

# ABS 281

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1     **A Portrait of EFL Teachers' Needs and Readiness for a Literacy Coaching Online**  
2                                 **Program during the COVID-19 Pandemic**

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12 **A Portrait of EFL Teachers' Needs and Readiness for a Literacy Coaching Online**  
13 **Program during the COVID-19 Pandemic**

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15  
16 **ABSTRACT**

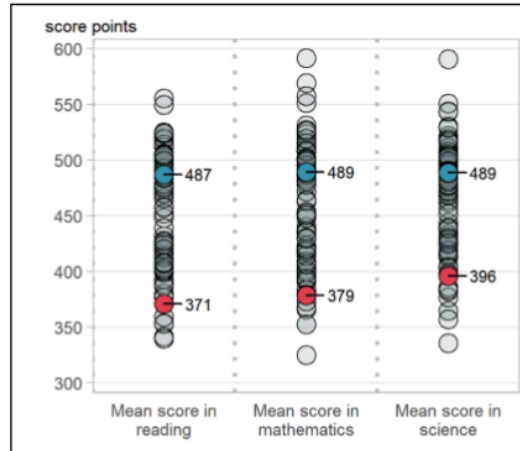
17 The 2018 PISA report demonstrated not only the poor condition of Indonesian students'  
18 literacy but also the fiasco of the Government's policy on national literacy and its efforts  
19 to boost students' literacy levels. Research on teachers' needs and readiness for literacy skills  
20 and instructional improvement to upgrade students' literacy in Indonesia is still scarce. This  
21 cross sectional survey (as part of a multi-year research project) aim to outline teachers' needs  
22 for literacy teaching and their readiness for online coaching program during this COVID-19  
23 crisis. Questionnaires were distributed to 150 English teachers and junior high school  
24 instructors across provinces selected using stratified purposeful sampling. Twelve respondents  
25 who were English instructors at the national level were selected for focus group interviews. It  
26 is revealed that 88% teachers faced difficulties in teaching literacy due to their lack of  
27 teaching strategies, literacy skills, and literacy teaching experience. 98% need literacy  
28 coaching, particularly in reading comprehension (65%), genre-based approach (60%), and  
29 reflective practice (53%). Although all teachers admitted that they were ready for online  
30 coaching, 80% of them preferred a blended mode.

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32  
33 **Keywords:** teachers' needs and readiness, literacy, coaching, online program  
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## 38 Introduction

39 The 2018 PISA report, released on December 3, 2019, shows a pointed decline in  
 40 Indonesia's score in the three literacy tests (reading, mathematics, and science) for students  
 41 aged 15 years (Figure 1). Compared to the 2015 result, in 2018 Indonesia achieved a mere  
 42 371 in the reading test (a significant decrease by 26 points). As for the science, a slight  
 43 depletion occurred by 7 points from 386 from 379, whilst for mathematics, from 403 to 396.  
 44 These results placed Indonesia at the bottom six from 78 participating countries (OECD,  
 45 2019).

46



47

48 Figure 1. Snapshot of 15-years-old students' performance in Indonesia (OECD, 2019)

49

50 This result at the same time demonstrates the Indonesia educational stakeholders'  
 51 failure in their attempts, such as the National Literacy Movement (*Gerakan Literasi*  
 52 *Nasional/GLN*) and the School Literacy Movement (*Gerakan Literasi*  
 53 *Sekolah/GLS*(Kemendikbud, 2018)), to improve students' literacy skills. In alignment with  
 54 that, the result also connotes that from 10 students aged 15, seven of them have below par  
 55 literacy competence, i.e. they are only able to identify explicit information from short reading  
 56 texts and simple procedures (OECD, 2019).

57           The two policy studies conducted <sup>15</sup> by the Ministry of Education and Culture (MoEC)  
58 of the Republic of Indonesia also demonstrate similar pertinent findings on these students'  
59 low literacy competence. The Center for Research and Policy Study of MoEC found <sup>14</sup> that  
60 more than two-thirds (71%) of provinces in Indonesia have unsatisfactory index of student  
61 literacy activities. From the total 34 provinces Indonesia has, only 26% students reached the  
62 intermediate level, and none achieved the highest index (Lukman Solihin & Utama, Indah  
63 Pratiwi, 2019). The research by the Language Development Agency of MoEC (2018) also  
64 indicated similar findings.

65           To verify the PISA report's validity, the study of Language Development Agency of  
66 MoEC (2018) measured the nine graders' literacy skills in 34 provinces of Indonesia, using  
67 the PISA rubrics and criteria. It was found that students' reading ability remained below the  
68 PISA average (489). The majority of students (84,2%) were only able to identify main ideas  
69 and complete reading tasks with moderate lengthy texts. A small portion (15.8%) of the  
70 students achieved at the highest levels of reading skills (3.5% at level six and 12.3% at level 5  
71 of PISA standards) where students were able to comprehend lengthy and more complex texts.  
72 This study also found the correlation between the student's literacy competence with the  
73 teachers' designed literacy activities. The more frequent the teacher organized the literacy  
74 activities, the better the students' literacy became.

75           In conjunction with that, a study on literacy praxis conducted by Mayuni et al. (2020)  
76 in 39 public junior high schools in Jakarta also demonstrates that the School Literacy  
77 Movement (GLS) offered little contribution in increasing the students' literacy as it merely  
78 focused on the activities, such as literacy socialization and students' reading habituation – 15  
79 minutes of reading activity before the lesson starts (Mayuni, Leiliyanti, Agustina, Yulianti,  
80 Chen, 2020).

81           These two studies demonstrate the need to rectify the condition, i.e. an attempt to  
82 improve, especially the students' literacy, is imperative to be conducted. This paper proposes  
83 the way to rectify this, i.e. implementing the literacy coaching program for teachers. Why  
84 teachers? Not only are they the ones who have daily interaction with the students, but that the  
85 way they teach, design and implement the learning process and activities play pivotal role in  
86 enhancing their students' literacy competence. Besides, as indicated by PISA, literacy  
87 competence, in this case reading, becomes cardinal element, as the PISA result indirectly  
88 disclosed the potential of the teachers' limited ability in comprehending and/or implementing  
89 reading strategies was the alleged catalyst that hindered the student's literacy competences in  
90 Indonesia. This goes parallel with Language Development Agency's argument (2018) that  
91 resorting to effective reading strategies will encourage the students to process information,  
92 answer questions, interpretate, analyze, synthesise, reflect, evaluate, and to navigate questions  
93 in a digital display.

94 Rose (2017) and Kajder and Parkes (2012) also echoed the significance of literacy coaching.  
95 Rose investigated literacy teaching that uses genre-based pedagogy approach and found that  
96 genre-based pedagogy approach improved students' literacy skills. Kajder and Parkes (2012)  
97 explored teachers' reflective practices in teaching multimodal writing literacy. They found  
98 students' literacy skills increased when the teacher carried out reflective practice with  
99 multimodal methods. In this sense, improving the teacher's literacy competence, teaching  
100 strategies and skills to help develop students' literacy requires intensive and continuous  
101 coaching. Teachers who are at all times busy with their daily demands of teaching and  
102 administrative tasks will find that improving their literacy competence is almost impossible  
103 without receiving any coaching. Coaching itself has perennially been developed in numerous  
104 countries as part of their teachers' continuous professional development. It has been seen  
105 effective to help teachers in problem-solving, perform self-reflection, as well as the medium

106 to develop effective strategies in enhancing students' literacy (Carlisle & Berebitsky, 2011;  
107 Ferguson, 2014; Gross, 2010; Kruse & Zimmerman, 2012; Tschannen-Moran & McMaster,  
108 2009)

109 The coaching program we are developing involves the selected members of Language  
110 Instructors and Subject Teacher Working Group (MGMP) as the research main participants  
111 (see the results and discussion section of how the selection process occurred). Prior to  
112 implementing the program, one of the stages is to conduct a need analysis, i.e. the analysis  
113 that portrays the need and readiness of the participants involved in the coaching program.  
114 The current pandemic conditions and the "new normal" era constituted the starting point for  
115 designing a coaching program using technology, in the form of distance learning.

116

## 117 <sup>2</sup> **Research Methodology**

118 This study employed a survey method to explore and investigate the needs and  
119 readiness for literacy coaching of junior high school English teachers. Through the national  
120 MGMP teacher affiliation network, 150 teachers who fulfilled eligibility criteria were  
121 selected.

122 The eligibility criteria require Indonesian EFL teachers joining the national,  
123 provincial, or district level MGMP networks with at least three years of teaching experience.  
124 The participants were surveyed with closed-ended questionnaires. The demographics of the  
125 participants are summarized on table 1.

126 Furthermore, a focused group interview was conducted with a total of 12 participants.  
127 They were purposefully selected based on the criteria of EFL teachers who have become  
128 national level instructors. The focused-group interview was conducted in bilingual setting  
129 (native *Bahasa* Indonesia and English) to allow participants to express their opinions  
130 adequately and held using the synchronous platform, ZOOM Cloud (two-hour) Meeting. In

131 order to display participants' opinions in the focus group discussion, the researchers coded  
 132 <sup>10</sup> A1, A2, B1, B2, C1, C2, D1, D2, E1, E2, F1, and F2 for these twelve participants.

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## 134 **Results and Discussions**

### 135 *Demographic information of the participants*

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Table1. Demographic information of the participants ( N=150)

Demography	Criteria	N (%)
<sup>2</sup> Age	20-29 years	12(8%)
	30-39 years	29(19,3%)
	40-49 years	65(43,3%)
	50-59 years	44(29,3%)
	Teaching Experience	<sup>2</sup> <5 years
5-10 years		15(10%)
10-15 years		25(16,7%)
15-20 years		46(30,7%)
20-25 years		31(20,7%)
25-30 years		13(8,7%)
30 years>		10(6,7%)
Educational Backgrounds	Diploma	2 (1,3%)
	Bachelor	102 (68%)
	Magister	44 (29,3%)
	Doctoral	2(1,3%)

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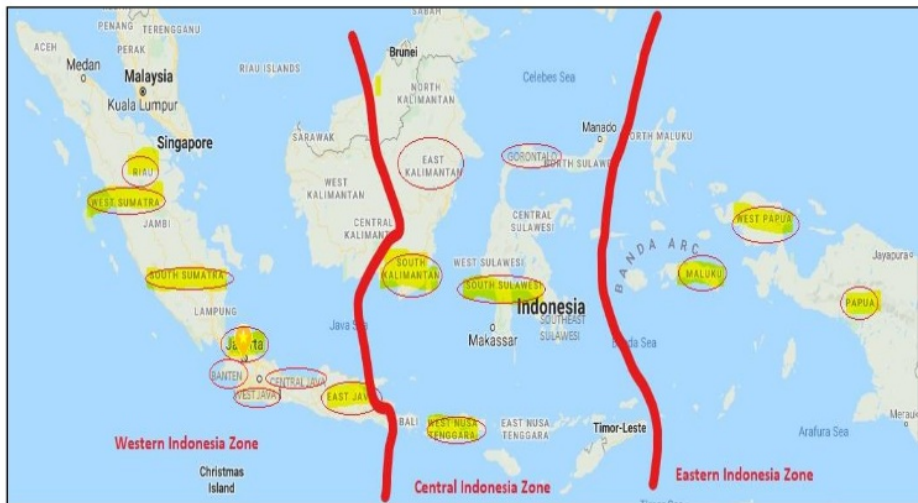
139 As illustrated in table 1, the most extensive distribution of participants was 40 to 60  
 140 years (N = 109; 72.6%). According to the participants' age demographic distribution, the



141 participants' general teaching experience ranged from 10 to 30 years or more (N = 109;  
 142 72.6%). From the participant demographics and teaching experience, we could conclude that  
 143 three-quarters of the participants were senior teachers. The vast majority of the participants  
 144 hold an undergraduate and postgraduate degree (97.3%).

145 The participants are composed of teachers from 16 provinces spreading across five  
 146 significant islands and other islands in Indonesia (34 provinces), as illustrated in Figures 2  
 147 and 2. Although not all provinces in Indonesia were represented and the most significant  
 148 distribution was in western Indonesia (N = 119; 79%); however, as shown on the map (Figure  
 149 2), the distribution of 16 provinces (the origin of the participating provinces marked by the red  
 150 circle) represents the distribution of English teachers for junior high school in western, central,  
 151 and eastern Indonesia.

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154 Figure 2. The map of participants' province of origins

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Table 2. The province of origins of the participants

The province of origins of the participants (N= 150)			
Western Indonesia :		Kalimantan Island:	
Sumatra Island:		East Kalimantan	1(0.7%)
West Sumatra	10(7%)	South Kalimantan	5(3.5%)
Riau	1(0.7%)	Sulawesi Island:	
South Sumatra	1(0.7%)	South Sulawesi	12(8%)
Java Island:		Southeast Sulawesi	1(1%)
Banten	3(2%)	Gorontalo	3(2%)
DKI Jakarta	80(53%)	Eastern Indonesia:	
West Java	13(9%)	Maluku Island:	
Central Java	7(5%)	Maluku	2(1%)
East Java	4(3%)	Papua Island:	
Central Indonesia :		Papua	4(3%)
Nusatenggara		West Papua	3(2%)
Island:			
West Nusa Tenggara	1(0.7%)		

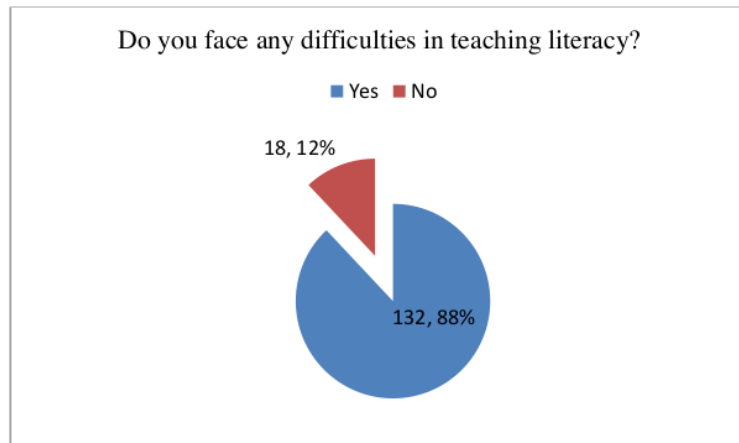
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161 By considering the findings of the demographic profiles data based on age, years of  
 162 teaching experience, educational background, and the province of origin that previously  
 163 described, it fully testifies that the current study participants were senior EFL teachers from  
 164 several regions in Indonesia. They were categorized as seniors, either in age or years of  
 165 experience in teaching EFL in Junior High School.

166

167 ***The importance of literacy coaching***

168 The question associated with the difficulties in teaching literacy is visualized in Figure  
169 3. Out of 150 participants, 132 participants (88%) state that they encountered difficulties  
170 teaching literacy. Only 18 participants (12%) confirmed that they had no issue in that regard.



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173 Figure 3. Challenges faced by teachers in teaching literacy

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175 Figure 4. reveals the findings regarding the types of obstacles faced by participants  
176 during teaching literacy. The researcher used an open-ended question, thus enabling the  
177 participants to express their difficulties freely.

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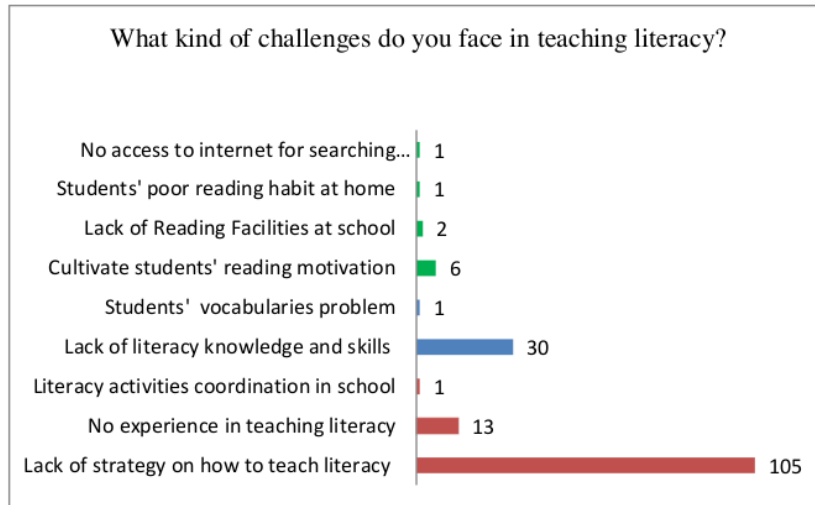
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189 Figure 4. Constraints in teaching literacy

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191 Based on the responses obtained, we have compiled them into three main groups of  
 192 challenges as follows: 1) how to teach literacy (lack of strategies on how to teach literacy; no  
 193 experience in teaching literacy; and coordinating literacy activity in school); 2) what to teach  
 194 in literacy teaching (lack of literacy knowledge and skills; students' vocabularies problem),  
 195 and 3) other matters related to literacy teaching (motivation; facilities; habits; and materials).  
 196 Among these three main groups of responses regarding the constraints of teaching literacy,  
 197 the data findings reveal that participants experienced substantial obstacles in teaching literacy  
 198 (N = 119; 79.3%), mainly due to the lack of literacy teaching strategies. It is then followed by  
 199 the knowledge barrier to what content to teach that would fit teaching literacy (N = 30; 20%).

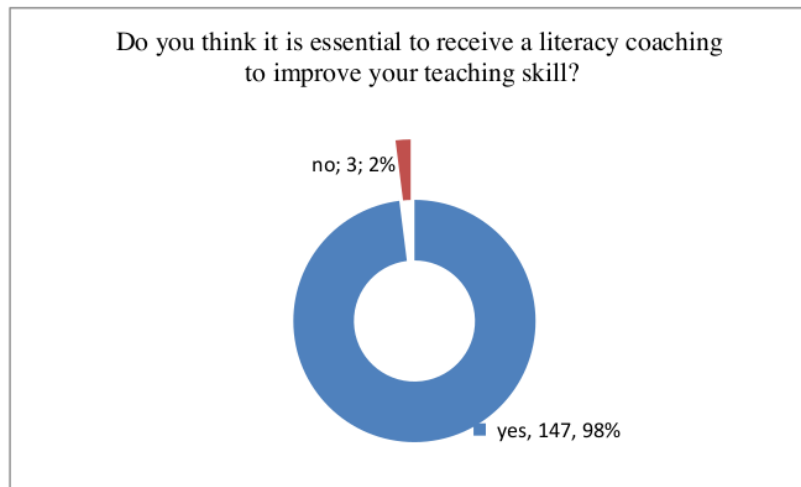
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Figure 5. The need for literacy coaching

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208 Concerning the previous question, the question illustrated in Figure 5 was: "if the  
209 participants experience any difficulties in teaching literacy, do they need literacy coaching to  
210 advance their literacy teaching skills?". To this question, the vast majority of participants (N  
211 = 147; 98%) expressed the need for literacy coaching. Only three teachers (2%) who claimed  
212 they did not feel the need.

213 In a focused-group interview, the participants added that the school literacy movement  
214 had been implemented for a relatively long period in their respective schools.  
215 (\*\*Nevertheless, it was more likely to be habituation of reading, as stated by the participants  
216 B1 (West Java), D1 (Central Java); and E2 (Papua).) Their statements: B1 expressed: "*the*  
217 *School Literacy Movement is carried out by the initiative of an additional 15 minutes of*  
218 *reading before lessons start, and all the teachers are involved in supervising it. Besides, a*  
219 *competition was held once a month. It required the students to read a summary of books that*  
220 *they have been reading for a month. However, that is all. We have not guided students to*  
221 *criticize the reading*". D1 added, "*My school has even provided a bulletin board to display the*

222 *students' writing in the form of a reading summary. However, we did not provide any*  
223 *guidance on how and what to include in the summary". E2 further added, "I even purposely*  
224 *went around to visit students' homes to motivate their parents to read in their spare time.*  
225 *However, I also have not taught them how to read critically".*

226 In contrast to other's responses, one of the focused-group discussion participants, F1  
227 (West Java), claimed that she has tried to teach using a genre-based approach. However,  
228 because she did not know how to teach it, students had great difficulty understanding it.

229 In conclusion, according to the visible constraints and the needs of literacy coaching  
230 that have been investigated by the study findings in the previous section, EFL teachers in  
231 Junior High School in Indonesia must be provided with literacy coaching. The importance of  
232 literacy coaching is particularly in "how-to" and "what-to" teach in literacy.

233 .

#### 234 ***The topics of literacy coaching***

235 The researchers proposed fourteen options of response to the topics related to  
236 coaching literacy needs. Participants were permitted to choose more than one  
237 response/answer. Out of the total fourteen options, only eight answers were chosen by the  
238 participants, as depicted in Figure 6.

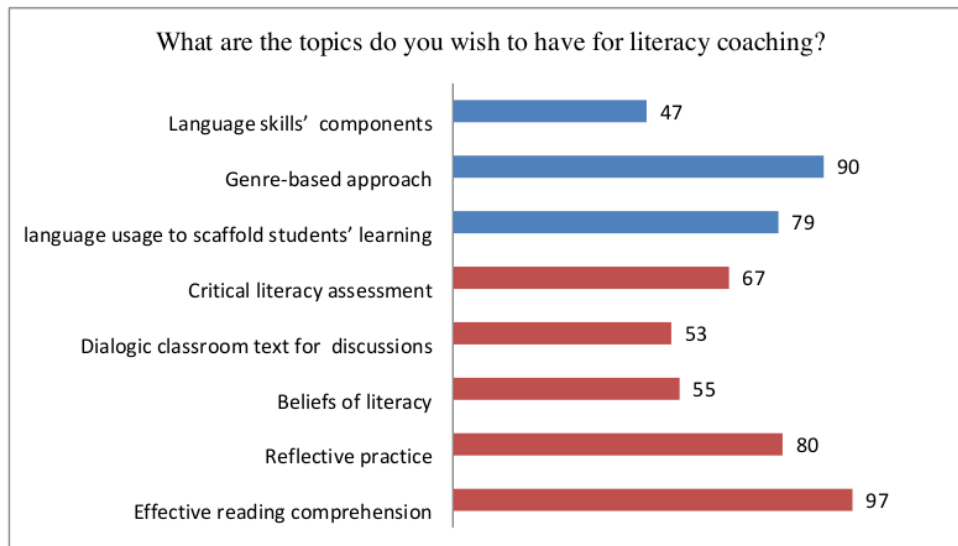
239 Furthermore, we have grouped the most frequent answers collected from the  
240 participants into two parts of literacy topics, which were considered to have a close  
241 connection with each other. The first part consists of effective reading comprehension,  
242 reflective practice, literacy beliefs, text discussion for the dialogic classroom, and critical  
243 literacy assessment.

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Figure 6. The topics of literacy coaching

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251 The topics covered in this first section could be categorized as part of the literacy teaching  
 252 strategies. In contrast, the second part of the answer group comprises language usage to  
 253 scaffold student learning, genre-based approach, and language skills' components. This  
 254 second part may well be categorized as the content of what should be taught in literacy  
 255 teaching. The outcomes of this questionnaire were also in line with the statement of a  
 256 participant C2 (Jakarta) in a focused-group discussion who stated, "*even though the essential*  
 257 *competencies listed in the curriculum required me to teach in a genre-based approach,*  
 258 *actually I really do not understand what and how to teach with that approach.*"

259

### 260 ***The readiness of online literacy coaching***

261 To ensure the participants' readiness to participate in online literacy coaching, the  
 262 researcher queried their time availability, internet access, ability to attend the synchronous

263 online class; and preferable mode to take coaching sessions/programs. The data findings  
 264 concerning these queries are as follows:.

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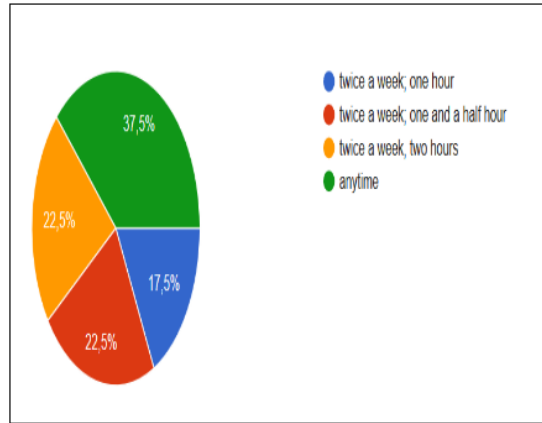
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273 Figure 7. The time availability for joining the online coaching session program

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275 Researchers considered twice a week a sufficient frequency for communication because  
 276 participants need sufficient time to review the learned material during their off-days. As of  
 277 Figure 7, it could be seen that the participants tended to have a duration ranging from one and  
 278 a half (1.5) hours to two (2) hours, although more than one-third of participants (37.5%)  
 279 stated that they are ready at any time.

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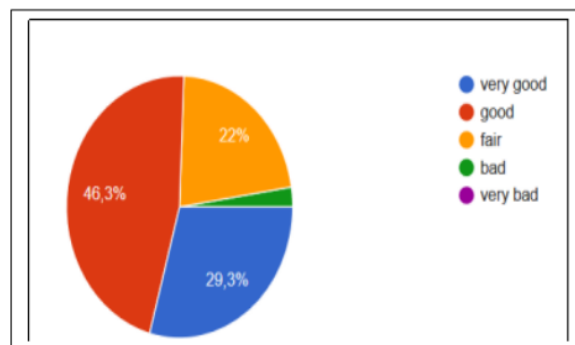
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Figure 8. The internet accesses



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289 Meanwhile, the participants' ability to connect to the internet using devices and access  
290 services to perform an active engagement in online literacy coaching is visualized in Figure 8.  
291 The participants' responses determine that three-quarters (75.6%) of the participants that they  
292 can access the internet well ("very good" 29.3% and "good" 46.3%). In line with this  
293 response, nearly three fourth of participants (73.1%) correspondingly expressed their ability  
294 to well-attend the synchronous online class ("very good" 58.5% and "good" 14.6%) as visible  
295 in Figure 9.

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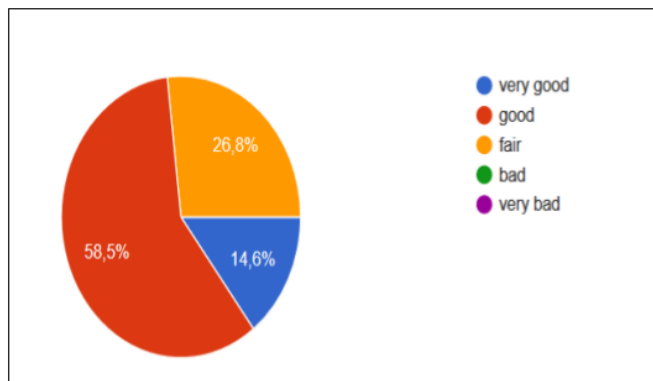
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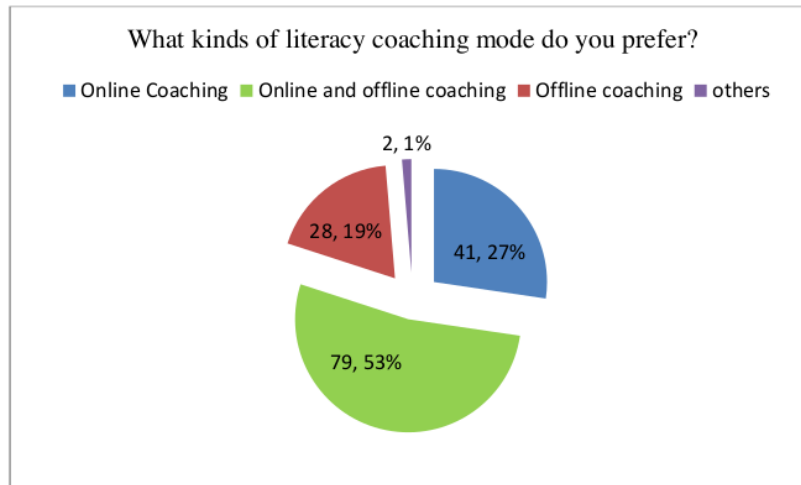
Figure 9. The capability in attending the synchronous online class

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305 These results were also in line with the outcomes of a focused group discussion, expressed by  
306 several participants. A1 (Jakarta) stated, "*Since the COVID pandemic spreading out, I have*  
307 *been doing distance learning using Zoom application even though it has increased the*  
308 *expenses for internet costs, and the signal is not good sometimes.*" F2 (Jakarta) added, "*I have*  
309 *no problem with the duration of online coaching, but I hope it will be held at night time*  
310 *because I have to teach online during day time.*" However, despite the readiness to access the  
311 internet and attend synchronous online classes, an equal number of participants prefer

312 coaching with a combination of online and offline classes (79.53%), as illustrated in Figure  
 313 10.

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317 Figure 10. The preferable literacy coaching mode

318

### 319 *Discussions*

320 The current study's findings revealed that senior EFL teachers who serve in junior high  
 321 schools in some parts of Western; Central; and Eastern Indonesia have not yet mastered  
 322 teaching literacy strategies. This occurred because of the lack of literacy teaching knowledge,  
 323 but such knowledge surprisingly plays an imperative role in cultivating students' literacy  
 324 skills. Mayuni claims that schools' literacy movement has no significant impact on students'  
 325 literacy skills in Indonesia, although it has been implemented for an extended period (Ilza  
 326 Mayuni, Eva Leiliyanti, Noni Agustina, Vera Yulianti, Yinghuei Chen, 2020). Mayuni also  
 327 revealed that as teachers do not have sufficient competence to develop students' literacy skills  
 328 by using meaningful reading strategies, it may limit their ability to advance student literacy  
 329 competencies. It is well noted that the present study's findings are relevant to what Mayuni et

330 al. have clearly expressed. This relevancy refers to the fact that senior teachers have  
331 inadequate competence to improve students' reading strategies, namely the lack of literacy  
332 teaching contents and literacy teaching strategies.

333 Furthermore, the findings from the focus group discussion of the present study have  
334 reinforced the questionnaire's discoveries that point out the absence of senior teachers in  
335 Indonesia in the literacy coaching program. Thus, they do not have the necessary knowledge  
336 and experience in teaching literacy. Therefore, teachers' urgent need for literacy coaching is  
337 significant, particularly for EFL teachers in Indonesia.

338         Regarding the contents of literacy teaching, Rose argued that teaching literacy with a  
339 genre-based approach could improve students' reading and writing skills (Rose, 2017). Rose's  
340 research results should be taken into account as a reference to accommodate the participants'  
341 various responses regarding the topics needed to teach literacy. Both the quantitative and  
342 qualitative findings of the current study confirm that teachers require literacy teaching  
343 knowledge via a genre-based approach, as this expertise is considered a prerequisite for their  
344 curriculum implementation. Besides, the distributed questionnaire results as part of the  
345 present study survey also indicated a high demand for coaching. As a promising alternative to  
346 traditional models of teacher professional development (Kraft and Blazar, 2018) coaching is  
347 regarded as the most predominant learning opportunity for teachers (Darling-Hammon in  
348 Bates, 2015). In literacy coaching teachers will be able to improve their teaching and literacy  
349 skills through a series of modeling, coaching, and reflective practices.

350 As data also shows the teachers' readiness to attend online coaching, this provides new  
351 opportunities for teachers to continue their professional development amid the pandemic crisis.

352 Bates (2015) reports, the <sup>9</sup>ability to link teachers and coaches in a virtual space creates new  
353 opportunities for reflection. This is in line with the result of this study that the teachers require  
354 reflective practice as one of the most important activities during online coaching program.

355 Hence, meaningful reflective practice will contribute to the improvement of students' literacy  
356 skills (Kajder & Parkes (2012).

357

### 358 **Conclusion**

359 This study portrays the EFL teachers' needs on literacy coaching as most of them,  
360 including senior teachers, faced difficulties in teaching literacy. The lack of strategy,  
361 knowledge, and literacy skills are the dominant problems they need to improve. Most teachers  
362 need to receive a coaching program particularly in the topic areas of effective reading  
363 comprehension, genre-based approach, and reflective practice. The research findings also  
364 show that teachers are ready to join the online program, able to adapt with the proposed  
365 schedule, and have no significant internet connection problem. Most teachers relatively have  
366 no problems accessing the internet for online literacy coaching, even though they occasionally  
367 encounter signal instability issues or power outages. Such issues are mainly experienced by  
368 the participants who live in the central or eastern part of Indonesia. The research findings also  
369 reveal that participants can attend synchronous online classes because of their familiarity with  
370 the virtual delivery of distance education since the outbreak of the COVID-19 pandemic. The  
371 availability for frequency and the duration to attend online meetings are recommended for  
372 twice a week for 1.5-2,0 hours each. However, even though the findings claim that  
373 participants are ready to join the online classes, they would still prefer the combined online  
374 and offline coaching class. In other words, they favor a blended mode of delivery, even when  
375 we are settling into the age of "the new normal."

376

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