To what extent do you consider the availability and selection of books provided by the school when integrating children's literature into your teaching? (Give Example)
23. Can you describe your process for selecting themes and books to integrate into your classroom's instruction?
24. How do you ensure that the themes and topics of the books align with the learning objectives?
25. When integrating children's literature into your lessons, do you prioritize certain subjects over others? If so, why?
26. How do you assess the effectiveness of using children's literature in your classroom teaching?
27. Do you find any constraints or challenges in integrating children's literature into the class?

28. How do you tackle the constraints/challenges?
29. There is an assumption that activities involving children's literature often consume significant amount of time, such as read-aloud sessions, then building dialogue with children, which indeed require time. How do you structure these activities? And even if there is already a structure in place, how can it accommodate these time-consuming aspects?
30. If you have any advice for other teachers out there who are eager to integrate children's literature into their classrooms, what would it be and what should they do? Drawing from the solid experiences already implemented at your school.

Mind Map of Teacher’s Interview Questions

Topic	Objective	Questions	Adapted From	Total
Perceptions	Exploring how teachers perceive the concept of integrating children’s literature (RQ 1)	<p>6. What informs (theory) your perspective of integrating children’s literature in class?</p> <p>7. Why do you think integrating children's literature is important?</p> <p>8. From your observations and experiences, what do you think are the benefits you can feel or see from integrating children literature? (provide evidence)</p> <p>9. Do you think integrating children's literature impacts students' learning experience? What makes you think so?</p> <p>10. Are there any professional development opportunities or resources that have supported you in integrating children's literature into your teaching?</p>	<p>Parlindungan, F. (2019). <i>The literacy teaching and learning in a classroom: A case study in an American Islamic school</i>. The Ohio State University.</p> <p>Gasiewicz, R. E. (2016). <i>Informational Texts: Teacher Beliefs and the Elementary Classroom Phenomenon</i> (Doctoral dissertation, University of Cincinnati).</p>	5
Approaches	Exploring the approach that	<p>7. What kind of teaching strategies do you use when integrating</p>	<p>Parlindungan, F. (2019). <i>The literacy teaching and learning in a</i></p>	6

	<p>teachers use when incorporating children's literature into the classroom (RQ 2)</p>	<p>children's literature in the class?</p> <p>8. To what extent do you consider the availability and selection of books provided by the school when integrating children's literature into your teaching? (Give Example)</p> <p>9. Can you describe your process for selecting themes and books to integrate into your classroom's instruction?</p> <p>10. How do you ensure that the themes and topics of the books align with the learning objectives?</p> <p>11. When integrating children's literature into your lessons, do you prioritize certain subjects over others? If so, why?</p> <p>12. How do you assess the effectiveness of using children's literature in your classroom teaching?</p>	<p><i>classroom: A case study in an American Islamic school.</i> The Ohio State University.</p>	
<p>Challenges</p>	<p>Exploring the challenges that teachers face when</p>	<p>5. Do you find any constraints or challenges in integrating children's</p>	<p>Rosepti, P. (2023). <i>Exploring Teacher Empathy in Early Childhood Education: Perceptions,</i></p>	<p>4</p>

	<p>incorporating children's literature into the classroom and how the problems are overcome (RQ 3)</p>	<p>literature into the class?</p> <p>6. How do you tackle the constraints/challenges?</p> <p>7. There is an assumption that activities involving children's literature often consume a significant amount of time, such as read-aloud sessions and building dialogue with children, which indeed require time. How do you structure these activities? And even if there is already a structure in place, how can it accommodate these time-consuming aspects?</p> <p>8. If you have any advice for other teachers out there who are eager to integrate children's literature into their classrooms, what would it be and what should they do? Drawing from the solid experiences already implemented at your school.</p>	<p><i>Understanding, and Practices</i> (Master Thesis, Universitas Islam Internasional Indonesia).</p>	
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Lembar Wawancara Guru

Data Peserta

Nama :
Email :
Usia :
Pendidikan :
Posisi :
Level mengajar :
Pengalaman Mengajar (tahun) :

Pertanyaan Wawancara

1. Apa yang menjadi dasar (teori) pandangan Bapak/Ibu dalam mengintegrasikan sastra anak di dalam kelas?
2. Mengapa Bapak/Ibu menganggap menggunakan sastra anak di dalam kelas itu penting?
3. Menurut Bapak/Ibu, mengintegrasikan sastra anak di dalam kelas bisa mempengaruhi pengalaman belajar siswa tidak? Apa yang membuat Bapak/Ibu berpikir demikian?
4. Berdasarkan pengamatan dan pengalaman Bapak/Ibu, apa manfaat yang Bapak/Ibu rasakan atau lihat dari penggunaan sastra anak di kelas? Ada tidak hal lain yang berubah dari attitude siswa- apakah berbeda sikap anak yang literate melalui banyak membaca dengan anak yang literate tanpa banyak terekspose buku? (bisa berikan bukti)
5. Apakah di Sekolah Kembang, Bapak/Ibu mendapatkan kesempatan untuk pengembangan profesional yang mendukung Bapak/Ibu dalam mengintegrasikan sastra anak ke dalam pembelajaran?
6. Strategi pengajaran seperti apa yang Bapak/Ibu gunakan ketika mengintegrasikan sastra anak di dalam kelas?
7. Sejauh mana Bapak/Ibu mempertimbangkan ketersediaan dan pemilihan buku yang disediakan oleh sekolah ketika mengintegrasikan sastra anak ke dalam kelas? (Berikan Contoh)
8. Bisakah Bapak/Ibu menggambarkan proses yang Bapak/Ibu lakukan dalam memilih tema dan buku untuk diintegrasikan ke dalam kelas?
9. Bagaimana Bapak/Ibu memastikan bahwa tema dan topik buku yang Bapak/Ibu gunakan sudah sesuai dengan tujuan pembelajaran?
10. Ketika mengintegrasikan sastra anak ke dalam pembelajaran, apakah Bapak/Ibu memprioritaskan mata pelajaran tertentu? Jika ya, mengapa?
11. Bagaimana Bapak/Ibu menilai efektivitas penggunaan sastra anak dalam pembelajaran di kelas?
12. Apakah Bapak/Ibu menemukan kendala atau tantangan dalam mengintegrasikan sastra anak ke dalam kelas?
13. Bagaimana Bapak/Ibu menangani kendala/tantangan tersebut?
14. Ada asumsi bahwa kegiatan yang melibatkan sastra anak sering kali memakan banyak waktu, seperti sesi baca cerita, lalu membangun dialog

dengan anak-anak, itu saja sudah menggunakan waktu yang tidak sedikit, lalu bagaimana Bapak/Ibu menyusun kegiatan ini supaya bisa efektif? Kalaupun memang sudah ada struktur yang tersedia dari sekolah, bagaimana bisa membuat itu konsisten?

15. Jika Bapak/Ibu memiliki saran untuk guru-guru lain di luar sana yang ingin mengintegrasikan sastra anak ke dalam kelas mereka, namun masih tidak tahu harus melakukan apa, apa yang akan Bapak/Ibu sarankan? Khususnya dengan mengambil pengalaman solid yang sudah diterapkan di sekolah Bapak/Ibu sebagai acuan.

Principal's Interview Sheet (Semi-Structured)

Participant's Data

Name :
Email :
Age :
Education :
Teaching Experience (year) :
Leadership Experience (year) :

Interview Questions

1. How do you perceive government policy on bringing children's literature into the classroom setting?
2. Can you provide an overview of how children's literature is integrated into the curriculum at your school?
3. What motivated the decision to incorporate children's literature into classroom teaching?
4. What approach is taken in developing a curriculum and syllabus that can contribute to the integration of children's literature in the class?
5. Does every subject's syllabus advocate for the integration of children's literature?
6. How do you ensure that the integration of children's literature aligns with the school's educational goals and stBapak/Iburds?
7. Have you observed any changes in student engagement or attitudes towards learning as a result of integrating children's literature into the curriculum?
8. How do you assess the impact of integrating children's literature on students' academic performance and overall learning experience?
9. Can you discuss any challenges or obstacles faced by teachers in integrating children's literature into the classroom, and how are these addressed at the administrative level?
10. How do you support teachers in effectively integrating children's literature into their teaching practices?

Mind Map of Principal Interview Questions

Topic	Objective	Questions	Adapted From	Total
Perceptions	Exploring how principal perceive the concept of integrating children's literature (RQ 1)	<ol style="list-style-type: none"> 1. How do you perceive government policy on bringing children's literature into the classroom setting? 2. Can you provide an overview of how children's literature is integrated into the curriculum at your school? 3. What motivated the decision to incorporate children's literature into classroom teaching? 	Nur'aeni, R. K. (2023). <i>A Portrait of Multicultural Education in An Indonesian Private School: Perception, Approach, and Implementation</i> (Master Thesis, Universitas Islam Internasional Indonesia).	3
Approaches	Exploring the approach principal advocate when incorporating children's literature into the classroom (RQ 2)	<ol style="list-style-type: none"> 1. What approach is taken in developing a curriculum and syllabus that can contribute to the integration of children's literature in the class? 2. Does every subject's syllabus advocate for the integration of children's literature? 3. How do you ensure that the integration of children's literature aligns with the school's 	Nur'aeni, R. K. (2023). <i>A Portrait of Multicultural Education in An Indonesian Private School: Perception, Approach, and Implementation</i> (Master Thesis, Universitas Islam Internasional Indonesia).	5

		<p>educational goals and stBapak/Iburds?</p> <p>4. Have you observed any changes in student engagement or attitudes towards learning as a result of integrating children's literature into the curriculum?</p> <p>5. How do you assess the impact of integrating children's literature on students' academic performance and overall learning experience?</p>		
Challenges	Exploring the challenges when incorporating children's literature into the classroom and how the problems are overcome (RQ 3)	<p>1. Can you discuss any challenges or obstacles faced by teachers in integrating children's literature into the classroom, and how are these addressed at the administrative level?</p> <p>2. How do you support teachers in effectively integrating children's literature into their teaching practices?</p>		2

Lembar Wawancara Kepala Sekolah

Data Peserta

Nama :
Email :
Usia :
Pendidikan :
Pengalaman Mengajar (tahun) :
Pengalaman Pemimpin (tahun) :

Pertanyaan Wawancara

1. Bagaimana pandangan Ibu terhadap kebijakan pemerintah terkait membawa sastra anak ke dalam kelas?
2. Bisakah Ibu memberikan gambaran tentang bagaimana sastra anak diintegrasikan ke dalam kurikulum di Sekolah Kembang?
3. Apa yang menjadi motivasi Ibu dalam membuat keputusan untuk menyertakan sastra anak dalam pembelajaran di kelas?
4. Pendekatan apa yang diambil pada saat mengembangkan kurikulum dan silabus yang mengintegrasikan sastra anak di dalam kelas?
5. Apakah silabus setiap mata pelajaran dianjurkan untuk terintegrasi dengan sastra anak?
6. Bagaimana Ibu memastikan bahwa pengintegrasian sastra anak sejalan dengan tujuan pendidikan dan nilai-nilai sekolah?
7. Apakah Ibu telah mengamati adanya perubahan sikap siswa sebagai hasil dari pengintegrasian sastra anak ke dalam kurikulum?
8. Bagaimana Ibu menilai dampak integrasi sastra anak terhadap nilai akademik siswa dan pengalaman belajar secara keseluruhan?
9. Dapatkah Ibu membahas tantangan atau hambatan apa yang dihadapi oleh guru dalam mengintegrasikan sastra anak ke dalam kelas, dan bagaimana cara Ibu mengatasinya?
10. Bagaimana Ibu mendukung guru-guru agar bisa secara efektif mengintegrasikan sastra anak ke dalam kelas?

Student's Interview Sheet (Semi-Structured)

Participant's Data

Name :

Grade :

Age :

Gender:

Interview Questions

1. What are your favourite things to do in school?
2. What is your favourite book?
3. Do you ever talk about books outside of school? With who? What kinds of things do you talk about?
4. Have you ever experienced learning through children's literature in the classroom? In what subject? Who are the teachers that usually bring children's literature to the class?
5. How do you feel when children's literature is integrated into your lessons?
6. (I will provide the pictures when they do the class activity using children's literature, then ask the following questions)
 - Do you remember what did you do with the book?
 - What did you produce?
 - What activities did you and your friends engage in?
 - What did you enjoy from this book-based activity?
7. Usually, if a teacher brings a picturebook or novel to the class, are there other teachers who later use the same book but teach different things?
8. From the books previously used in your class, have you ever sought to find similar/ themed books again?
9. Have you ever been inspired to read more books outside of the classroom as a result of your experiences with children's literature in lessons? If so, how has this impacted your reading habits?
10. Have you noticed any changes in your understanding or interest in the subject matter when children's literature is incorporated into your lessons? If so, can you elaborate?

Mind Map of Students' Interview Questions

Topic	Questions	Adapted From	Total
Initial Question	<ol style="list-style-type: none"> 1. What are your favourite things to do in school? 2. What is your favourite book? 3. Do you ever talk about books outside of school? With who? What kinds of things do you talk about? 	Parlindungan, F. (2019). <i>The literacy teaching and learning in a classroom: A case study in an American Islamic school</i> . The Ohio State University.	3
Students' Experience	<ol style="list-style-type: none"> 1. Have you ever experienced learning through children's literature in the classroom? In what subject? Who are the teachers that usually bring children's literature to the class? 2. How do you feel when children's literature is integrated into your lessons? 3. (I will provide the pictures when they do the class activity using children's literature, then ask the following questions) <ul style="list-style-type: none"> • Do you remember what did you do with the book? • What did you produce? • What activities did you and your friends engage in? • What did you enjoy from this book-based activity? 4. Usually, if a teacher brings a picturebook or novel to the class, are there other teachers who later use the same book but teach different things? 	Gasiewicz, R. E. (2016). <i>Informational Texts: Teacher Beliefs and the Elementary Classroom Phenomenon</i> (Doctoral dissertation, University of Cincinnati).	4

Students' Self-reflection	<ol style="list-style-type: none"> 1. From the books previously used in your class, have you ever sought to find similar/themed books again? 2. Have you ever been inspired to read more books outside of the classroom as a result of your experiences with children's literature in lessons? If so, how has this impacted your reading habits? 3. Have you noticed any changes in your understanding or interest in the subject matter when children's literature is incorporated into your lessons? If so, can you elaborate? 		3
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Lembar Wawancara Siswa

Data Peserta

Nama :
Kelas :
Usia :
Jenis Kelamin :

Pertanyaan Wawancara

1. Apa kegiatan favoritmu di sekolah?
2. Buku apa yang menjadi favoritmu?
3. Apakah kamu pernah membicarakan buku di luar sekolah? Dengan siapa? Tentang apa biasanya pembicaraannya?
4. Apakah kamu pernah mengalami pembelajaran dengan menggunakan sastra anak di dalam kelas? Di mata pelajaran apa? Siapa guru yang biasanya membawa sastra anak ke dalam kelas?
5. Bagaimana perasaanmu ketika sastra anak diintegrasikan ke dalam pembelajaran?
6. (Saya akan memberikan foto, yang saya dapat dari Instagram Sekolah Kembang, saat mereka melakukan kegiatan yang menggunakan sastra anak, kemudian menanyakan hal berikut)
 - a. Apakah kamu ingat apa yang kamu lakukan dengan buku tersebut?
 - b. Apa yang kamu hasilkan?
 - c. Kegiatan apa yang kamu dan teman-temanmu lakukan?
 - d. Apa yang kamu nikmati dari kegiatan berbasis buku ini?
7. Biasanya, jika seorang guru membawa buku bergambar atau novel ke dalam kelas, apakah ada guru lain yang kemudian menggunakan buku yang sama tetapi mengajar hal-hal yang berbeda?
8. Dari buku-buku yang sebelumnya digunakan di kelasmu, apakah kamu pernah mencoba mencari buku-buku yang bertema serupa? (bisa berikan contoh)
9. Apakah kamu pernah terinspirasi untuk membaca lebih banyak buku di luar kelas sebagai hasil dari pengalamanmu dengan sastra anak di kelas? Jika ya, bagaimana hal ini mempengaruhi kebiasaanmu membaca?
10. Apakah kamu pernah melihat perubahan dalam pemahaman atau minatmu terhadap materi pelajaran ketika sastra anak diintegrasikan ke dalam pembelajaran? Jika ya, bisakah kamu jelaskan lebih lanjut?

Appendix C: Field Note Observations Form

This observation instrument focuses on understanding the natural environment as it is experienced by the teachers and students. Developing this instrument includes several steps: first, I created an initial outline identifying certain aspects to be noted. Second, I adapted the samples of observation form from the Doctoral dissertation by Parlindungan, F. (2019). Lastly, I adjusted to the needs of the research objectives and the research questions, particularly the second research question.

Field Notes Observations Form

Data

Date :
Place :
Class :
Subject :
Time :
Teacher's Name :
Student Attendance :

Book Title

First quarter :
Second Quarter :
Third Quarter :
Fourth Quarter :

Learning material :

Initial Activity	Child Response	Teacher Response	Reflection

Worksheet:

Teacher Instructions	Child response	Teacher response	Reflection

Literacy learning

Activities done by teachers	Activities done by students	Reflection

Additional Notes (Comments and Reflections)

Formulir Pengamatan Catatan Lapangan

Data

Tanggal :
Tempat :
Kelas :
Mata Pelajaran :
Waktu :
Nama Guru :
Jml Kehadiran Murid :

Judul buku

Kuartal 1 :
Kuartal 2 :
Kuartal 3 :
Kuartal 4 :

Materi pembelajaran :

Kegiatan Awal	Respon Anak	Respon Guru	Refleksi

Lembar Kerja:

Instruksi Guru	Respon anak	Respon guru	Refleksi

Pembelajaran Literasi

Aktifitas yang dilakukan guru	Aktifitas yang dikerjakan murid	Refleksi

Catatan Tambahan (Komentar dan refleksi)

Appendix D: Consent Form

Teacher Consent to Participate

Thesis Title: **Exploring the practice of integrating children's literature in an Indonesian private school: perceptions, approaches, and challenges**

Investigator: Iin Afriyanti Umar

University: Universitas Islam International Indonesia, Faculty of Education

This is a consent form for research participation. It contains important information about this study and what to expect if you decide to participate. **Your participation is voluntary.**

Please consider the information carefully. Feel free to ask questions before making your decision whether or not to participate. If you decide to participate, you will be asked to sign this form and will receive a copy of the form.

Purpose:

This thesis research seeks to explore the practice of integrating children's literature in a private primary school. To do so it is important to include teachers as the main participants in this research.

Procedures/Tasks:

Participation selection:

The participants of this study are teachers who experienced using children's literature in class. The selection of participants was based on the teachers' experiences (minimum 1-year experience), and the willingness to participate in the study.

1. Interviews

The teachers participating in this study will be interviewed during teachers' meetings. The interviews are intended to explore teachers' personal perspectives, approaches, and challenges regarding the integration of children's literature in the classroom setting.

2. Classroom Observation

The teaching and learning interaction will be observed and videotaped during the intervention stage. The observation will focus on the teacher talk, the student interaction and talk, the classroom participation, the books used in the learning process, the teacher's approach as well as the pedagogical approach implemented by the teacher participants.

Duration:

The study will be conducted in May 2024 accomplishing the above procedures.

Risks and Benefits:

The risks include time spent following the approach and teacher participants' commitment to accomplish the tasks as described above.

Benefits include teacher participants receiving personal gifts and being able to contribute to the research on the practice of integrating children's literature into the class

Participant Rights:

You may refuse to participate in this study without penalty or loss of benefits to which you are otherwise entitled.

Contacts and Questions:

For questions, concerns, or complaints about the study you may contact Iin Afriyanti Umar (Iin) 081249813276

Signing the consent form

I have read (or someone has read to me) this form and I am aware that I am being asked to participate in a research study. I have had the opportunity to ask questions and have had them answered to my satisfaction. I voluntarily agree to participate in this study.

I am not giving up any legal rights by signing this form. I will be given a copy of this form

Printed name of subject

Signature of subject

Date and time

Investigator

I have explained the research to the participant or his/her representative before requesting the signature(s) above. There are no blanks in this document. A copy of this form has been given to the participant or his/her representative.

Iin Afriyanti Umar

**Printed name of person obtaining
consent**

**Signature of person obtaining
consent**

Date and time

Parental Consent to Participate

Thesis Title: **Exploring the practice of integrating children's literature in an Indonesian private school: perceptions, approaches, and challenges**

Investigator: Iin Afriyanti Umar

University: Universitas Islam International Indonesia, Faculty of Education

Your permission is being sought to have your child participate in this study. Please read the following information carefully before you decide whether to give your permission.

Purpose of the research: This thesis research seeks to explore the practice of integrating children's literature in a private primary school.

Procedure to be followed: During the interview session, your child will be asked to express their statement based on several inquiries and be audiotaped. The audiotaping is for the sole purpose of collecting the data and will not be used for other purposes.

Discomfort There are no foreseeable discomforts or dangers to either you or your child in this study.

Incentives/benefits for participation: There are no direct benefits to your child, but your child will receive a small gift for participating. The results of this study, however, will increase our knowledge of the practice of integrating children's literature specifically in a private school.

Time duration of participation: Participation in the study will not exceed than 1 hour.

Voluntary Participation: Your child's participation is voluntary. If you feel your child has been coerced into participation, please inform the researcher.

Termination of Participant: If at any point during the study, you or your child wishes to terminate the session, we will do so. Questions regarding the research and participation should be directed to: Iin Afriyanti Umar (iin.afriyanti@uiii.ac.id)

I, the parent of or guardian of....., years old, **permit** his/her participation in a study mentioned above conducted by Iin Afriyanti Umar.

I am not giving up any legal rights by signing this form. I will be given a copy of this form

Printed name of subject

Signature of subject

Date and time

Investigator

I have explained the research to the participant or his/her representative before requesting the signature(s) above. There are no blanks in this document. A copy of this form has been given to the participant or his/her representative.

Iin Afriyanti Umar

Printed name of person obtaining consent

Signature of person obtaining consent

School Principal Consent to Participate

Thesis Title: **Exploring the practice of integrating children's literature in an Indonesian private school: perceptions, approaches, and challenges**

Investigator: Iin Afriyanti Umar

University: Universitas Islam International Indonesia, Faculty of Education

This is a consent form for research participation. It contains important information about this study and what to expect if you decide to participate.

Your participation is voluntary.

Please consider the information carefully. Feel free to ask questions before making your decision whether or not to participate. If you decide to participate, you will be asked to sign this form and will receive a copy of the form.

Purpose:

This thesis research seeks to explore the practice of integrating children's literature in a private primary school. Hence, the principal will give comprehensive information regarding the national policy and school policy.

Procedures/Tasks:

Participation selection:

The participant of this study is the principal. The selection of participants was based on the principal's experiences, and the willingness to participate in the study.

1. Interviews

The principal in this study will be interviewed personally. The interviews are intended to explore school policy regarding the integration of children's literature. The principal's perspective, experience, and challenges regarding the program of integrating children's literature in the school setting also will be investigated. Thus, this interview also aims to triangulate the data from the teacher's and students' interviews.

2. School Observation

The interaction and school environment will be observed and videotaped during this process. The observation will focus on the school environment, rules and policy, books and documentation regarding integrating children's literature into the learning process. The duration of data collection may be varied following the information; thus, I aim to have 3 days of school observation.

Duration:

The study will be conducted in May 2024 accomplishing the above procedures.

Risks and Benefits:

The risks include time spent following the approach and teacher participants' commitment to accomplish the tasks as described above.

Benefits include the principal participant receiving personal gifts and being able to contribute to the research on the practice of integrating children's literature into the class

Participant Rights:

You may refuse to participate in this study without penalty or loss of benefits to which you are otherwise entitled.

Contacts and Questions:

For questions, concerns, or complaints about the study you may contact Iin Afriyanti Umar (Iin) 081249813276

Signing the consent form

I have read (or someone has read to me) this form and I am aware that I am being asked to participate in a research study. I have had the opportunity to ask questions and have had them answered to my satisfaction. I voluntarily agree to participate in this study.

I am not giving up any legal rights by signing this form. I will be given a copy of this form

Printed name of subject

Signature of subject

Date and time

Investigator

I have explained the research to the participant or his/her representative before requesting the signature(s) above. There are no blanks in this document. A copy of this form has been given to the participant or his/her representative.

Iin Afriyanti Umar

**Printed name of person obtaining
consent**

**Signature of person obtaining
consent**

Date and time

Appendix E: Documentations

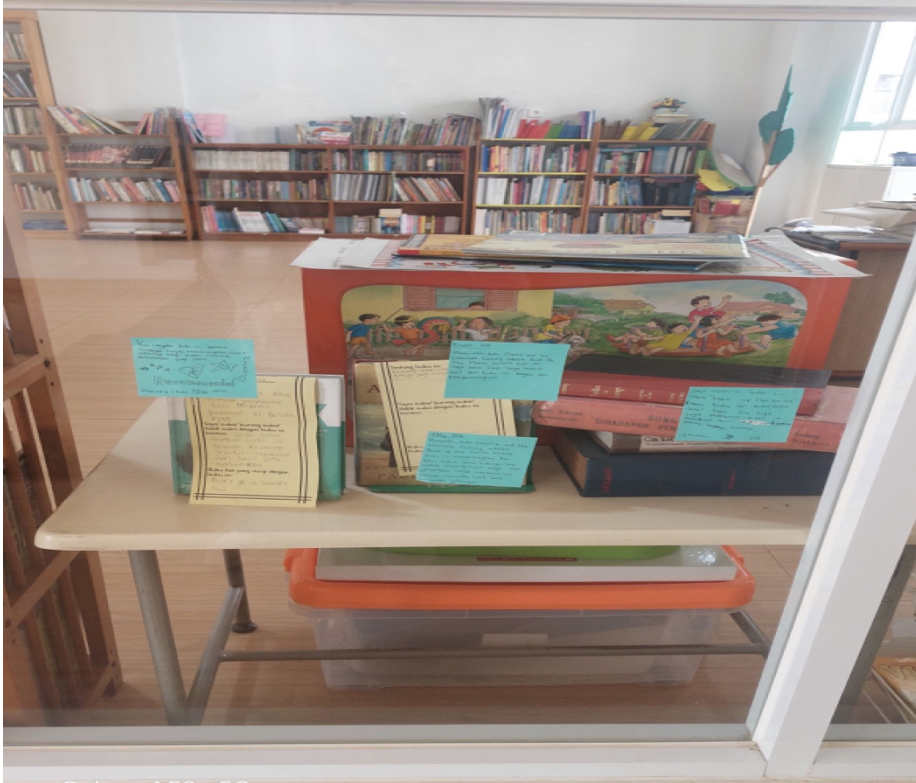


Fig. 1 The view of the school library from the outside.



Fig. 2 Focus group interviews with the head of literacy & library and teachers in the school library.

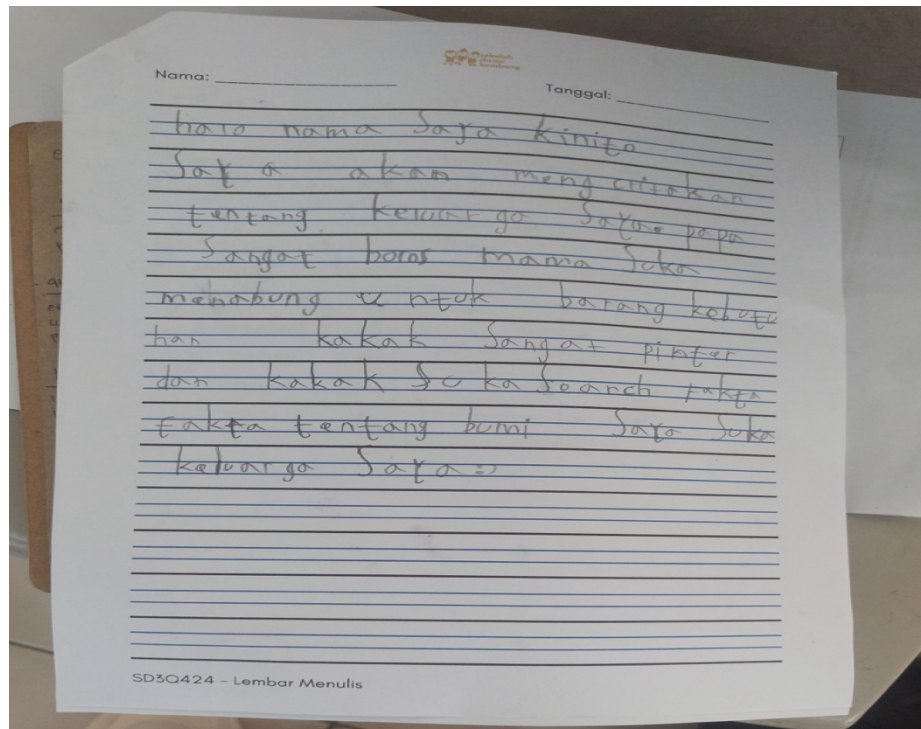


Fig. 5 One of the students' writing task

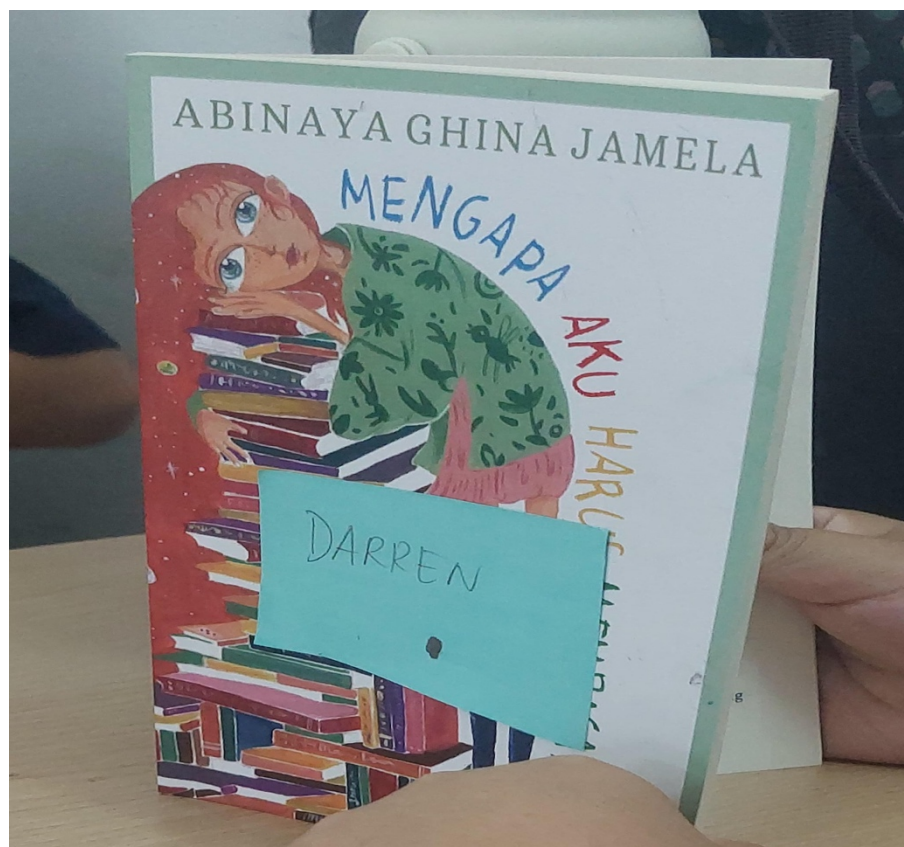


Fig. 6 Example of a student's novel that is being read