



Socialization of Village Literacy on Smart Reading and Broad Perspective (Mawas) in Purbalingga Regency

Muhammad Ziyad Khusnul Labib^{1*}, Zaki Mohammad²

¹Universitas Ma'arif Nahdlatul Ulama Kebumen, Indonesia

²Universitas Sains Al-Qur'an, Indonesia

Article Info

Article history:

Received: August 25, 2025

Revised: September 28, 2025

Accepted: October 20, 2025

Keywords:

Community engagement;

Critical literacy;

Digital literacy;

Reading culture;

Village literacy.

Abstract

Background: Strengthening literacy in rural communities is increasingly urgent in the digital era, where reading habits compete with high screen exposure and rapid information circulation. Beyond basic reading skills, communities require critical awareness to evaluate information credibility and reduce misinformation risks.

Aims: Strengthening literacy in rural communities is increasingly urgent in the digital era, where reading habits compete with high screen exposure and rapid information circulation. Beyond basic reading skills, communities require critical awareness to evaluate information credibility and reduce misinformation risks.

Methods: The program employed a participatory and dialogic approach involving 65 residents consisting of adults, adolescents, and children. Activities included interactive literacy discussions, guidance on identifying misinformation, and encouragement of family-based reading practices. Evaluation was conducted using a 10-item Likert-scale questionnaire administered before and after the intervention, complemented by qualitative reflections from selected participants.

Result: The findings demonstrated a substantial improvement in literacy awareness, with mean scores increasing from 26.4 to 37.3, representing a 41.3 percent gain. Participants showed enhanced understanding of information verification practices and stronger commitment to fostering reading habits within families. Qualitative insights confirmed shifts toward more reflective information consumption and renewed motivation to cultivate literacy culture.

Conclusion: The MAWAS literacy socialization model effectively strengthened literacy awareness and critical information engagement within a rural community. Participatory village-based literacy initiatives can function as catalytic mechanisms for sustaining reading culture and enhancing community resilience in digital environments.

To cite this article: Labib, M. Z. K. & Mohammad, Z. (2025). Socialization of Village Literacy on Smart Reading and Broad Perspective (Mawas) in Purbalingga Regency. *PANDU: Jurnal Pengabdian kepada Masyarakat*, 1(2), 69-76. <https://doi.org/10.65818/pandu.v1i2.247>

This article is licensed under a [Creative Commons Attribution-ShareAlike 4.0 International License](https://creativecommons.org/licenses/by-sa/4.0/) © 2025 by author/s

INTRODUCTION

Strengthening literacy in rural communities remains a fundamental pathway for improving human resources and supporting sustainable local development. In the digital era, however, literacy challenges have become more complex: reading habits increasingly compete with high-intensity digital consumption, while the rapid circulation of online information creates new risks for communities with limited verification skills (Arias López et al., 2023). Evidence indicates that children and youth have experienced marked increases in screen exposure in recent years, which may displace time for reading and other learning-supportive activities (Choi et al., 2023; Khanani et al., 2025). In parallel, communities are increasingly required not only to read, but also to evaluate information credibility to avoid misinformation and disinformation. Media and information literacy has been shown to improve individuals' ability to identify misinformation and reduce unsafe sharing

* Corresponding author:

Labib, M. Z. K., Universitas Ma'arif Nahdlatul Ulama Kebumen, Indonesia. ✉ muhammad.ziyad9294@guru.smp.belajar.id

behaviors, underscoring the importance of literacy initiatives that go beyond basic reading skills (Dame Adjin-Tetty, 2022).

Recent studies emphasize that literacy development is most effective when it becomes a sustained culture supported by schools, families, and communities. In the Indonesian school context, structured management of literacy culture (including planning, implementation routines, and evaluation) is associated with more systematic literacy habituation and school readiness, suggesting that literacy outcomes improve when programs are organized and consistently maintained (Marmoah & Poerwanti, 2022). Beyond school settings, family involvement has been consistently linked to children's literacy gains. A recent meta-analysis reported positive effects of family-implemented literacy interventions on literacy outcomes among school-aged children, highlighting that community literacy programs should intentionally engage households to strengthen continuity outside formal learning spaces (Dahl-Leonard et al., 2025).

Although literacy is widely recognized as essential for educational and social development, practical gaps remain in village-level implementation. First, many community literacy efforts focus primarily on motivational appeals without systematic strategies for sustaining reading habits or building multi-literacy competencies such as digital and media verification. Second, the increasing dominance of screen-based routines among children and adolescents introduces a structural barrier to reading time and sustained attention, which community initiatives often address only indirectly (Choi et al., 2023; Li et al., 2025a). Third, village programs may lack accessible models for integrating reading culture reinforcement with basic misinformation screening skills, despite strong evidence that information literacy can strengthen verification behaviors and reduce risky sharing (Dame Adjin-Tetty, 2022; Lwamba et al., 2022a).

To respond to these challenges, this community service program positioned "Village Literacy Socialization for Smart Reading and Broad Perspective (MAWAS)" as a practical intervention to strengthen reading culture while fostering critical awareness toward information in daily life. The rationale is that village literacy should be understood as a community ecosystem that combines reading habituation, supportive social norms, and simple but consistent strategies to evaluate information credibility. Strengthening literacy culture through organized routines and shared responsibility is aligned with evidence that literacy programs are more successful when structured and supported through coordinated roles (Marmoah & Poerwanti, 2022). In addition, embedding information verification messages is increasingly necessary in the current media environment, where misinformation risks affect every day decision-making and community resilience (Broda & Strömbäck, 2024).

This community service article aims to describe and reflect on the implementation of the MAWAS village literacy socialization program in Limbasari Village, focusing on efforts to strengthen reading motivation, expand community understanding of literacy in the digital era, and introduce practical awareness of information verification. It is expected that participatory socialization and interactive discussion will increase residents' literacy awareness, encourage more consistent reading-related behaviors among children and families, and strengthen community readiness to respond critically to information encountered through digital media.

METHOD

Community Service Design

This community service initiative was designed as a structured literacy socialization program grounded in principles of community engagement and collaborative empowerment. Rather than functioning as an experimental intervention, the MAWAS program emphasized participatory dialogue and collective reflection within the village context. Community-based educational initiatives are widely recognized as effective when they prioritize contextual adaptation and shared ownership among stakeholders (Chowdhury & Alzarrad, 2025; Damaševičius, 2025). The implementation followed three interconnected phases: preliminary coordination with village leaders to identify literacy challenges, delivery of literacy socialization sessions, and reflective discussion to evaluate community responses. This staged structure aligns with contemporary models of community literacy engagement that emphasize planning, action, and collective evaluation as key components of sustainable local development (Chowdhury & Alzarrad, 2025; Damaševičius, 2025).

Participants and Community Context

The program was conducted in Limbasari Village, Bobotsari District, Purbalingga Regency, which has an estimated population of 3,653 residents. A total of 65 participants voluntarily attended the activity, consisting of 25 adults and 40 children and adolescents aged 7–40 years. Participation was open and facilitated through announcements by village officials and youth coordinators. This inclusive approach reflects best practices in community literacy outreach, where accessibility and voluntary engagement are prioritized to strengthen trust and local relevance (Joseph & Said, 2020; Phuangsuwan et al., 2025).

Instrumentation and Literacy Awareness Assessment

To evaluate short-term changes in literacy awareness, a brief structured questionnaire was administered before and after the socialization session. The instrument consisted of 10 Likert-scale items (1 = strongly disagree to 5 = strongly agree) addressing understanding of literacy concepts, information verification awareness, and motivation to read. Sample statements included: “I check the credibility of information before sharing it” and “Reading regularly helps broaden my perspective.” The use of brief attitudinal instruments is recommended in community-based educational evaluation to document immediate awareness shifts while maintaining practical feasibility. In addition, semi-structured interviews were conducted with selected participants to explore qualitative perceptions of literacy relevance, family involvement, and sustainability strategies. This mixed evaluative approach allowed both numeric and narrative documentation of community responses.

Procedures and Time Frame

The MAWAS literacy socialization was implemented from February 14 to March 25, 2019. Activities were conducted in communal village spaces and delivered in an interactive discussion format to ensure comfort and accessibility. The program included explanation of literacy in the digital era, practical guidance on identifying misinformation, family-based reading encouragement strategies, and collaborative reflection sessions. Interactive discussion was prioritized to encourage critical engagement and contextual relevance. Dialogic literacy practices have been shown to strengthen reflective awareness and participatory learning in community contexts (García-Carrión et al., 2020; Wang et al., 2025).

Analysis Plan

Given the community service orientation of the initiative, analysis focused on descriptive comparison of pre- and post-socialization questionnaire scores and thematic categorization of interview responses. Mean score differences were calculated to indicate overall shifts in literacy awareness and reading motivation. Qualitative responses were analyzed thematically to identify recurring patterns related to information verification, reading habits, and family engagement. Descriptive analysis is appropriate for short-term community empowerment programs where the objective is documentation of immediate awareness improvement rather than causal inference (Bennett et al., 2025; Zavaleta Cheek et al., 2023).

Scope and Limitations

This initiative was designed as a short-term literacy awareness campaign rather than a longitudinal behavioral intervention. Therefore, findings primarily reflect immediate attitudinal changes rather than sustained reading habit transformation. Participation was voluntary, which may introduce self-selection bias. Additionally, reliance on self-reported measures may influence response objectivity. Despite these limitations, the program provides practical insight into how structured, dialogic literacy socialization can foster awareness, stimulate reading motivation, and encourage more critical engagement with information in rural community settings.

RESULTS AND DISCUSSION

Results

The implementation of the MAWAS (Smart Reading and Broad Perspective) literacy socialization program in Limbasari Village demonstrated measurable improvement in community literacy awareness and reading motivation. The program involved 65 participants consisting of 25

adults and 40 children and adolescents, representing diverse age groups within the village population of 3,653 residents. The participatory design enabled interactive dialogue, allowing residents to articulate literacy challenges while collectively exploring practical strategies for fostering reading habits and verifying information in the digital era.

Participants ranged from 7 to 40 years old. The largest proportion (30.8%) fell within the 20–25 age range, followed by adolescents aged 15–20 years (23.1%) and children aged 10–15 years (18.5%). This distribution indicates that the initiative successfully reached both youth and adult community members, thereby strengthening intergenerational literacy dialogue.

To evaluate short-term program impact, a 10-item Likert-scale literacy awareness instrument (1–5 scale) was administered before and after the socialization session. The maximum possible score was 50 (Table 1).

Table 1. Pretest–Posttest Literacy Awareness Scores

No	Initial	Age Group	Pretest	Posttest	Gain
1	AR	20–25	28	39	+11
2	SN	15–20	26	37	+11
3	MF	10–15	22	33	+11
4	RL	25–40	30	41	+11
5	DP	7–9	20	29	+9
6	HA	20–25	27	38	+11
7	TY	15–20	25	35	+10
8	NK	10–15	23	34	+11
9	FR	20–25	29	40	+11
10	LS	25–40	31	42	+11

Note: Mean Pretest = 26.1; Mean Posttest = 36.8; Mean Gain= 10.7; Percentage Increase= 41.0%

Across all 65 participants, the aggregated mean score increased from 26.4 (moderate literacy awareness) to 37.3 (high literacy awareness), representing an overall improvement of approximately 41.3%. The most substantial gains were observed in items related to: 1) Information verification before sharing; 2) Family encouragement of reading; 3) Recognition of literacy as a lifelong learning necessity.

The qualitative reflections collected during and after the MAWAS literacy socialization reveal a noticeable shift in participants' perceptions and attitudes toward literacy in the digital era. Many adult participants acknowledged that prior to the session, they frequently accepted and shared information without verification. Following the discussion and practical guidance on identifying credible sources, several participants expressed a stronger awareness of the need to check information before dissemination. This indicates the emergence of critical literacy awareness, particularly regarding misinformation risks within digital environments. At the same time, parents demonstrated a renewed commitment to modeling reading habits at home, recognizing that children are more likely to cultivate reading behavior when it is consistently demonstrated within the family context. Children and adolescents reported increased enthusiasm toward reading activities, especially when literacy was framed not merely as an academic obligation but as a gateway to broader knowledge and perspective.

The integration of these qualitative insights with the quantitative findings strengthens the overall interpretation of program effectiveness. The measurable 41 percent increase in literacy awareness scores reflects more than statistical improvement; it corresponds with meaningful attitudinal and reflective transformation within the community. The dialogic and participatory format of the activity appears to have facilitated internalization, as participants were encouraged to share experiences, voice concerns, and collectively explore solutions. This collaborative atmosphere fostered ownership and social accountability, reinforcing literacy not as an individual task but as a shared community responsibility. Although the intervention was implemented within a relatively short timeframe, the alignment between numeric gains and reflective testimonies suggests that

structured, context-sensitive literacy socialization can function as a catalytic mechanism for strengthening reading culture and critical information awareness in rural communities.

Discussions

The findings of the MAWAS village literacy socialization program demonstrate that structured, dialogic, and community-based literacy engagement can generate meaningful short-term improvements in literacy awareness and critical information evaluation. The 41 percent increase in literacy awareness scores, combined with reflective participant testimonies, indicates that literacy socialization becomes more impactful when it is framed not merely as reading encouragement but as an integrated awareness of information credibility, digital responsibility, and community resilience. This outcome reinforces contemporary perspectives that literacy in the digital era must extend beyond decoding text to include evaluative and critical competencies.

The improvement observed in participants' willingness to verify information before sharing reflects the growing relevance of digital citizenship education. Recent evidence suggests that early and community-level digital citizenship initiatives strengthen individuals' understanding of responsible information use and promote safer engagement within digital ecosystems (Li et al., 2025b). In the context of Limbasari Village, the integration of misinformation awareness within literacy socialization appears to have fostered a more reflective orientation toward information consumption. Participants' acknowledgment of previous uncritical sharing behavior followed by expressed commitment to verification suggests that dialogic literacy practices can influence attitudinal recalibration even within short intervention windows.

Moreover, the strengthened motivation for family-based reading observed among parents aligns with broader evidence that empowerment-oriented educational approaches enhance collective responsibility and social cohesion. Community empowerment interventions have been shown to produce positive social and behavioral outcomes when they involve participatory dialogue and locally grounded reflection (Lwamba et al., 2022b). The MAWAS model, by encouraging discussion rather than one-directional instruction, appears to have facilitated a shared sense of ownership over literacy development. Literacy was repositioned not as an individual academic requirement but as a communal value embedded within everyday social interaction.

Importantly, the convergence between quantitative gains and qualitative reflections suggests that awareness transformation occurred at both cognitive and social levels. The program's dialogic structure likely supported internalization processes, enabling participants to contextualize literacy within their lived realities. Rather than imposing abstract literacy standards, the initiative encouraged participants to interpret literacy as a practical tool for navigating digital information, strengthening family bonds, and expanding personal perspective. This aligns with contemporary literacy frameworks that emphasize critical engagement, participatory meaning-making, and contextual adaptation as central to sustainable literacy development.

Although the intervention was short-term, the magnitude of observed change suggests that structured village-based literacy socialization can function as a catalytic mechanism within rural contexts. By combining reading motivation with practical information verification strategies, the MAWAS program addresses both traditional literacy gaps and emerging digital challenges. The findings therefore support the argument that community literacy ecosystems—when dialogic, participatory, and culturally situated—can strengthen not only reading habits but also critical awareness necessary for navigating increasingly complex information environments.

Implications

The findings of the MAWAS literacy socialization program carry important educational and socio-cultural implications. First, the measurable increase in literacy awareness indicates that village-based, dialogic literacy initiatives can serve as an effective strategy for strengthening community resilience in the digital era. Literacy interventions that integrate reading motivation with practical information verification skills respond directly to contemporary challenges of misinformation and digital overload. Second, the participatory structure of the program highlights the importance of community ownership in sustaining literacy culture. When residents are positioned not merely as recipients but as active contributors in dialogue and reflection, literacy becomes embedded within social norms rather than treated as an external educational agenda. Third,

the intergenerational participation observed in this program suggests that literacy strengthening efforts should intentionally involve families, as shared responsibility enhances continuity beyond single-session interventions. Thus, village literacy ecosystems that combine reading habituation, reflective dialogue, and simple verification strategies may offer a scalable model for rural literacy empowerment.

Contribution of Community Service

This community service initiative contributes to practical literacy development by demonstrating that structured socialization, even within a limited timeframe, can generate observable cognitive and attitudinal shifts. Unlike programs that focus solely on reading promotion, the MAWAS model integrates digital-era awareness, emphasizing critical engagement with information. The initiative also reinforces the role of higher education institutions as facilitators of grassroots educational empowerment. Through collaborative engagement with village leaders and residents, universities can function as knowledge mediators that translate academic literacy discourse into accessible community practices. Furthermore, the program contributes a context-sensitive framework for integrating literacy awareness with everyday community life, thereby bridging formal educational theory with local socio-cultural realities.

Limitations

Despite its promising outcomes, several limitations should be acknowledged. The evaluation primarily captured short-term awareness changes, and the absence of longitudinal follow-up restricts conclusions regarding sustained behavioral transformation. The reliance on self-reported questionnaire responses may introduce social desirability bias, particularly after participatory discussions that emphasize positive literacy values. Additionally, the intervention was conducted within a single village context, which may limit generalizability across communities with different socio-economic or cultural characteristics. Therefore, the results should be interpreted as indicative of catalytic potential rather than definitive evidence of long-term literacy culture transformation.

Suggestions

Future initiatives are encouraged to incorporate longitudinal monitoring to assess whether improvements in literacy awareness translate into sustained reading routines and consistent information verification practices. Establishing community reading corners, periodic literacy forums, and family-based reading commitments may strengthen continuity beyond the initial intervention. Collaboration with local schools and village administrations could institutionalize literacy routines within community planning structures. Additionally, integrating simple digital literacy toolkits or verification guides adapted to rural contexts may enhance practical application. Expanding similar participatory literacy socialization programs to neighboring villages would enable comparative evaluation and strengthen the evidence base for scalable rural literacy empowerment models. Through systematic mentoring and structured follow-up, village literacy socialization can evolve from short-term awareness raising into a sustainable community literacy movement.

CONCLUSION

This community service initiative confirms that the expectations articulated in the Introduction, namely strengthening reading motivation, broadening community understanding of literacy in the digital era, and fostering practical awareness of information verification, were clearly reflected in the Results and Discussion. The implementation of the MAWAS village literacy socialization program demonstrated that participatory and dialogic engagement can generate measurable improvements in literacy awareness, as evidenced by a forty one percent increase in post intervention scores and reinforced by participants' reflective testimonies. These outcomes validate the initial premise that literacy development in rural communities must extend beyond conventional reading encouragement to include critical evaluation skills and shared social responsibility.

The coherence between the program objectives and the observed outcomes indicates that structured literacy socialization can serve as a catalytic mechanism within village literacy ecosystems. By integrating reading habituation, intergenerational dialogue, and practical awareness of misinformation risks, the MAWAS model strengthens not only individual literacy capacity but also

collective resilience in navigating complex information environments. The participatory format enabled internalization of literacy values, repositioning literacy from an individual academic task to a communal cultural practice embedded in everyday life.

Looking ahead, the findings provide a solid foundation for program refinement and broader implementation. Future initiatives may incorporate longitudinal evaluation to assess sustained behavioral change, expand collaboration with schools and local governance structures, and integrate context appropriate digital verification guidance to enhance practical application. Comparative implementation across multiple villages would further strengthen empirical evidence and scalability potential. With systematic mentoring and sustained institutional support, village literacy socialization can evolve into a long term community movement that nurtures lifelong learning, critical awareness, and socio cultural resilience.

ACKNOWLEDGEMENT

The authors would like to express their sincere appreciation to the village authorities and residents of Limbasari Village, Bobotsari District, Purbalingga Regency, for their openness, collaboration, and active participation in the MAWAS literacy socialization program. The success of this initiative would not have been possible without the collective engagement and shared commitment demonstrated throughout the implementation process. We also extend our gratitude to Universitas Ma'arif Nahdlatul Ulama Kebumen and Universitas Sains Al-Qur'an for their institutional support, academic guidance, and encouragement in facilitating this community service activity. Appreciation is further conveyed to local youth coordinators and community facilitators who assisted in mobilizing participants and creating a conducive environment for dialogic discussion and reflection. This initiative reflects the strength of collaborative partnership between higher education institutions and local communities in promoting sustainable literacy development and fostering critical awareness in the digital era.

AUTHOR CONTRIBUTION STATEMENT

MZ conceptualized and designed the MAWAS community service program, coordinated communication with village stakeholders, supervised the overall implementation, and led the drafting of the manuscript. ZM contributed to program planning, facilitated literacy socialization sessions, assisted in data collection and documentation, and participated in data analysis and manuscript revision. Both authors reviewed, approved, and agreed to be accountable for the final version of the manuscript.

REFERENCES

- Arias López, M. del P., Ong, B. A., Borrat Frigola, X., Fernández, A. L., Hicklent, R. S., Obeles, A. J. T., Rocimo, A. M., & Celi, L. A. (2023). Digital literacy as a new determinant of health: A scoping review. *PLOS Digital Health*, 2(10), e0000279. <https://doi.org/10.1371/journal.pdig.0000279>
- Bennett, J., Hajilo, M., Della Rosa, A. P., Arthur, R., James, W., & Matthews, K. (2025). Democratizing Quantitative Data Analysis and Evaluation in Community-Based Research Through a New Automated Tool. *Social Sciences*, 14(6), 346. <https://doi.org/10.3390/socsci14060346>
- Broda, E., & Strömbäck, J. (2024). Misinformation, disinformation, and fake news: lessons from an interdisciplinary, systematic literature review. *Annals of the International Communication Association*, 48(2), 139–166. <https://doi.org/10.1080/23808985.2024.2323736>
- Choi, E. J., King, G. K. C., & Duerden, E. G. (2023). Screen time in children and youth during the pandemic: A systematic review and meta-analysis. *Global Pediatrics*, 6, 100080. <https://doi.org/10.1016/j.gped.2023.100080>
- Chowdhury, S., & Alzarrad, A. (2025). Advancing Community-Based Education: Strategies, Challenges, and Future Directions for Scaling Impact in Higher Education. *Trends in Higher Education*, 4(2), 21. <https://doi.org/10.3390/higheredu4020021>
- Dahl-Leonard, K., Hall, C., Cho, E., Capin, P., Roberts, G. J., Kehoe, K. F., Haring, C., Peacott, D., & Demchak, A. (2025). Examining the Effects of Family-Implemented Literacy Interventions for School-Aged Children: A Meta-Analysis. *Educational Psychology Review*, 37(1), 10. <https://doi.org/10.1007/s10648-025-09985-3>

- Damaševičius, R. (2025). Reconceptualizing education in the Stakeholder era: A futures perspective. *Sustainable Futures*, 10, 101515. <https://doi.org/10.1016/j.sftr.2025.101515>
- Dame Adjin-Tettey, T. (2022). Combating fake news, disinformation, and misinformation: Experimental evidence for media literacy education. *Cogent Arts & Humanities*, 9(1). <https://doi.org/10.1080/23311983.2022.2037229>
- García-Carrión, R., López de Aguilera, G., Padrós, M., & Ramis-Salas, M. (2020). Implications for Social Impact of Dialogic Teaching and Learning. *Frontiers in Psychology*, 11. <https://doi.org/10.3389/fpsyg.2020.00140>
- Joseph, C., & Said, R. (2020). *Community-Based Education: A Participatory Approach to Achieve the Sustainable Development Goal* (pp. 101–111). https://doi.org/10.1007/978-3-319-95870-5_67
- Khanani, M. I., Khan, M. R., Farooqi, M. F., Fazal, J., Aabideen, Z., & Alkuwaiti, N. S. (2025). Digital Media Use and Screen Time Exposure Among Youths: A Lifestyle-Based Public Health Concern. *Cureus*. <https://doi.org/10.7759/cureus.88373>
- Li, L., Valdez, J. P. M., & Du, Y. (2025a). Digital citizenship education at the early childhood level: how is it implemented? A systematic review. *International Journal of Child Care and Education Policy*, 19(1), 13. <https://doi.org/10.1186/s40723-025-00153-2>
- Li, L., Valdez, J. P. M., & Du, Y. (2025b). Digital citizenship education at the early childhood level: how is it implemented? A systematic review. *International Journal of Child Care and Education Policy*, 19(1), 13. <https://doi.org/10.1186/s40723-025-00153-2>
- Lwamba, E., Shisler, S., Ridlehoover, W., Kupfer, M., Tshabalala, N., Nduku, P., Langer, L., Grant, S., Sonnenfeld, A., Anda, D., Eyers, J., & Snilstveit, B. (2022a). Strengthening women's empowerment and gender equality in fragile contexts towards peaceful and inclusive societies: A systematic review and meta-analysis. *Campbell Systematic Reviews*, 18(1). <https://doi.org/10.1002/cl2.1214>
- Lwamba, E., Shisler, S., Ridlehoover, W., Kupfer, M., Tshabalala, N., Nduku, P., Langer, L., Grant, S., Sonnenfeld, A., Anda, D., Eyers, J., & Snilstveit, B. (2022b). Strengthening women's empowerment and gender equality in fragile contexts towards peaceful and inclusive societies: A systematic review and meta-analysis. *Campbell Systematic Reviews*, 18(1). <https://doi.org/10.1002/cl2.1214>
- Marmoah, S., & Poerwanti, S. J. I. S. (2022). Literacy culture management of elementary school in Indonesia. *Heliyon*, 8(4), e09315. <https://doi.org/10.1016/j.heliyon.2022.e09315>
- Phuangsuwan, P., Siripipatthanakul, S., Siripipattanakul, S., & Jaipong, P. (2025). The Impact of Community Participation in Sustainable Learning Resource Development: A Case of Bangkok, Thailand. *Sustainability*, 17(10), 4620. <https://doi.org/10.3390/su17104620>
- Wang, P., Chen, F., Wang, D., & Chen, G. (2025). Enhancing students' dialogic reflection through classroom discourse visualisation. *International Journal of Computer-Supported Collaborative Learning*, 20(3), 293–315. <https://doi.org/10.1007/s11412-024-09443-2>
- Zavaleta Cheek, J., Eklund, J., Merten, N., Brooks, J., & Miller, D. C. (2023). A guide to qualitative attribution methods for evaluation in conservation. *Conservation Biology*, 37(4). <https://doi.org/10.1111/cobi.14071>