

Storying Equality: Narrative-Based Critical Literacy in Online English Language Teaching as a Transformative Space for Gender Justice and Social Inclusion

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ABSTRACT

Background. The low literacy skills among Indonesia students is the main problem.

Purpose. Therefore, this study aims to analyze the digital materials that foster critical thinking while addressing social issues, such as social inclusion and gender equality and the research questions focus on the module's feasibility, the integration of critical literacy and GESI (Gender Equality and Social Inclusion) strategies, and the module's suitability from user perspectives.

Method. Thus, it used ADDIE model (Analysis, Design, Development, Implementation, and Evaluation) which guided the development process over eight months, involving five experts, three model teachers, and six classes with 180 junior high school students.

Results. The research findings indicate that expert validation, teacher evaluation, and student readability assessments confirmed the Si-Moli module as a valid and feasible tool for promoting critical literacy and Gender Equality and Social Inclusion (GESI) in English language learning. Quantitative evaluation results showed that the module received a high level of acceptance from experts, teachers, and students, with an overall mean score of 4.62 out of 5 (92.4%), indicating that it was perceived as highly relevant, practical, and effective.

Conclusion. The module received positive feedback from experts, teachers, and students, who highlighted its potential to engage learners with important social issues while enhancing their language skills. However, improvements in website functionality, accessibility, language simplicity, and visual design were recommended to further enhance its usability and effectiveness.

KEYWORDS

Critical Literacy, Digital Module, English Language Teaching, Gender Equality, Social Inclusion

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INTRODUCTION

The PISA 2022 results indicate a high literacy rate of 98.2%. However, it is important to note that despite this high literacy rate, 70% of Indonesian students are reported to have low literacy skills (OECD, 2022). This low literacy level is caused by several factors: limited access to books, as revealed in UNESCO's report on Indonesia's reading index, which stands at only 0.001—meaning that out of 1,000 people, only 1 reads; (Situmorang, n.d.) literacy education in Indonesia being limited to the practice of reading without efforts to enhance critical thinking (Barton



et al, 2005). Literacy, however, is not an independent skill but requires knowledge to process information based on context, interpretation, and evaluation (Grafstein, 2017). Moreover, external factors such as economic conditions affecting access to reading materials at home, the increasingly widespread use of mobile phones and the internet, and even gender also contribute to this issue (Rizky Anisa et al, 2021).

This literacy issue can be resolved in two ways: proper literacy instruction and the use of appropriate reading materials. Based on the PISA instrument, the research provides an evaluation of the misunderstanding of literacy in Indonesia, which tends to offer low-level questions (Titik, 2018). However, literacy in PISA emphasizes: 1. higher-order thinking skills through interpretation, reflection, and evaluation; 2. critical reading skills, which involve restating information, developing interpretations and integrating them with other texts, reflecting on and evaluating texts; 3. long discourse (135—630 words) and complex question sentences; 4. various forms of higher-order thinking test questions; 5. contextual characteristics classified into four categories: education, work, personal, and society; and 6. text content about personal safety, community involvement, ways to complete education, and science and technology, as well as personal stories containing moral values to improve quality of life.

Referring to the explanation above, the ultimate goal of literacy should be to solve personal to societal problems for the improvement of quality of life (Romanova et al., 2024). To become fully literate, students must be able to interact with texts, derive meaning from them, and bring meaning to them for broader social purposes. They are expected to read critically to question the interests behind the texts and evaluate their social effects (Zhai et al., 2024). This aligns with the goals of critical literacy, which essentially aims to enhance the ability to read words to read the world concerning power, identity, and differences in access to knowledge, skills, tools, and resources (Janks, 2013). This includes the ability to critically examine issues of gender inequality and social inclusion, particularly those related to unequal access to decent livelihoods, quality education, and sustainable natural resources.

Critical literacy is beyond the ability to understand written texts by encouraging readers to analyze how language constructs social realities, represents power relations, and reproduces ideologies. Understanding the text is not only understanding the reading but also what is related to the social structure of the English language which is needed for student critical thinking. English language teaching leads to reflection, action, and transformation by encouraging students to analyze issues of identity, inequality, discrimination, and social justice through classroom discussions activities (Gándara & Rendón-Romero, 2023; Omodan, 2023). Moreover, the critical literacy is suitable to correlate in English material. Within English language education, critical literacy is significant because language learning cannot be separated from the cultural and ideological contexts in language is used (Amgott, 2023; Hicham et al., 2025; Hossain, 2026; Şenbayrak & Ortaçtepe Hart, 2024; Veldhuis et al., 2025). Therefore, English classrooms is not only focus on linguistic competence but also improving learners' critical awareness and responsible citizenship.

Numerous studies have frequently present that critical literacy influence positively to learner's higher order thinking skills, analytical reasoning, and reflective judgment (Cheung et al., 2024; Hemtasin et al., 2026; Quinlan et al., 2025). Additionally, these competencies are related to the competencies which examined by OECD's PISA framework (OECD, 2023). The examinations emphasize interpreting, evaluating, and reflecting upon texts rather than simply retrieving explicit information. Consequently, the integration of critical literacy and English language instruction can support students in developing both language proficiency and the critical thinking skills required for academic success and active participation in society.

The issue of gender inequality and social exclusion in our country is reported to be quite high. The Komnas Perempuan report for 2023 recorded 339,782 cases of gender-based violence. The number of incidents in the personal realm is the highest, with 336,804 cases, while violence in the public realm amounts to 2,978 cases, and violence in the state realm totals 68 cases. Concerning children, gender-based violence in the form of psychological and verbal abuse consists of several types, such as cybersexual violence, bullying, or dating violence (Mambu, 2018). Related to education, research shows that the stages of internalizing gender awareness and readiness for social inclusion among students have not yet reached the action stage and are still in the introduction and accommodation stages, meaning that the awareness of gender roles and functions is still low (Hilman & Khusumadewi, 2019). Therefore, teaching materials that are suitable in content, and language, and themed around gender and social inclusion are needed. The issue of gender equality cannot be separated from social inclusion, as both are interconnected. Social inclusion is defined as the process of increasing participation in society, particularly for disadvantaged communities, through the enhancement of opportunities, access to resources, voice, and respect for basic human and citizen rights. In the framework of Sustainable Development, both are encompassed within the pillar of social development.

In the context of English language learning in Indonesia, literacy should also ideally involve critical literacy by highlighting concrete social issues, such as gender inequality and social exclusion. According to (Mambu, 2018) critical literacy in English teaching means that students must use their reasoning abilities to (1) understand and analyze English texts; (2) identify all types of bias and inequality in English texts, and (3) express their critical thoughts on all forms of inequality in English. In short, criticality encompasses ‘reflection, action, and transformation’ (Kubota & Miller, 2017). Although previous studies have highlighted the importance of critical literacy and gender equality in education, few have developed and empirically validated English language teaching materials that explicitly integrate Gender Equality and Social Inclusion (GESI) principles into English language learning. Existing studies have primarily focused on conceptual discussions of critical literacy or students’ gender awareness rather than designing and evaluating instructional modules that combine language learning with critical engagement in social issues. Furthermore, there is limited research examining the development of GESI-based English teaching materials for junior secondary school students in the Indonesian context. Therefore, this study addresses this gap by developing and validating the Si-Moli module using the ADDIE model to promote students’ critical literacy while integrating GESI concepts into English language learning.

The need to teach social issues in English language instruction aligns with the rationale for English language learning for junior and senior high schools based on the Merdeka curriculum, which is: English language learning at the Secondary Education level (Junior High School/MTs/Package B Program; and Senior High School/MA/Package C Program) provides opportunities for students to broaden their perspectives related to themselves, social relationships, culture, and globally available job opportunities, the ability to access the outside world and understand different ways of thinking, enhance critical thinking skills to strengthen their identity, and appreciate differences (CP ATP Bahasa Inggris SD-SMA, n.d.).

This study deliberates the importance of teaching reading-writing literacy, critical thinking, technology use, and gender equality and social inclusion in English. There were previous studies related to these topics. The use of Information and Communication Technology-based media is highly supported for teaching English. A study on the perspectives of English teachers regarding the integration of ICT in English teaching in 2020 confirmed a positive response to the use of ICT in schools for teaching English (G. N. Hafifah, 2020). Furthermore, a study on the technological

literacy of university-level English teachers showed that the majority of English lecturers in Indonesia are technologically literate and ready to integrate ICT skills into the teaching and learning process, particularly in English teaching (G. N. Hafifah & Sulisty, 2020). The study on literacy, reading, and writing instruction in English language learning was conducted by the proposer to examine the correlation between writing and speaking skills. In this study, no significant correlation was found between students' writing skills and their speaking skills (FP et al., 2020). Furthermore, the studies on the use of authentic materials in reading skills emphasizes the importance of using authentic materials when teaching to read English descriptive texts (Hafifah, G. N. & Yuniarti, 2019).

The study of English language learning with higher-order thinking used as a basis for teaching critical literacy has been conducted by the proposer through research on the High Order Thinking Skills policy in English lessons included in the Basic Competencies of the 2013 Curriculum and the practices of English teachers in developing achievement indicators. This study emphasizes that achievement indicators must align with the HOTS theory. Other findings indicate that teachers still struggle to understand and develop achievement indicators by applying the HOTS theory (Qohar et al., 2018). Meanwhile, the study on English language learning that can stimulate critical thinking skills was conducted by the proposer through research on the development of an English learning module for junior high schools based on Scientific Learning and the 2013 Curriculum. The result of this research is the compilation of an English teaching module for junior high school using Scientific Learning (Purwati et al, 2022). Another study is about the implementation of the SCL learning model conducted by the proposer, affirming the advantages of SCL in facilitating students to experience autonomous learning and providing more opportunities to practice language skills (G. Hafifah, 2014). Furthermore, extensive reading is significantly contributed to academic writing skill and also develop critical thinking skill (Cheung et al., 2024)

Another study on the use of Critical Discourse Analysis (CDA) to enhance the critical thinking skills of prospective English teachers, affirms that text analysis using CDA positively influences critical thinking abilities (Ratnadewi & Yuniarti, 2019). Lastly, a study on gender through the choice of language used in magazine texts to construct the ideal representation of women. This research emphasizes the existence of certain social standards imposed on women in the texts (Yuniarti, 2016). So far, the modules published by the government and available in the market have not been interactive enough and have not adequately facilitated critical literacy that includes gender issues and social inclusion. Therefore, this research results in an innovation in the form of a web-based digital module that is easily accessible to teachers and can be used interactively to teach critical literacy that includes gender equality and social inclusion issues. In addition, there has not been much application of critical literacy in English language learning in schools.

Considering the above background, this research develops an English module in digital form by incorporating multimodal and multi-text elements, with a critical literacy perspective and including gender equality and social inclusion. Therefore, the research questions are formulated as follows:

1. How suitable and feasible is the digital module for English language learning, as evaluated by experts?
2. To what extent does the module facilitate critical literacy strategies and promote issues on gender equality and social inclusion?
3. How do teachers and students perceive the module's usability and effectiveness?

RESEARCH METHODOLOGY

The research methodology follows the ADDIE model, a systematic framework consisting of five phases: Analysis, Design, Development, Implementation, and Evaluation (Meihami & Malmir, 2024). This iterative process ensures the creation and validation of a robust digital module to address specific educational needs. Quantitative research is implemented in this study, utilizing survey research to collect data and evaluate outcomes. Data were collected using a structured questionnaire consisting of Likert-scale items designed to evaluate the quality, usability, and effectiveness of the Si-Moli module. The questionnaire was administered to experts, teachers, and students after they reviewed or used the module. Prior to data collection, the instrument was validated through expert review to ensure its content validity. The survey gathered quantitative data on participants’ perceptions of the module, including its content, language, design, practicality, and potential to promote critical literacy and gender equality and social inclusion (GESI). The collected data were analyzed using descriptive statistics, including mean scores and percentages, to determine the overall level of acceptance and effectiveness of the module. The results of this analysis are presented in the Findings section. The study was conducted over a period of eight months, involving five experts, three model teachers, and six classes for the digital module implementation. The population targeted in this research comprised 180 junior high school students.

RESULT AND DISCUSSION

The study employs the ADDIE model (Analysis, Design, Development, Implementation, Evaluation) to develop and validate the digital module, as seen in Figure 1. Module Development Stages.

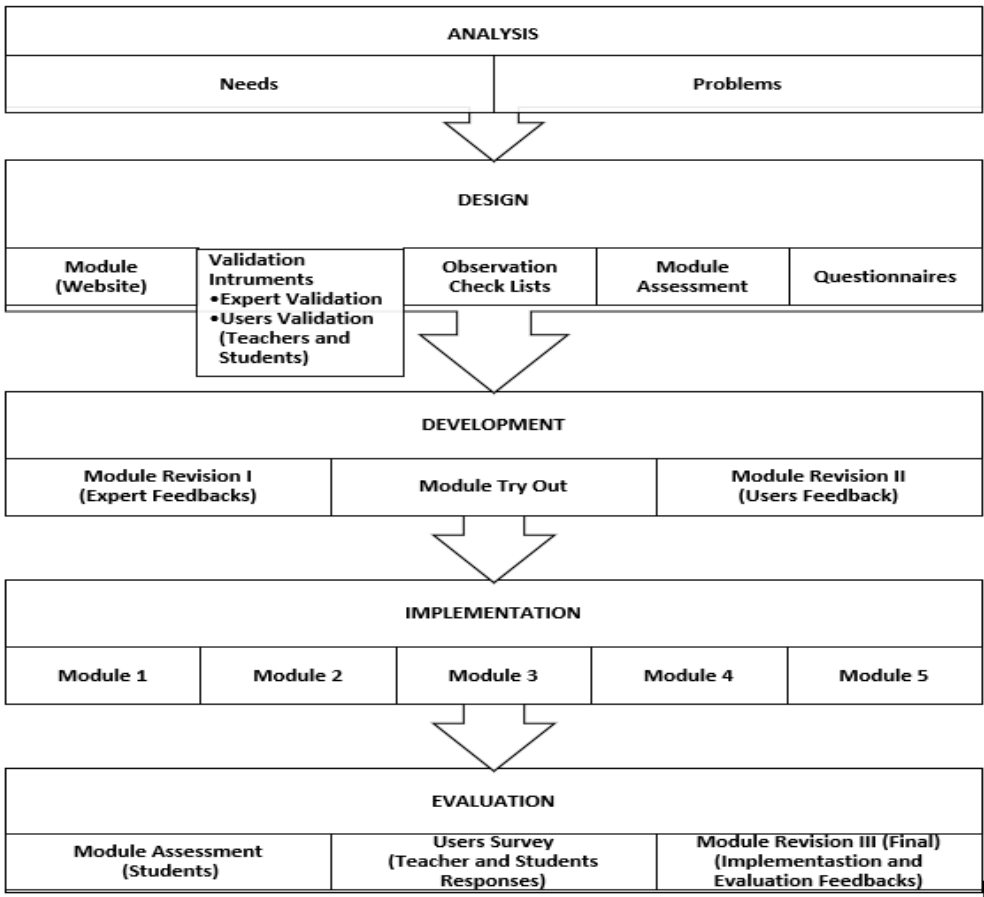


Figure 1. Module Development Stages

Analysis Stage

Focused group discussions are conducted to reveal the teaching of literacy in English classes, what kind of teaching materials were used, and how far the teacher understands the concept of critical literacy. Needs and problem analysis are conducted to investigate what kind of teaching materials are needed by teachers in teaching critical literacy and improving students' awareness about the issues of gender and social inclusions. It was found that there were no such books or materials that are provided by the government and book publishers that facilitate students' critical literacy skills. Teachers are expecting a special module complete with learning tools that could help them teach literacy more easily and in a structured way. Teachers approved the potential use of picture storybooks as a medium to teach gender equality and social inclusion as literacy strategies that can be practiced in the classroom. In addition, the web-based module is also approved by teachers as a potential form of module considering the excellent digital skills of students of the Internet generation.

It is concluded that teachers' understanding of critical literacy and issues related to gender and social inclusion is still limited. Teachers are limited to not differentiating between the roles of male and female students in learning activities in the classroom. However, teachers never discuss specific topics related to gender equality and social inclusion in the existing material. Topics of gender equality and social inclusion have not been specifically structured in English language learning. In addition, the implementation of literacy learning in schools is still limited to reading habits outside the classroom. Critical literacy learning in English subjects has not been specifically accommodated (Bacon, 2017). Literacy learning activity is only limited to understanding the content of the reading and being able to answer questions well. Teachers also feel a lack of information and knowledge about the issue of sustainable development goals (SDGs), particularly about the importance of teaching the topics of gender equality and social inclusion to students in school.

Design Stage

The module is designed based on the result of need and problem analysis. It is aimed to promote readers' awareness of gender equality and social inclusion while practicing critical literacy. Gender and social inclusion in this module refers to helping people, especially those facing challenges; experiences of people with disabilities, those living in poverty, and individuals marginalized because of their gender and to take a more active role in society by providing better opportunities, access to resources, a voice, and respect for their rights. Through engaging activities and discussions, readers will strengthen critical literacy, embrace diversity, and help create inclusive communities.

The module is freely accessed through <https://si-moli.com/> and it does not require certain registration or permission to use the website. As seen in (Figure 2. the Si-Moli Course Module Activity) comprises some features; *Home*: comprises the module's general information and purpose; the *Teacher's Guide*: contains a teacher's guidelines and instructions on how to use the book; *Course Module*: contains reading text and student activities; *Bibliography*: contains references; *Author Profile*: information about the author and creator of the module; and *Comment*: A page for readers to post comments. Each module has two features: Teacher's Guide and Course Module. The Teacher's Guide covers (A) The Lesson Information, (B) Learning Objectives, Book Information, and (D) Teaching Steps. The teaching activities applied the reading strategies such as: previewing, visualizing, predicting, questioning, identifying, connecting, inferring, and evaluating (Li et al., 2022). *The Course Module* covers (A) *Pre-Activities*, (B) *Main Activities*, and (C) *Extra Activities*, which consist of several learning activities for students. The main activities lead students

to comprehend the story through the Generic Structure of narrative text which are: orientation, complication, and resolution questions. The storybooks were taken from the free and open-access resources: <https://literacycloud.org/> and <https://www.letsreadasia.org/>. All images in the module were taken from <https://www.canva.com/dream-lab>.

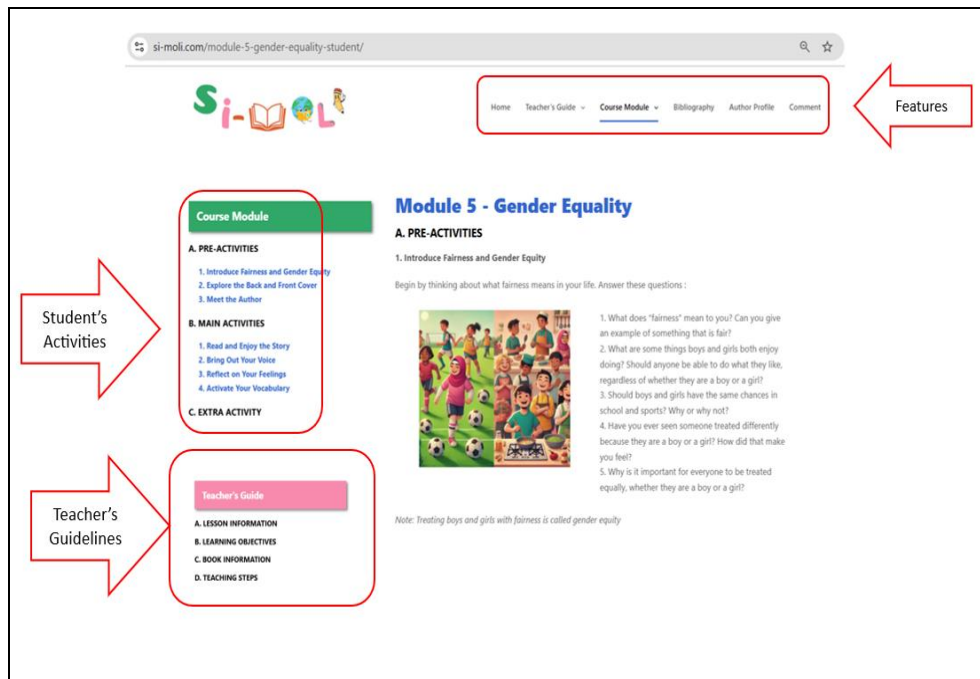


Figure 2. Si-Moli Course Module Activity

The module contains five chapters (Figure 3. Course Module). that bring up issues related to five pillars of Social Development Goals: (1) No Poverty, (2) Zero Hunger, (3) Quality Education, (4) Health and Well-being, and (5) Gender Equality. Readers can also give their feedback or suggestions about the literacy module on the *comment* page. In addition, readers can also contact the author via the email listed on the website. The copyright of the website has also been listed at the bottom of every page, with the words *Copyright: Si-Moli Creative Team*.

Some research instruments to measure the validity and feasibility of the module are created at this stage. There are five expert validation forms: Expert on Literacy, Gender and Inclusion, Language, Material, and Media to make sure that the website is appropriate and feasible. There are also Users (teachers and students) teachers validation forms and students' readability forms to measure the module usability. Observation checklists are prepared to make sure that the module is implemented based on the instructional material. Module evaluation test was made to measure students' critical literacy and comprehension of the modules. The last instrument is the user's questionnaire to reveal teachers' and students' opinions and problems after implementing the module.

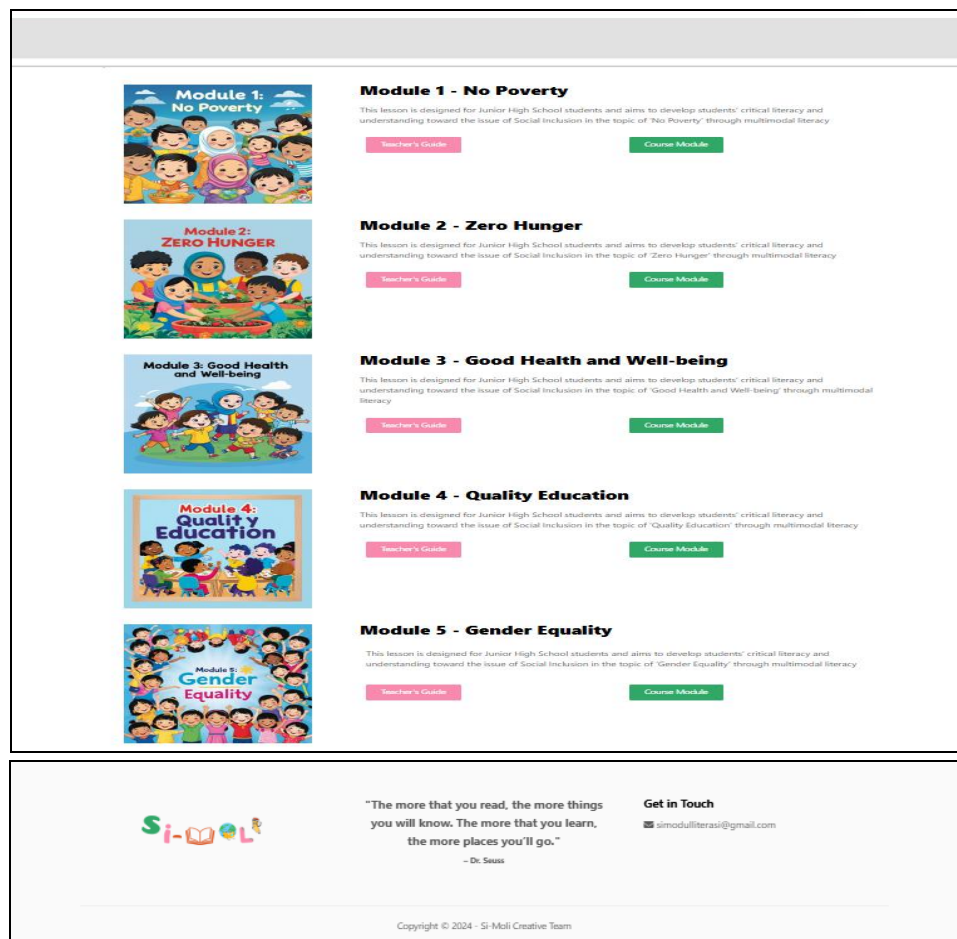


Figure 3. Course Module

Development Stage

The module is developed using a web-based platform to ensure accessibility. The digital critical literacy module underwent rigorous expert validation across five key domains: content material feasibility, language appropriateness, media design, literacy integration, and gender/inclusion representation. The validation process yielded the following:

Literacy Expert's Validation

The literacy expert emphasized the importance of explicitly addressing Gender Equality and Social Inclusion (GESI) within the activities of the module. This includes integrating principles of equitable gender roles and social inclusion, such as addressing issues of social status and discrimination, into the introductory sections. Doing so would enhance students' understanding and sensitivity to these topics. Additionally, the use of multimodal media, such as images paired with reflective questions, was recommended to develop students' awareness of GESI issues further. Critical reading strategies, including *previewing* and *predicting*, should also be explicitly outlined to offer clearer guidance. Rather than adhering to generic text structures such as orientation, complication, and resolution, the focus should shift toward engaging questions that delve directly into story content, fostering deeper comprehension. Lastly, it was suggested that the material be tailored to suit Grade 8 students, as GESI topics require a foundational level of prior knowledge and experience to ensure meaningful engagement.

Gender and Social Inclusion Expert's validation

The expert highlighted the need for a more user-focused design for the online modules, recommending differentiated interfaces for teachers and students. A user selecting the “Teacher” option should have access to comprehensive teaching guides, while a “Student” interface should be streamlined, displaying lesson overviews, objectives, and exercises without revealing detailed teaching activities that may confuse learners. Additionally, the inclusion of a download menu for teacher guides and worksheets was proposed to facilitate offline use of materials, enabling flexibility in face-to-face instructional settings. These changes would ensure that the website aligns with diverse user needs and supports effective teaching and learning. Generally, the integration of gender equality and social inclusion in the content was highly rated, ensuring relevance to both the educational curriculum and social issues.

Material Expert's Validation

The content expert underscored the importance of maintaining alignment with the curriculum while ensuring consistency in the use of terms and instructions across all units. Instructions should be clear, concise, and accessible, avoiding unnecessary complexity. Furthermore, the examples included in the modules, particularly those addressing gender equity and social inclusion, were commended for their relevance and appeal. However, it was recommended that these examples continue to be developed in a way that resonates with students and aligns with educational objectives. Generally, the module was rated as highly feasible, aligning well with the principles of critical literacy and the thematic focus on gender equality and social inclusion.

Language Expert's Validation

The language expert suggested that the English used in the modules be simplified to better suit middle school students' comprehension levels. Language inclusivity was also highlighted as a critical consideration, ensuring that all learners feel represented and respected. Finally, careful consideration should be given to the terminology used in the modules, particularly the distinction between “gender equality” and “gender equity.” The choice of terminology should align with the context and goals of the module to maximize its educational impact. Overall, the module's language level was deemed appropriate for junior high school students, balancing simplicity with opportunities for critical engagement.

Media Expert's Validation

The media expert provided a range of suggestions to improve the functionality and aesthetic appeal of the modules. Enhancing navigation was a key priority, with recommendations to incorporate intuitive symbols, user instructions, and fixes for broken links. The expert also stressed the need for richer multimedia content, such as animations, interactive audio, and simulations, to create a more engaging learning experience. Visual elements, including images, should be accompanied by captions, and their resolution should be optimized for clarity. Layout improvements were also proposed, such as refining text alignment, optimizing paragraph spacing, and resizing profile images for better visual presentation. Finally, the inclusion of clear copyright and attribution details was recommended to ensure transparency and compliance with intellectual property standards. Expert praised the user-friendly interface and multimodal design, ensuring accessibility for students and educators. Feedback from the validation process guided minor revisions to enhance clarity, engagement, and alignment with educational objectives. **Module Revision I** is conducted based on the expert feedback before the module try-out.

Teachers' Validation and Students Readability

The module was then introduced to model teachers and tried out in one class to measure module readability and feasibility from the students and teachers as the users. The results of the module's feasibility validation by teachers and its readability feedback from students provide valuable insights for improvement. Teachers identified several critical issues related to accessibility and content appropriateness during the validation process. For instance, certain links within the module, such as "Suitcase" and "Spackle Magpie," were non-functional, limiting the usability of key resources. Additionally, the lack of audio features was highlighted as a significant barrier for students with special needs students, making the module less inclusive. Furthermore, teachers noted that some of the questions were too difficult for special needs students, underscoring the need for differentiated content to accommodate diverse learning abilities.

From the students' perspective, feedback on the module's readability emphasized the importance of both visual and content-related adjustments (Cui et al., 2019). One prominent issue was the excessive space in several modules, which detracted from the overall design and engagement. Students also pointed out that the illustrations appeared too childish and recommended adopting visuals that better represent adolescents in middle school. This aligns with the need for age-appropriate content that resonates with the target audience.

Another key suggestion from students was to increase the variety in the background colors of images across modules. Uniform designs were perceived as monotonous, and introducing more dynamic and diverse backgrounds was recommended to enhance the module's visual appeal. In terms of content length, most students found the texts appropriately sized for their level, though some older students suggested slightly longer texts could provide a more enriching learning experience for their age group. Therefore, the module is then appropriately implemented in grade 8.

Table 1. Expert Validation Result

Aspect	Mean	Percentage	Category
Literacy	4.72	94.4	Very Valid
Material	4.68	93.6	Very Valid
Language	4.58	91.6	Very Valid
Media	4.75	95.0	Very Valid
Gender & Inclusion	4.80	96.0	Very Valid
Overall	4.71	94.2%	Very Valid

The expert validation results indicate that the expert validation achieved an overall mean score of 4.71 (94,2%). Based on the feedback from both teachers and students, **Modul Revision II** was undertaken to address these concerns. This included fixing non-functional links, adding audio features to enhance accessibility, and simplifying questions to accommodate special needs students. Additionally, visual adjustments were made to reduce empty spaces, replace childish illustrations with more age-appropriate ones, and introduce varied background colors across modules. Content length was also tailored to better suit the needs of older students, ensuring the module remains engaging and relevant for all grade levels.

Implementation

Before the classroom implementation, there was a pilot try-out to evaluate its practicality, readability, and feasibility, as well as to establish the validity and reliability of the research

instruments. The pilot study involved a teacher and one class of grade 8 students who represented the target users of the module.

Table 2. Validity Test Results for Students' Critical Literacy Instrument

Item	Pearson Correlation (r _{xy})	t-value (calculated)	t-table	Decision	Conclusion
1	0,722	5,624	1,699	Reject H ₀	Valid
2	0,598	4,017		Reject H ₀	Valid
3	0,69	5,131		Reject H ₀	Valid
4	0,47	2,864		Reject H ₀	Valid
5	0,334	1,909		Reject H ₀	Valid
6	0,746	6,026		Reject H ₀	Valid
7	0,603	4,068		Reject H ₀	Valid
8	0,715	5,5		Reject H ₀	Valid
9	0,673	4,896		Reject H ₀	Valid
10	0,87	9,504		Reject H ₀	Valid
11	0,863	9,217		Reject H ₀	Valid
12	0,687	5,094		Reject H ₀	Valid
13	0,458	2,773		Reject H ₀	Valid
14	0,699	5,268		Reject H ₀	Valid
15	0,736	5,862		Reject H ₀	Valid
16	0,606	4,101		Reject H ₀	Valid
17	0,582	3,858		Reject H ₀	Valid
18	0,672	4,89		Reject H ₀	Valid
19	0,829	7,969		Reject H ₀	Valid
20	0,853	8,795		Reject H ₀	Valid

Table 2 shows that the calculated *t*-values for all questionnaire items are greater than the critical *t*-value (1.699). Therefore, the null hypothesis (H₀) was rejected for all items, indicating that each item in the students' critical literacy instrument is statistically valid and suitable for measuring the intended construct.

Tabel 3. Reability Test Result for Students' Critical Literacy Instrument

R	Criteria
0,932	Very Reliable

To examine the reliability of the instrument, the reliability coefficient was calculated and interpreted based on established reliability criteria. The results of the reliability analysis for the students' critical literacy instrument are presented in **Table 3**

Table 3 shows that the students' critical literacy instrument achieved a Cronbach's alpha coefficient of 0.932, indicating excellent internal consistency. Based on the reliability criteria (0.81–1.00), the instrument is considered highly reliable.

Table 4. Validity Test Results for Students' GESI Understanding

Item	Pearson Correlation (r _{xy})	t-value (calculated)	t-table	Decision	Conclusion
1	0,674	4,739	1,703	Reject H ₀	Valid
2	0,58	3,698		Reject H ₀	Valid
3	0,546	3,385		Reject H ₀	Valid
4	0,473	2,789		Reject H ₀	Valid
5	0,646	4,393		Reject H ₀	Valid
6	0,666	4,645		Reject H ₀	Valid
7	0,47	2,765		Reject H ₀	Valid
8	0,345	1,908		Reject H ₀	Valid
9	0,283	1,534		Fail to Reject H ₀	inValid
10	0,487	4,739		Reject H ₀	Valid
11	0,688	3,698		Reject H ₀	Valid
12	0,661	3,385		Reject H ₀	Valid
13	0,62	2,789		Reject H ₀	Valid
14	0,559	4,393		Reject H ₀	Valid
15	0,456	2,663		Reject H ₀	Valid
16	0,625	4,166		Reject H ₀	Valid
17	0,61	3,996		Reject H ₀	Valid
18	0,657	4,533		Reject H ₀	Valid
19	0,661	4,572		Reject H ₀	Valid
20	0,417	2,384		Reject H ₀	Valid

Table 4 shows that the calculated *t*-values for all questionnaire items were greater than the critical *t*-value (1.703), except for Item 9. The calculated *t*-value for Item 9 was lower than the critical *t*-value, resulting in a failure to reject the null hypothesis (H₀). Therefore, Item 9 was considered invalid, while all remaining items were found to be valid and suitable for measuring students' understanding of Gender Equality and Social Inclusion (GESI).

Table 5. Reliability Level of Students' GESI Understanding

R	Criteria
0,899	Very Reliable

Table 5 shows that the students' Gender Equality and Social Inclusion (GESI) understanding instrument obtained a Cronbach's alpha coefficient of 0.899, which falls within the range of 0.81–1.00. According to the established reliability criteria, this indicates that the instrument has excellent reliability and demonstrates a high level of internal consistency.

The refined module is implemented in stages, comprising five distinct modules delivered sequentially in five classes of grade 8. Each module is implemented in two meetings. This phase allows researchers to evaluate the module's usability and effectiveness in real classroom settings, providing practical insights into its applicability and engagement levels. Teachers demonstrated creativity and adaptability in engaging students and addressing technical challenges, but issues such as underutilization of resources, insufficient cross-cultural exploration, and limited support for creative facilitation highlight the need for refinements in both module design and teacher training. The implementation of the Si-Moli Module across various classroom trials showcased strengths and revealed areas for improvement.

There are some technical issues in Module 1 implementation, such as inaccessible book links and disrupted learning. Additionally, the illustration in the "Introduction to Topic" section did not

effectively introduce the theme of poverty, and the visuals were perceived as unengaging. These shortcomings hindered meaningful discussion and connection to the topic.

In Module 2, the teacher showed initiative by creating a PowerPoint presentation and developing a vocabulary exercise game. However, the overlap between questions in the “Introduction” and “Main Activities” sections caused redundancy. Both the teacher and students were unfamiliar with the textbook author’s name and origin, missing opportunities for cross-cultural learning. The teacher relies on downloaded PDF text rather than the Literacy Cloud platform’s limited interactivity. Similarly, in Module 3 implementation, the teacher created a PowerPoint presentation and vocabulary games, which enhanced the lesson. However, the continued reliance on PDFs rather than the Literacy Cloud platform reduced the interactivity and engagement that the module intended to provide.

Findings from module 4 implementation show that the teacher’s facilitation of the “Introduction to Topic” was effective, motivating students and encouraging critical analysis of the text. Students were highly engaged, asking questions and analyzing the book critically. However, the emphasis on the introduction reduced the time for vocabulary exploration. Repetition of questions in the “Introduction” and “Main Activities” sections, combined with limited teacher understanding of multimodal aspects in the text, hindered deeper exploration. Technical difficulties in accessing book links were also noted.

Module 5 implementation reveals that the teacher effectively utilized the “Introduction” section by engaging students with the front cover illustration of a girl climbing a tree. While this activity captured interest, students struggled to predict the story’s content. The use of the back cover to clarify the narrative was a helpful strategy. The teacher skillfully contextualized the themes of fairness and gender equality using relatable examples, such as everyday gender-based inequities in the classroom and at home.

Table 6. Implementation Results

Aspect	Mean	Percentage	Category
Lesson implementation	4.52	90.4%	Very High
Student engagement	4.63	92.6%	Very High
Critical literacy	4.58	91.6%	Very High
GESI integration	4.67	93.4%	Very High
Technical usability	4.12	82.4%	High
Overall implementation	4.50	90.0%	Very High

However, reading activities were limited to selected students, leaving others without direct engagement. Vocabulary exploration, particularly the poem (Heku), was minimal, restricting opportunities for linguistic growth. The “Bring Out Your Voice” activity was not effectively facilitated, highlighting the need for pre-designed, engaging activities to assist teachers. Cross-cultural aspects, such as the author’s background and book origin, were also underexplored. Challenges included the web interface projecting poorly on larger screens, which disrupted the presentation flow. Although teachers adjusted to the limitations, the interface could be optimized for classroom use. The “Bring Out Your Voice” activity was inadequately facilitated, emphasizing the need for engaging in pre-designed activities within the module. The implementation is reflected in the result of questionnaire.

The observation results reveal that teachers exhibited strong *adaptability* by creating supplementary materials and inventing vocabulary games. However, these efforts often

compensated for module limitations rather than enhancing the intended learning experience. Teachers successfully *contextualized* abstract concepts like fairness and gender equality through relatable examples, fostering student engagement and understanding. While modules encouraged student participation, engagement was inconsistent. Limited vocabulary exploration and weak facilitation of interactive activities reduced the impact of the lessons. Frequent technical issues, such as inaccessible links and limited familiarity with the Literacy Cloud platform, disrupted implementation. Improved teacher training and streamlined resources are essential.

Those findings lead to some improvements to revise the module:

1. Enhance Resource Accessibility: Ensure book links and Literacy Cloud resources are functional and user-friendly across devices.
2. Embed Interactive Activities: Include pre-designed, engaging activities in the modules to support teachers in facilitating lessons.
3. Address Redundancies: Revise questions in the “Introduction” and “Main Activities” sections to eliminate overlap and encourage varied explorations.
4. Promote Multimodal Literacy: Provide training for teachers on multimodal aspects of texts to deepen student engagement with visual and textual elements.
5. Foster Cross-Cultural Learning: Include guidance and materials to explore authorship and cultural contexts, enriching the learning experience.
6. Optimize Visuals and Content: Improve the quality and relevance of illustrations to better align with thematic goals, such as poverty and gender equality.

These improvements enhance teacher support, maximize student engagement, and improve the overall effectiveness of the Si-Moli Module implementation.

Evaluation

The final phase emphasizes comprehensive evaluation through module assessments completed by students and surveys capturing teacher and student responses. Feedback from these assessments guides **Module Revision III**, the final iteration of the module. This step incorporates insights from both implementation and evaluation to ensure the module’s optimal performance and relevance to its intended purpose. The evaluation of Si Moli modules based on teacher and student responses demonstrates their overall effectiveness in fostering critical literacy and increasing awareness of gender equality and social inclusion among junior high school students. Both groups recognized the modules’ strengths in delivering engaging and relatable content, while also highlighting areas for improvement to optimize their implementation in the classroom.

Teachers and students agreed that the modules effectively introduced important life lessons and encouraged critical thinking. Students appreciated the relatable narratives, such as those in *Dividing the Mango* and *Bakery of Her Own*, which emphasized values like fairness, determination, and persistence. These themes resonated with students and spurred curiosity, prompting further exploration of societal issues. Teachers similarly noted the modules’ ability to engage students and enhance their comprehension of critical topics, with dialogic texts and visual elements being particularly impactful in maintaining student interest (Bodén et al., 2023).

However, both groups identified challenges that need to be addressed. For students, difficulties with advanced vocabulary emerged as a common issue, especially for those with lower English proficiency. They suggested simplifying the language or providing additional resources, such as definitions and translations, to make the modules more accessible. Students also expressed a desire for improved visuals, with recommendations to include dynamic, modern designs like comics to better align with the narrative and engage younger audiences. Technical challenges, such as

website bugs and occasional misalignment between visuals and text, further hindered their experience.

From the teachers' perspective, a key challenge was the insufficient time allocated to deliver the modules comprehensively. The standard 80-minute sessions were often inadequate for covering both language learning objectives and critical discussions on Gender Equality and Social Inclusion (GESI), requiring additional class meetings and more structured lesson plans. This finding is consistent with previous studies reporting that implementing critical literacy activities requires extended instructional time because students need opportunities to analyze, discuss, and reflect on complex social issues before constructing informed responses (e.g., Mambu, 2018; Kubota & Miller, 2017). Logistical constraints, such as transitions between classes and limited preparation time, further affected the effectiveness of classroom implementation. Teachers also identified repetitive questions and unclear connections between illustrations and themes, particularly in the *No Poverty* module, suggesting that instructional materials should present coherent multimodal elements to support students' comprehension and engagement. These findings highlight the importance of aligning instructional design with classroom realities while ensuring that multimodal resources effectively facilitate critical literacy learning.

Both teachers and students suggested strategies to enhance the modules' effectiveness. Teachers demonstrated adaptability by incorporating supplementary resources such as PowerPoint presentations, games, and multimedia elements to simplify content and sustain engagement. These innovative approaches tailored the learning experience to the needs of individual classes, creating a more interactive and supportive environment. Students recommended modernizing the website with features like dark mode and integrating trendy visual elements to align with their digital preferences and increase usability.

Despite these challenges, Si Moli modules were widely recognized for their ability to promote critical literacy by encouraging prediction, analysis, and deeper interpretation of texts. Students noted an increased understanding of gender equality and inclusivity, while teachers observed the modules' potential to foster meaningful discussions about societal values. Both groups emphasized the importance of aligning the modules with local contexts and providing additional resources for those already familiar with the covered topics. Based on the explanation above, it is reflected that there is improvement of the student critical literacy and Gender and Social Inclusion awareness.

Table 7. Pre-test and Post-test of Students' Critical Literacy and GEDSI

Variable	Pre-test	Post-test	Gain	p-value
Critical literacy	58.6	82.4	+23.8	<0.001
Gender Awareness	64.5	86.9	+22.4	<0.001

In conclusion, Si Moli has proven to be an effective online literacy module for junior high school students, successfully promoting critical literacy and raising awareness about gender equality and social inclusion. By addressing identified challenges, such as enhancing visual and content design, improving technical functionality, and providing additional teacher training, the modules can achieve broader application and sustained impact. These findings highlight the potential of Si Moli as a comprehensive resource for integrating social values into English language education, making it both suitable and feasible for use in diverse educational settings.

CONCLUSION

The findings indicate that the Si-Moli module is a valid and feasible instructional resource for integrating critical literacy and Gender Equality and Social Inclusion (GESI) into English language learning. Expert validation, teacher evaluations, and student readability assessments confirmed its content quality, practicality, and usability. The main contribution of this study is the development of a GESI-integrated English learning module that provides teachers with a practical resource for promoting students' critical literacy while engaging them with authentic social issues through English language instruction. Although the module was well received, further improvements in website functionality, accessibility features, and instructional design are recommended to enhance its effectiveness and classroom implementation.

The implementation questionnaire yielded an overall mean score of 4.50/5 (90.0%), indicating that the Si-Moli module was implemented successfully in the classroom. The highest-rated aspect was GESI integration ($M = 4.67$), suggesting that the module effectively facilitated discussions on gender equality and social inclusion. Student engagement ($M = 4.63$) and critical literacy activities ($M = 4.58$) also received very high ratings. The lowest-rated aspect was technical usability ($M = 4.12$), reflecting teachers' concerns about broken hyperlinks and limited interactive features. These findings informed revisions to improve the module before finalization.

The module's design was considered user-friendly, with a multimodal approach that integrates diverse media such as images, audio, and animations. However, suggestions were made to enhance navigation, optimize layout, and ensure accessibility. Teachers also emphasized the importance of providing clear, differentiated interfaces for both students and teachers to improve the overall experience. The language used was generally suitable for middle school learners, but experts advised simplifying some terminology and refining language to ensure clarity and greater engagement.

In terms of classroom implementation, the module effectively facilitated discussions on critical topics such as fairness, gender equality, and social inclusion. Teachers found it useful for sparking meaningful conversations and encouraging critical thinking among students. However, the effectiveness of some activities was limited by redundancies and inconsistencies in facilitation. There was also an underutilization of cross-cultural contexts, which hindered broader engagement with global issues. Teachers' creativity and adaptability in supplementing the module with additional materials were commendable, but technical issues and reliance on static resources reduced interactivity.

While both teachers and students recognized the module's value, there were challenges related to technical functionality, visual design, and language accessibility. Students with lower English proficiency found some vocabulary difficult, and the module's visual design was seen as outdated, which affected its appeal. Technical issues, such as misaligned visuals and broken links, disrupted the learning experience. Additionally, teachers noted that the standard 80-minute class sessions were often not enough to fully explore the module's content, requiring more time and structured lesson plans.

Despite these challenges, the Si-Moli module has demonstrated its potential as an effective educational resource for integrating critical literacy and Gender Equality and Social Inclusion (GESI) into English language learning. It successfully promoted students' awareness of social issues and facilitated classroom discussions on fairness, gender equality, and inclusivity. With further improvements to its content, design, technical features, and teacher support, the module could become an even more effective resource for junior high school English education. Future research should evaluate the module's long-term impact on students' critical literacy, English

language proficiency, and GESI awareness through larger-scale studies involving diverse educational settings. In addition, the module could be adapted and implemented in different school contexts and educational levels to examine its effectiveness across a wider range of learners.

DECLARATION OF AI AND AI ASSISTED TECHNOLOGIES IN THE WRITING PROCESS

During the preparation of this work the author(s) used ChatGPT in order to improve the grammar of the article. After using this tool/service, the author(s) reviewed and edited the content as needed and take(s) full responsibility for the content of the publication.

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AUTHORS' CONTRIBUTION

Author 1: Conceptualization; Project administration; Validation; Data curation; Investigation.

Author 2: Investigation; Formal Analysis; Writing - review and editing.

Author 3: Data curation; Methodology; Writing - original draft.

DECLARATION OF COMPETING INTEREST

The authors declare that they have no known competing financial interests or personal relationships that could have appeared to influence the work reported in this paper.

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