



Development and Evaluation of EngBah Books for K-12 Students Utilizing the “Daily Habits Method”: Insights from Students and Expert Educator

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Abstract

This study aims to develop and evaluate an English-Indonesian textbook, titled "EngBah," for K-12 students utilizing the Daily Habits method. The book incorporates fundamental English materials (numbers, colors, time, tenses), motivational quotes, interactive games, and a journal-based vocabulary checklist. The research employs mixed methods, involving a limited sample that includes one elementary school student, two junior high school students, and one senior high school student, along with one experienced English teacher expert. This is achieved through a blended interview and questionnaire sampling model, combining physical books and e-flipbook enumeration objects to target schools and fill classes for observation and learning. The study concurrently links introductions to the contents of the object book being examined, with representatives from each student throughout the class at each school level selected through random sampling (purposive among purposive/ stratified sampling). The target criteria focus on students who demonstrate enthusiasm and show the most active interest during the pre-observation and learning period based on the EngBah book. The findings of the study indicate that the "EngBah" textbook, with its comprehensive content and innovative pedagogical features, is highly relevant and effective for K-12 learners, including beginners, in fostering consistent language acquisition through daily routines. This study offers valuable insights into the design and implementation of engaging and effective language learning materials across various educational levels.

Keywords: Students, K-12, Textbook, English Education, Study

1. Introduction

English language education in Indonesia encounters considerable challenges in establishing an effective and engaging learning environment for students across all levels, from elementary to high school. The curriculum frequently appears inflexible, teaching materials are often monotonous, and student motivation can vary significantly. Nevertheless, English proficiency is essential in this age of globalization, serving not only as a means of international communication but also as a pathway to greater access to information and opportunities.

Greene (1989) summarized several objectives of mixed-methods research carried out by various researchers, including:

- Complementarity: to enhance, refine, or elucidate the outcomes of one method through the findings of another method (for instance, employing qualitative data to offer a detailed understanding and quantitative data to deliver a comprehensive understanding).



- Development: utilizing the outcomes of one method to enhance or guide the application of another method, where development is understood in a broad sense to encompass sampling and implementation, in addition to measurement choices.
- Initiation: employing the outcomes of various methods in comparison to identify discrepancies that can lead to new innovative insights.
- Expansion: broadening the scope of research starts with examining different facets of the research question, with each facet necessitating a distinct method.
- Triangulation: employing data gathered from both methods to reinforce and validate the findings.

Based on observations and experience, numerous students continue to face challenges in mastering fundamental aspects of English, including vocabulary, grammar, and basic communication skills. A significant factor contributing to this issue is the absence of innovative learning methods and teaching materials that adequately address the diverse learning styles and specific needs of K-12 students. The textbooks currently available often emphasize traditional (cultural) approaches, lack interactive elements, and do not promote sustainable learning habits. Additionally, they frequently become outdated and do not align with contemporary developments. This phenomenon has highlighted the necessity to create English language teaching materials that not only act as a guide but also encourage students to develop comprehensive, independent, and consistent learning habits. The idea of "Daily Habits" presents a possible solution to this challenge. By incorporating English learning into students' everyday routines, it is anticipated that the language acquisition process will become more natural, sustainable, and less overwhelming. This method is in accordance with second language acquisition theory, which underscores the significance of consistent exposure and repeated practice in attaining proficiency.

This study seeks to create and assess an English-Indonesian textbook titled "EngBah" (English modal), specifically tailored for K-12 students. This book encompasses fundamental English teaching materials, covering topics from the introduction of numbers, colors, and clocks to intricate tense structures. Additionally, it incorporates innovative features aimed at enhancing motivation and learning effectiveness. These features consist of motivational quotes on each main page of every sub-chapter to inspire enthusiasm for learning, interactive games to make the learning process more enjoyable, and a journal-based vocabulary checklist that supports independent and organized vocabulary memorization strategies.

The main target audience for "EngBah" consists of elementary, middle, and high school students. Nevertheless, it is also expected to be advantageous for the general public interested in beginning their English learning journey, due to its fundamental content and beginner-friendly methodology. The creation of this book was motivated by the pressing demand for adaptive, engaging educational resources that promote positive and lasting English learning habits among students.



To ensure the quality and relevance of the "EngBah" book, this study incorporated evaluations from multiple perspectives. The study sample included four students from various educational levels: one elementary school student, two junior high school students, and one high school student, all of whom provided direct feedback on their experiences with the book. Furthermore, an experienced English lecturer participated to offer a professional review and constructive feedback from both pedagogical and linguistic viewpoints. Through this development and evaluation approach, it is anticipated that the "EngBah" book will serve as an innovative solution to enhance the quality of English language learning in Indonesia, equip students with robust language skills, and foster positive study habits for the future.

2. Research Method

Research Design

This study employed a mixed-methods research approach, integrating both qualitative and quantitative methodologies. The selected design was a sequential explanatory model, wherein quantitative data was initially collected and analyzed, followed by the collection and analysis of qualitative data to offer a more comprehensive interpretation of the quantitative findings (Creswell & Plano Clark, 2011).

The quantitative phase entailed gathering data via a (Likert scale) through a questionnaire distributed to students and seasoned English language educator to evaluate the book's relevance, practicality, and effectiveness. Concurrently, the qualitative phase comprised comprehensive interviews with students and expert teacher to acquire more nuanced feedback, suggestions, and insights regarding their experiences with the book and potential areas for enhancement.

Research Participant

The subjects of this study comprise four K–12 students: one elementary school student (grades 4–6), two junior high school students (9th grade), and one high school student (grades 10–11). The selection of participants was carried out purposefully to ensure representation from each educational level emphasized in the book. The criteria for selection included students who demonstrate an interest in learning English and are willing to participate actively in the book evaluation process. Their participation will involve completing an assessment questionnaire and taking part in an interview, following class observations conducted over the next few days or weeks.

The English specialist educator in this study is an experienced English teacher with 14 years of professional teaching experience. This educator possesses a broad understanding of the evolution of teaching materials and student learning styles over the years. Their role is to assess the content and pedagogical approach of the EngBah (MHD) Modal Inggris textbook.

Research Instruments

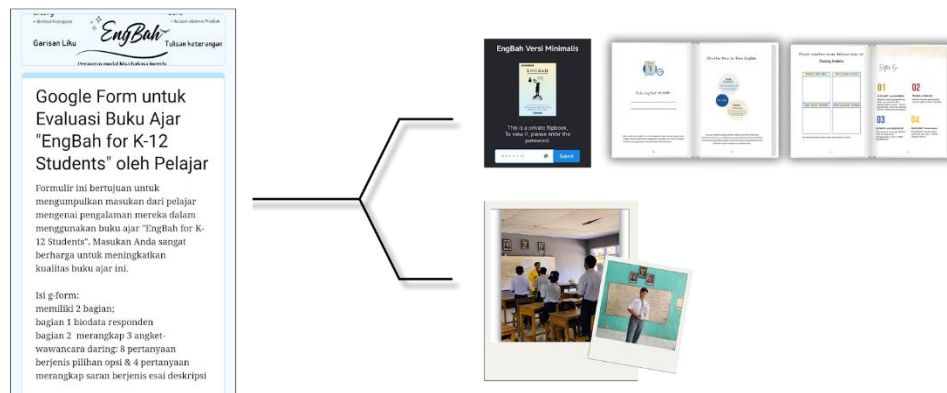


Figure 1. Field Sample Data Collection Flow *Illustration*

The online assessment questionnaire—administered through Google Forms and an e-flipbook interactive platform—is used to collect quantitative data from both students and expert lecturers. The questionnaire is designed with an appealing layout, clear visualizations, and straightforward questions. For students, the questionnaire measures their level of interest, clarity of content, understanding, and the user-friendliness of the book, as well as the perceived effectiveness of features such as games, motivational quotes, and journaling-based English vocabulary checklists. The statements are presented in a semi-formal style to ensure they resonate with students' experiences. For teacher experts, the questionnaire evaluates the validity of the book's content, its alignment with the curriculum, its pedagogical characteristics, and its potential effectiveness through the “daily habits method” (MHD), in addition to its marketability as a textbook for specialized interests. A Likert scale is used to assess respondents' degree of agreement with each statement.

The structured interview guidelines are used to gather qualitative data, with interviews conducted in a hybrid format combining in-person sessions and Google Forms. For students, the interviews explore their personal experiences, preferred aspects of the book, challenges encountered, and suggestions for improvement. The questions are presented in a casual tone to encourage students to share their insights openly. For the teacher expert, the interviews focus on a comprehensive evaluation of the book's strengths and weaknesses from an academic perspective, accompanied by recommendations for further refinement. Open-ended questions are used to elicit detailed and meaningful responses.

Visual documentation and daily logs include field notes, photographs or screenshots of students using the book, and brief interview recordings when permitted. Daily logs of student engagement with the book may also be collected as part of their “Habits Daily” approach. The research procedures and implementation timeline are planned for a provisional duration of two to three months, allowing flexible time allocation for each phase of the study.



The preliminary research and preparation stage (2024–2025) includes several key activities. First, a needs assessment and resource development process is conducted to identify the specific requirements of K–12 students and to structure the framework of the *EngBah* book along with its creative features. This is followed by the book writing and illustration stage, which involves collecting content, drafting the material, and designing the visual elements of the book. A preliminary assessment is then carried out to conduct an internal evaluation and make initial revisions before field data collection. Additionally, validated Google Forms surveys and interview protocols are developed to support data gathering. Lastly, the sampling process involves identifying participants and obtaining consent from both students and expert lecturers who will take part in the study.

The field data gathering phase (June–August) involves the implementation of learning observations, introductory sessions (OPP), Google Forms distribution, and interviews, with each group participating over a tentative duration of two months. From the second week of July 2025 to the first week of August 2025, observations were conducted with elementary, middle, and high school students through school visits and consent procedures. The participating schools—elementary level (SD), Aksara Bajeng Junior and Senior High School (SMP–SMA), and SMA Negeri 19 Gowa—are all located in Gowa Regency. These visits focused on observing interactive learning trials that incorporated teaching materials and enjoyable ice-breaking activities, as well as introducing the *EngBah Modal Inggris* book as the research subject in each class across all grade levels. Physical books and e-flipbooks were distributed to students who had not yet received them, with additional access provided through a link written on the classroom board (s.id/modalinggris). The learning activities utilized a shared interactive model, and at the end of each session, purposive sampling was carried out to select representative participants at each school level. Google Forms and the e-flipbook link were then distributed to these selected representatives for further evaluation. Brief online or face-to-face (blended) interviews with students were also conducted randomly in each class at the conclusion of the learning session, along with access to the Google Form assessment portal for the targeted enumeration sample.

In the third week of July, an English specialist educator participated by completing the Google Form assessment and taking part in a comprehensive online essay-based interview. Throughout the entire data collection process, visual documentation—such as photographs, screenshots, and video recordings—was captured to document pre-learning activities and the overall progress in each session.

The data analysis and reporting phase (July 2025–August 2025) includes several integrated stages. Quantitative data obtained from Google Forms using a Likert scale will be analyzed through descriptive statistical techniques. Qualitative data, consisting of interview transcripts and open-ended responses from the Google Forms, will be examined using thematic analysis to identify recurring patterns and insights. Both forms of data will then be interpreted collectively through a mixed-methods approach to provide a comprehensive understanding of the research



findings. Finally, the results of these analyses will be compiled into the preparation of a scientific research report, culminating in a finalized article.

Table 1. Research Timeline (period 2024 - first week of August 2025)

Step in research	end of 2023 - 2024	Jun - Agst 2025	Agst 2025
I. Making and Develop EngBah book modal inggris + revision	✓		
Research and development of concepts, along with writing, book illustrations, and edits.	✓		
II. Preparation for Pre-Research and Collection of Field Data			
Sampling and validation of database listings		✓	✓
Elementary School/ SD (1 Hari)		✓	
Junior High School/ SMP (1 Hari)		✓	
High School/ SMA (1 Hari)		✓	
English Teacher Specialists/ Experts (1 Hari)		✓	✓
III. Analysis of Data and Reporting			✓
Data Examination			✓
Report Compilation		✓	✓

The writing of this article uses a qualitative method with a literature review, which involves examining various literatures including journals, books, scientific reports, and other relevant documents related to the study topic. The literatures used in this article include documents related to the theories and concepts of e-government, as well as previous research on the implementation

of e-government at the regional government level, including provinces, districts/cities, and villages.

3. Results and Discussions

Student Evaluation Results

From the outcomes of completing the online questionnaire and conducting interviews with students (1 elementary school, 2 middle schools, 1 high school), the following data was gathered:

Table 2. Average Assessment Score of Students for EngBah Book (Scale 1-3)

Assessment Evaluation Aspects	Average Score	Interpretation
Assessment when instructional materials are connected to "daily habits"	3	Excellent
Frequency of English learning and usage by students outside of school	2.75	Good
The material's content pertains to daily habits.	3	Excellent
The Delight of Interactive Games	3	Excellent
The readability and clarity of the book's content.	2.75	Good
The distinctive appearance and uniqueness of the EngBah (MHD) book in English capital.	2.75	Good
The outcomes of the EngBah book materials facilitate practice, speaking, and learning in a contemporary manner (basic English is emphasized).	3	Excellent
Recommendation of the book EngBah (modal in english) as a specialized textbook for commercial applications.	2.75	Good

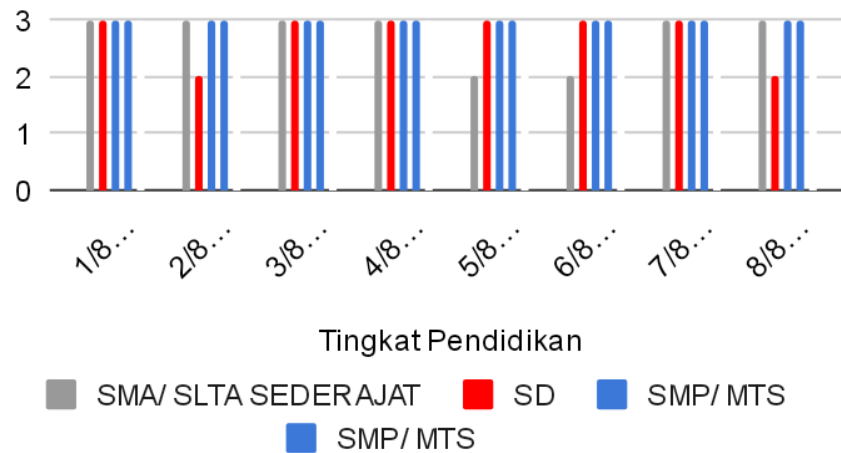


Figure 1. Comparison of Assessment Aspect Scores of the EngBah Book by Students
Average Rating (Scale 1-3. 1; less, 2; good, & 3; excellent)
Read; for statistic secondry school, Blue; for statistic junior high school, and Silver; for high school

Assessment Criteria (1: Connection of material to MHD's "daily habits" teaching approach, 2: Application of English beyond the classroom, 3: Book content aligns with daily habits/book terminology, 4: Enjoyment of interactive games + inspiring quotes, 5: Comprehensibility and clarity, 6: Visual appeal and distinctiveness of the book, 7: Overall Outcomes; facilitates practice, conversation, and is current with "standard English", 8: Endorsement as a book for both interest and commercial use).

Qualitative Insights from Student Interviews:

- Elementary School Students: They recognized that it was beneficial for acquiring basic English skills. Elementary school students expressed that they found the sections on numbers and colors very straightforward. The journaling method requires some guidance, but they were eager to attempt it. They proposed a commercial price of approximately Rp. 50,000.
- Junior high school students remarked that this book is extremely beneficial for revisiting fundamental concepts that are frequently overlooked. "I am truly pleased with the motivational message, and the journaling aspect for vocabulary retention (progress checklist) assists readers in monitoring their advancement and memorization strategies, which is very encouraging," stated the student. Additionally, interactive games are viewed as effective tools for memory enhancement. He also mentioned a suggestion regarding pricing if the book were to be sold commercially, indicating a range of "(Rp. 20,000 - Rp. 40,000)".
- High School Students: They found it enjoyable and easy to comprehend. "It's excellent for beginners and those eager to learn English," they noted, highlighting the excitement and motivation present in each chapter, with engaging games featured in the final chapter. The students also valued the book's approach to making English learning feel light, despite some



content requiring additional clarification from the teacher. Additionally, they provided feedback on pricing recommendations for potential commercialization, stating, “(Rp. 50,000 - Rp. 65,000 is very reasonable).”

Evaluation Results from English Teacher Experts

Table 3. Expert Teacher Assessment Scores

Assessment Evaluation Aspects	Average Score	Interpretation
Content Validity (Material Appropriateness) & Book Appropriateness	3	Highly valid
The approval of the EngBah book (english in modal) is recognized as a contemporary textbook.	3	Strongly agree
Potential Effectiveness of the Daily Habits Approach from EngBah's Book	3	Highly Promising
The Advantages of Interactive Features: Games and Motivation	3	Excellent
The clarity and substance of the material are succinct, precise, and engaging.	3	Excelkent
Flexibility of use for elementary, junior high school and high school / K-12 students and book presentation.	3	Excelkent
The results of the EngBah book material help, practice, speak, and learn in a modern way (modal inggris) *basic	3	Excellent
Perspective and response; intended audience (appropriateness for elementary to high school students and general public novices) + if commercial.	3	Excellent

Qualitative Insights from Interviews with English Teacher Experts:

An English teacher holding a master's degree and possessing around 16 years of teaching experience, currently serving as an educator at a high school (SMA Negeri 19 Gowa, Gowa



Regency), expressed great appreciation for the concept of the book "EngBah." He emphasized several important points:

- Content Validity: "The content is accessible for both beginners and advanced learners, featuring easy-to-read fonts and an appealing design," stated Mrs. Biah. She also commended the extensive range of the material, covering everything from fundamentals to tenses, which renders this book thorough.
- Recent advancements in literature: Extremely beneficial and inspiring, particularly for individuals who are still novices acquiring English as a second language.
- Pedagogical Aspects and the Habits Daily Method: "The 'Habits Daily' approach represents a significant innovation. It promotes consistency, which is frequently essential for success in language acquisition. The incorporation of journaling for vocabulary is also an effective strategy for long-term retention," she stated. She recommended providing more comprehensive guidance for teachers and parents to enhance the application of this method.
- Interactive and Motivational Elements: "Games and motivational quotes provide a beneficial balance. They prevent the learning process from becoming monotonous and improve students' affective filters, making them more receptive to learning," he remarked.
- Target Audience: Expert educators affirm that this book is ideal for K-12 students and even general beginners, as it begins from the ground up. "Although it may appear quite elementary for high school students, it can serve as a valuable reminder of the fundamentals and address any gaps in comprehension," she noted.
- Suggestions for Improvement: It is advisable to maintain a consistent font selection using a single type. Additionally, it is suggested that the book be organized into a series or categorized into levels, such as basic, intermediate, and advanced.
- For commercial purposes, she suggests a rate of Rp. 50,000.

Discussion

This comparative analysis highlights the upgrades made in this study relative to existing literature. While it aligns with Juwita L. R. P.'s (2019) research on student perceptions of English learning media, this study introduces substantial methodological advancements and a broader scope. Juwita's research employed a descriptive quantitative method with a limited sample drawn from a single class at one school (SD Negeri 09 Duren Tiga). In contrast, the present study utilizes a mixed-methods approach combined with a stratified sampling technique involving a wider and more diverse group of participants: students from elementary, middle, and high school levels, along with an expert English teacher. This comprehensive design makes possible the triangulation of data, wherein quantitative findings from product evaluations are reinforced by qualitative insights regarding the strengths and weaknesses of the material. Such an approach provides a more robust and holistic understanding of the textbook's effectiveness than the single-method design used in earlier research.



In addition to methodological improvements, this study expands the scope of inquiry through the innovation and development of a new literacy product. As a student of English literature, I have created a new textbook titled *EngBah Through Daily Habits Method*, which incorporates the concept of daily habits as a core element. This concept—an integral part of everyday human life—is directly connected to the book's content and learning activities. This innovative framework not only moves beyond the simple feasibility evaluation of teaching methods but also introduces a practical, habits-based foundation for language acquisition. Consequently, this study offers a unique contribution to the field, distinguishing itself from existing literature through both methodological enhancements and product innovation.

According to the assessment outcomes from students and expert educators, the book "EngBah" demonstrates significant potential as an effective and innovative English textbook for K-12 learners.

Benefits of EngBah Books:

1. **Comprehensive and Organized:** This book effectively delivers fundamental English content in a systematic manner, starting from the simplest introductions (numbers, colors) to more advanced grammar (tenses). It addresses the requirements of learners at different levels and offers a strong foundation.
2. **Encouraging Study Habits (Daily Habits):** The integration of these methods is essential. The journaling-based vocabulary checklist feature is especially valued for assisting students in monitoring their progress and developing study routines. This approach aligns with cognitive psychology principles that highlight the significance of repetition and retrieval practice for long-term memory retention.
3. **Enhancing Motivation and Engagement in Learning:** Motivational quotes and interactive games have demonstrated significant effectiveness in sustaining student interest in learning. Elementary school students exhibit great enthusiasm for games, whereas middle and high school students find inspiration in quotes, making learning feel less tedious. This is essential for reducing the affective filter and boosting the willingness to communicate.
4. **Flexibility for Various Educational Levels:** While primarily designed for K-12, this book is suitable for students ranging from elementary to high school, as well as adult beginners. This reflects an inclusive and adaptable approach.
5. **User-Centric Design:** A straightforward layout, captivating illustrations, and simple language ensure that this book is approachable for learners at every level.

Potential Area Development:

While generally favorable, there are certain aspects that could be enhanced. English language specialists recommended incorporating additional contextual and integrative exercises, along with the possibility of creating a commercial version with an ISBN. This would expand the

audience and enhance the interactive experience. For elementary school learners, the journaling guidelines might require clarification or simplification to facilitate easier adaptation.

Overall, these findings support the hypothesis that textbooks developed using the "Habits Daily" method and enhanced with interactive and motivational elements can greatly enhance the effectiveness and attractiveness of English learning. This marks a substantial advancement in the creation of teaching materials that are not only educational but also enable students to become self-sufficient, engaged, and persistent learners.

Documentation

Here is an example of documentation from the EngBah MHD modal Inggris book testing process:



Figure 2. Elementary school students are engaging with interactive games in the English capital EngBah (MHD) book.



Figure 3. Students are engaged in studying and reading English.

4. Conclusion

The research on the development and evaluation of the "EngBah" book indicates that the English-Indonesian language textbook, specifically tailored for elementary, middle, and high school students/K-12 using the "Habits Daily" method, is highly relevant, well-received, and possesses significant potential to enhance the effectiveness of English learning. This book thoroughly addresses fundamental English concepts, ranging from recognizing numbers, colors, and time, to grammar topics such as tenses. Innovative elements, including motivational quotes,



interactive games, and journaling-based vocabulary checklists, have been shown to boost student learning motivation and promote consistent study habits.

Positive feedback from students across various educational levels, including elementary, junior high, and senior high, suggests that this book effectively meets a range of needs and interests. The strong endorsement from an experienced English teacher with 14 years of service further affirms the quality of the content, pedagogical elements, and the potential success of the EngBah book through the Habits Daily Method of English capital within both language education and commercial settings. While there are several recommendations for enhancement, particularly concerning the choice of more suitable fonts that should be consistent and emphasize the contents of the teaching material series, such as using more visible and bold distinctions for levels like basic, intermediate, and advanced. Overall, the "EngBah" book represents a significant contribution to the development of engaging and effective English teaching materials, capable of producing "modal bisa Inggris" outcomes that foster independent and resilient international mother language learners in Indonesia.

Based on the results of this study, several recommendations can be proposed for future development and research:

1. **Further Exercise Development:** It is advisable to enhance the diversity and number of application exercises while maintaining consistency in font usage from a single source. Additionally, integrating material from previous chapters in a balanced and refined manner will bolster students' comprehension and their ability to use English in context.
2. **Digital Version/Companion App:** Consider creating a digital format or companion app for the "EngBah" book. This could enable more dynamic interactive features, automatic progress tracking for vocabulary journaling, and enhanced accessibility.
3. **Larger Scale Trial:** Implement a trial of the "EngBah" book on a broader and more diverse group of students, ensuring that the "physical book" sample used in the research is distributed across all target and non-target locations for data collection, as well as in multiple sites, to gather more generalized data on its effectiveness.
4. **Training for Educators/Guardians:** Offers a concise guide or training for educators and guardians on effectively implementing the "Habits Daily" method and optimizing the use of "EngBah" book features on both the website and Instagram. This is based on specific content aimed at fostering a deeper understanding and discussion of the book, providing examples for improved coding, and incorporating creative features. For more information, visit; s.id/EngBah_moodalinggris".
5. **Advanced Content Development:** Once this foundational book has demonstrated its effectiveness, it becomes feasible to explore the creation of the "EngBah" book series, which will feature a higher level of difficulty and incorporate recent advancements. This will include supplementary materials that emphasize creativity, catering to the needs of students who have attained intermediate and advanced levels, ensuring they remain engaged in their literacy journey.



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