



Collaborative Strategic Reading: A Comprehensive Way in Enhancing and Nurturing Literacy Culture

Esti Swatika Sari^{1*}, Beniati Lestiyarini¹, Liann Camille Davalos Perez²

¹Universitas Negeri Yogyakarta, Indonesia

²Mindoro State University, Philippines

*Correspondence to: esti_swastikasari@uny.ac.id

Abstract: This research aims to develop a literacy culture model based on Collaborative Strategic Reading. This strategy involves the collaboration of the school committee, headmasters, librarians, teachers, students, and parents using co-teaching alternatives and literacy materials. The research is designed based on the R2D2 development model, which includes three components: (1) define, (2) design and development, and (3) dissemination. This research occurred in SMP Negeri 3 Sewon, Bantul, Yogyakarta, where the data were collected using questionnaires, interviews, and tests. Descriptive qualitative analysis was used to analyze the data. The literacy culture model was developed based on co-teaching and collaborative strategic reading, which Moreillon introduced. These activities involve school committees, principals, librarians, teachers, students, and parents. This study produced a guidebook for implementing a literacy culture through reading and learning. Literacy Space's reading and learning activities provide a comfortable outdoor library with various books. An expert assessed product validation, and it was declared very feasible. The results showed that this model can be used well for literacy habituation. Thus, reading and learning activities effectively enhance and nurture literacy culture.

Keywords: collaborative strategic reading; co-teaching; literacy culture; nurturing

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INTRODUCTION

In 2012, UNESCO stated that Indonesian people's interest in reading is very low. This is evidenced by an index that shows a figure of 0.001 percent in reading, which means that out of 1000 inhabitants, there is only 1 person who has an interest in reading. Even the Minister of Education and Culture, Anies Baswedan, reiterated the education emergency in Indonesia (Suleman, 2014). In short, literacy means competence in reading and writing. A person is said to be literate when they understand something after reading appropriate information and do something after reading the information. UNESCO (2003) defines literacy as reading, writing, thinking, and communicating critically. Reading is a key skill that students need to master (Ziyaeemehr, 2012; Alqarni, 2015; Al Roomy, 2022). This is understandable as their reading ability determines student achievement. By reading, students can also communicate with the text without dealing directly with the author. Although reading skills are believed to be acquired through practice, experts agree that effective reading can be taught to students. Based on international surveys, the reading literacy skills of Indonesian students are very low. PISA results in 2022 showed reading literacy points 359, quite far from the minimum average of 500 set. (OECD, 2023).

This low literacy level has caused the Indonesian government to promote literacy programs several years ago. This resulted in Permendikbud No.21 of 2015, where students must read non-lesson books for 15 minutes before the lesson starts. In addition, the Indonesian government also inaugurated the School Literacy Movement, which was launched by the Minister of Education and Culture, Anies Baswedan, on August 18, 2015 (Antoro, 2018). This movement aims to familiarize and motivate students to read and write, ultimately leading to an understanding of moral values.

As illustrated in Matthew's Effect, the ideal age to teach literacy is in early childhood education. This is the starting point for developing literacy skills to the next level. In addition, based on the facts about the literacy skills of Indonesians, ways to improve literacy skills should be prioritized. Strategies to foster a culture of literacy must be considered to support government programs and achieve higher-order thinking skills. The way to achieve this goal is through implementing Collaborative Strategic Reading (CSR). This strategy was developed by Klinger and Vaughn, resulting from combining and modifying Reciprocal Teaching by Palinscar and Brown and Cooperative Learning by Johnson and Johnson (Abidin & Riswanto, 2012). This strategy creates a conducive learning environment involving all supporting elements, including teachers/instructors, peer teachers, librarians, co-teaching, schools (committees and principals), reading organizations/societies, publishers, communities, and parents. Klinger and Vaughn (1998, 1999) developed cooperative learning in different learning environments, including primary schools, secondary schools, and students with special needs. The results show that

cooperative learning effectively improves reading learning quality, as reflected in reading comprehension levels (Ziyaeemehr, 2012; Remache et al., 2019; Thruston et al., 2019; Marcos et al., 2020).

Until now, a collaboration between the supporting elements of reading culture has not been utilized optimally. The learning process only belongs to teachers and students. Other elements can be utilized to improve the quality of the learning process. The co-teaching model, which involves peer tutors sharing tasks and learning media, can solve this problem. Other school stakeholders can also be involved as decision-makers to create an ideal environment for learning activities. Indonesia is actively improving literacy skills in the community through various programs. Awareness of the importance of this is increasing, along with the fact that literacy skills are still at a low level. In addition, it also aims to support the 'UN Decade of Literacy.' Officially, efforts to build a culture of literacy began with the issuance of [Permendikbud No. 23 in 2015](#). In this regulation, the government requires students to read books other than textbooks for 15 minutes every day before the lesson starts. This is considered an effort to get students used to reading and to stimulate their imagination through fun learning activities.

Based on the above considerations, this study aims to develop a literacy culture model based on Collaborative Strategic Reading in Junior High School. The collaboration in question is between teachers, students, librarians, principals, school committees, and the utilization of library facilities. Through this collaboration, it is hoped that reading and writing activities can become a habit in schools and be carried out conductively, eventually becoming necessary for literacy culture. This strategy helps students learn some specific strategies, such as learning in a cooperative environment, brainstorming and predicting (preview), monitoring understanding (click and clunk), finding the main idea (get the gist), generating questions, and reviewing key ideas (wrap-up). Primarily, Collaborative Strategic Reading (CSR) was designed to facilitate reading comprehension for students with reading issues (Klinger, Vaughn, et al., 2001; Tan Jin, 2020; Pinninti, 2024; Boardman et al., 2018).

The notion of collaboration has emerged as diverse. Friend and Cook (Moreillon, 2007: 5) say that collaboration is a direct interaction between at least two or more parties who voluntarily engage in joint decision-making to achieve common goals. Collaboration is more about describing how people work together and not just focusing on what they do. Collaboration is a dynamic and communicative process that can be carried out for all to achieve various objectives, including in the teaching field. Collaborating means working together with others. The practice of collaborative learning means working in pairs or in small groups to achieve shared learning goals. Collaborative learning means learning through group work, not solitude (Barkley, Cross, & Major, 2016; Samsa & Goller, 2021).

Station-centered learning is one method in Collaborative Strategic Reading that enables students at various levels to participate in a group while simultaneously adding other information actively. A teacher has a responsibility to guide the students. Moreillon (2007) stated that after determining curriculum content for multiple learning stations, each educator takes responsibility for facilitating one or more learning centers. In some centers, students may work independently of adult support. It is also known as student-centered learning or student-centered teaching. A style of teaching that shifts away from the teacher as the sole source of knowledge in favor of a collaboration between students and teacher. Student-centered teaching makes students an active part of the learning process: a) does not mean the absence of instruction; b) instead, instruction and interaction; c) the teacher combines the roles of instructor and facilitator (Bander, 2016; Scager et al., 2016).

METHODS

This research follows the development design of the R2D2 (A Recursive, Reflective Design, and Development Model) model introduced by Willis (1995), which consists of three components, namely (1) determination, (2) design and development, and (3) dissemination, by procedures (1) definitions, (2) planning and development, and (3) dissemination. Product test is done three times: (1) expert test, (2) test of practitioner, (3) student test. The test subjects covered three groups, namely the expert group (Indonesian language learning methodologist and literacy expert (reading), the group of practitioners (teacher, librarian, committee, and principal), and the user group (student, student guardian). The model is SMP Negeri 3 Sewon, Bantul, Yogyakarta. The research instruments used to collect data include questionnaires, interviews, and tests. Validation of products is assessed by expert judgment. Descriptive qualitative analysis was used to analyze the data. The objectives of this study were as follows: (1) to explore and identify reading and writing activities carried out by schools and (2) to design an initial prototype of a literacy culture model in junior secondary schools based on Collaborative Strategic Reading.

There are three steps in developing a literacy cultural model: definition, planning and development, and dissemination. The defining focus includes: (a) the formation of a participant team, which includes junior high school students, SMP Teachers, librarians, school principals, school committees, Indonesian language instructors, learning media specialists, and setters; (b) identifying ongoing problems that will be conducted through interviews with students, teachers, principals, school committees, and librarians; and (c) understanding

of the development context. The focus of planning and development includes (a) selection of development environments through the identification of physical and non-physical classes, school libraries, and school policies; (b) selection of prototype formats and media for cultural literacy models based on Collaborative Strategic Reading in SMP, (c) establishment of evaluation procedures for cultural literacy models based on Collaborative Strategic Reading in SMP, and (d) product development. The product test has been conducted on three groups: (1) expert test (Indonesian language learning, (2) practitioner test (junior high school Indonesian language subject teachers, librarians, school committee, and school principal), and (3) user test (junior high school students).

The research instruments used to collect data included questionnaire grids, interview guidelines, observation guidelines, and tests. The research instruments collected data from expert groups, teachers, librarians, principals, school committees, and students in the expert test. The data were analyzed by using descriptive qualitative analysis. The average percentage of quantifying the validation results from experts and responses from students and teachers were obtained using the following. (Arikunto & Jabar, 2018). The division of the range of eligibility categories, according to Arikunto (2018), can be seen in Table 1.

Table 1. Category of eligibility	
Percentage	Categories
< 21%	Not eligible
21%-40%	Less eligible
41%-60%	Fairly eligible
61%-80%	Less eligible
81%-100%	Very Eligible

RESULT AND DISCUSSION

Observations and focus group discussions (FGD) conducted at SMP N 3 Sewon revealed several findings regarding the school's literacy program. Although a 15-minute reading program has been implemented, students perceive it more as an obligation rather than a necessity. There is no assessment mechanism to measure students' comprehension of the texts they read. While comics are occasionally used as reading materials, overall literacy facilities in the school remain inadequate. Classroom reading corners are repurposed for storing students' belongings instead of books, and the school library is poorly maintained, functioning more as a television viewing area with an uncondusive layout, damaged books, and termite-infested bookcases. The library's book collection is also highly limited, failing to meet students' needs. Additionally, the school has yet to establish partnerships with external organizations to enhance its literacy initiatives.

This research has produced a prototype literacy culture model by implementing a Collaborative Strategy (hereafter CS), a Collaborative Reading Strategy (hereafter CRS), and a literacy space. The model and the literacy space are two products that support each other. The combination of the two models can be used simultaneously or individually. CS is a model used for classroom scenarios or learning, while CRS is a model used during reading activities. These two models are an ideal collaboration for driving culture or habituation of literacy activities, in this case, in junior high schools. Meanwhile, the literacy space is a physical facility that will support implementing literacy activities that become a culture within the school. The creation of literacy space also embodies the school's responsibility to provide facilities and infrastructure that support literacy activities, such as creating a text-rich environment, improving library facilities, and building a literacy team in the school (Domike & Odey, 2014; Bayu et al., 2023).

The draft prototype of the collaboration between the two models was developed from the existing needs in the school as part of the effort to intensify literacy activities. This draft was designed by first detailing the two models and then adapting them to the conditions in the school, in this case, the junior high school. Therefore, the product development stage consists of physical facilities in the form of a literacy space and non-physical facilities in the form of prototypes of literacy culture with CS and CRS models. The creation of the literacy space is an important part because an activity that is planned to become a culture certainly does not only require activities or processes but also requires physical support. A literacy-rich environment allows children to use elements of literacy in functional ways. Providing libraries or reading areas supports children in enjoying reading independently or with others. Neumann and Bredekamp (2000) suggested that a separate reading area can "complement and extend children's learning from books." The creation of the literacy space resulted from an agreement made with the school. The literacy space is in one corner of the school and is adequate in size. The literacy space was created as a pilot primary facility that would be used regularly for literacy habituation activities. This literacy space took almost two months, from June to August. Starting from designing the concept, making a draft, and preparing the necessary tools such as bookshelves, types of books, and the shape of the literacy space itself. It is also important that the area is attractive so that children are drawn to it. This can be achieved by providing a comfortable environment, regularly adding new books, and a wide selection of literature.

Using literacy-rich environments can support learning effectively in developing children's literacy (Neumann & Bredekamp, 2012; O'Brien et al., 2020).

In addition, developing the literacy culture model has produced prototypes of literacy habituation activities in and out of the classroom. There are two models: the Collaborative Strategy and the Collaborative Reading Strategy. The CS model is used in the learning phase because CS is a learning model used in the learning phase, while the CRS model is a reading activity model that can be used in both the learning and non-learning phases. CS is a learning model that can help students improve their reading comprehension skills, increase their interest in reading, and increase their reading independence (Lee, 2017; Timothy et al., 2023). Meanwhile, CSR is designed to maximize student engagement, improve the quality of discussions, and enhance students' ability to help each other, especially with unfamiliar vocabulary, and help all students improve their understanding (Wangchuk & Chalermnirudorn, 2019; Ying & Veerappan, 2021; Yon et al., 2024).

These two models were first designed by considering the needs of the schools based on observations. In the end, the two models were designed to start a reading habit that begins with learning to read in the classroom, followed by reading activities outside the classroom that involve all elements of the school, from the principal to the school guards to the school committee, becoming a reading culture and ultimately a literacy culture. Literacy can be recognized in several programs, such as reading recovery, walking notes, library visits, reading months, and others (Costello, 2012). From the design of the two models above, learning strategy experts carried out the validation test for these stages, namely practitioners/lecturers, school principals, teachers, and committees. This validation is intended to measure the feasibility of the two model instruments. The following are the results of the validation test conducted.

Table 2. Learning Strategy Expert Validation of Collaborative Strategy Model

Appraiser	Percentage	Description
Expert	91,6	Very Eligible
Practitioner	89	Very Eligible
Average	90,3	Very Eligible

Numerical data from expert validation of the Collaborative Strategy model instrument shown in Table 3 shows that the average score obtained is 4.58.

Table 3. Learning Strategy Expert Validation of the Collaborative Reading Strategy Model

Appraiser	Percentage	Description
Expert	90,6	Very Eligible
Practitioner	93	Very Eligible
Average	91,8	Very Eligible

The data from the expert validation test results in Table 3 shows an average score of 4.53 and is categorized as very eligible. The Collaborative Reading Strategic model prototype was developed by considering the needs and reading activities of students at school. Reading activities using Collaborative Reading Strategies can be done in classroom learning or outside the classroom as daily reading activities. The following stages of the Collaborative Reading Strategic model have been carried out for exposition text reading activities, which, in this case, are learning materials in the classroom.

Table 4. Stages of Collaborative Reading Strategy Model in Reading Expository Texts

Stage Name	Time and Activity Stages	Activities conducted
Activating Background Knowledge	READING STAGE 1 - Apperception: using various media (photos, videos, texts, etc.) to activate existing knowledge related to the topic - Building metacognition skills: being aware of learning needs, learning strategies, capital, and abilities that can be utilized for learning.	- Students are asked to read various readings related to exposition text. - Students are asked to discuss the results of their respective readings concerning their understanding and experience adjusted to the readings they read.
Using sensory images	READING STAGE 2 use various strategies and media (real experiences, observations, video screenings, photos, short films, texts,	The teacher facilitates further discussion by providing data from other exposition texts from newspapers and magazines.

	- etc.) to activate the sensory sensors • make meaning of the activities that have been carried out	• Students are asked to relate to their experiences.
Questioning	READING STAGE 3 • Students create questions (individual, group, pair) • The teacher gives a sparking question	• In groups, students discuss several questions related to the reading they read. • The teacher asks an opening question about 'How can I make reading fun?'
Making Predictions and Inferences	READING STAGE 4 • Reading activities: various silent reading methods, eye and hand movements to streamline reading activities • use of concept maps to get the key points of the reading as well as predictions about what will happen related to the reading topic • making temporary conclusions about the content of the reading • display concept map work	• Students are asked to choose a knowledge text in the literacy space. • Students are asked to read silently and then mark the important parts related to the book's content. • Students make a concept map using a graphic organizer about the book's content. • Students make brief conclusions from the results of the content mapping.
Determining Main Ideas	READING STAGE 5 • determining the main idea of the reading from the concept map and predictions and temporary conclusions through the concept map that has been made • presenting the main idea of the reading from the concept map	• Students are again asked to look at the mapping results in the concept map and then to come up with a new idea from the results. • Students in the group are asked to convey their ideas to each other and provide input.
Using Fix-Up Options	READING STAGE 6 • reads back the reading passage • students look at their concept map work and make revisions or additions • other students visit and make additions or revisions-teacher visits the work and make additions or revisions • students and teachers recognize each other's work	• Students are asked to look back at their reading/books, look back at the results of the concept map, and then give each other feedback on the concept map. • The teacher reinforces the students' concept maps.
Synthesizing	READING STAGE 7 • Teacher and students return to class discussion formation • teacher confirms what is appropriate, what is important, what needs to be noted • Teacher and students reflect together. Students and teacher share their reflections on their work on the reading in a whole-class plenary forum.	• Students and teachers reflect on their work on the reading in a whole-class plenary forum.

In Table 4, student learning activities appear while learning exposition and poetry texts. Students actively follow the activity process with the model. Learning activities are carried out in the literacy space using the available books. Reading activities with this model can be done in classroom learning and outside of learning by forming reading groups in the classroom or school. The reading group can be a literacy group with 4-6 members. This literacy and/or reading groups will be an important part of supporting the habituation that will lead to a culture of literacy in schools. Not only are reading activities carried out but there are also writing activities. These groups can utilize break times or free periods, even outside school hours, for example, in the afternoon. This result is in line with the statement mentioned above that collaboration effectively improves reading learning quality, as reflected in reading comprehension levels (Ziyaeemehr, 2012; Timothy et al., 2023; Optsoel, 2024). Reading activities using this model can be done for many groups simultaneously, and the stages

of the model can be utilized to give each other feedback and share information about what they are reading.

The learning model based on the Collaborative Strategy trialed was Team Teaching. The learning activity involves two teachers in one class. Teachers teach together by playing different roles. This role is based on dividing tasks with a percentage of 50%-50%. Two teachers share their roles in one lesson in one class. These activities emphasize that collaboration is dynamic and communicative (Moreillon, 2007). The division of roles occurs when one teacher opens and closes the lesson while the other does the core activities. However, both teachers complement each other even though the main roles have been divided. The material chosen was poetry text. The core learning activities were conducted entirely in the Literacy Space. The students were asked to read the material presented to gather information about it. The end goal was to be able to identify and produce poetry texts. The learning approach used was the scientific approach. The scientific activity began with observing, questioning, exploring, associating, and communicating. These activities are gradually carried out with the guidance of two teachers with shared roles. Students are asked to read reference books related to fantasy story texts to collect data from questions that arise from students about what and how fantasy stories are.

From the observation, the Team-Teaching model's learning process can be carried out thoroughly and smoothly. The role of each teacher is a concern, and whether it is in accordance with the theory offered is a concern. The role of each teacher is quite appropriate and adequate. Teacher 1 began to open learning activities by eliciting good apperception and closing learning, as well as reflection and reinforcement. Teacher 2 modeled the scientific approach with complete stages, although the questioning part was still not strong enough to explore students' potential to think critically and to ask questions related to fantasy story texts. Students were asked to go to the Literacy Space to collect data about the poetry text. In the end, the activity was quite active and comfortable. Students utilize the books available on the shelves that suit their needs. The activities carried out in the literacy space align with a literacy-rich environment. A text-rich environment is important to developing a literacy culture in schools. A text-rich environment is defined as an environment where children interact with various forms of printed materials, including signs, labeled learning corners, wall stories, displays, labeled murals, bulletin boards, graphs and diagrams, poetry, and various other printed materials (Giacovazzi et al., 2021; Khosa, 2025). Text-rich environments offer many opportunities for students to develop literacy habits and skills (Guerero et al., 2022; Behera, 2024; Khosa, 2025). A literate space or place can attract and encourage students to participate in the many learning experiences provided at school, which can promote literacy learning.

CONCLUSION

Based on the description and discussion in the previous chapters, the following conclusions can be drawn from all the development research activities. Developing a literacy culture model with a Collaborative Reading Strategy has produced products in the form of Literacy Space, a prototype of a learning model with a Collaborative Strategy, and a prototype of a reading activity model with a Collaborative Reading Strategy. The test results of expert practitioners/lecturers, principals, teachers, and committees show that the instruments developed by the two models fall into the very feasible category and can be used well for literacy habituation. By using these model and activities in the Literacy Space, students become more engaged in fun reading and learning and more eager to improve themselves. These derive the activities to enhance and nurture the literacy culture.

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