

The role of creative literature teaching based character on character development

Peran pengajaran sastra kreatif berbasis karakter dalam pengembangan karakter

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Abstract

The purpose of this study was to investigate the effectiveness of character-based creative literature learning in developing student character which includes attitudes, behavior, and personality. The research method used was a quasi-experimental involving 250 high school students. The sample was selected using random sampling technique. The findings show that learning character-based creative literature makes a positive contribution to the development of student character, which includes attitudes, behavior, and student personality. The effect of learning literature on student character produces t values at the posttest stage for each aspect of attitude, behavior, and personality (4.452, 3.683, and 4.579) and p values less than 0.05. In addition, the effect size of character-based literary learning on character development is 5.80 which has a significant influence. So, it can be concluded that teaching character-based creative literature has a significant positive influence on character development (attitudes, behavior, and personality) in high school students. The implication of this research is that literature can be used as an alternative in instilling character in students.

Abstrak

Tujuan penelitian ini adalah menyelidiki efektivitas pembelajaran sastra kreatif berbasis karakter dalam mengembangkan karakter siswa yang meliputi sikap, perilaku, dan kepribadian. Metode penelitian yang digunakan adalah quasi eksperimen dengan melibatkan partisipan 250 siswa sekolah menengah. Sampel dipilih dengan menggunakan teknik random sampling. Temuan menunjukkan bahwa pembelajaran sastra kreatif berbasis karakter memberikan kontribusi positif terhadap perkembangan karakter siswa, yang meliputi sikap, perilaku dan kepribadian siswa. Pengaruh pembelajaran sastra terhadap karakter siswa menghasilkan nilai t pada tahap posttest untuk setiap aspek sikap, perilaku, dan kepribadian (4,452, 3,683, dan 4,579) dan nilai p kurang dari 0,05. Selain itu, effect size pembelajaran sastra berbasis karakter terhadap perkembangan karakter sebesar 5,80 yang memiliki pengaruh signifikan. Jadi, dapat disimpulkan bahwa pengajaran sastra kreatif berbasis karakter memiliki pengaruh positif yang signifikan terhadap perkembangan karakter (sikap, perilaku dan kepribadian) pada siswa SMA. Implikasi dari penelitian ini adalah sastra dapat dijadikan alternatif dalam menanamkan karakter pada siswa.

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A. Introduction

One of the problems faced in efforts to build the nation, namely finding a format to organize mental development in the form of attitudes and behavior of generations (Fernández et al., 2021; O'Byrne et al., 2022). This can be observed in changing the educational curriculum at any time. In developing the character-based Education Unit Curriculum, the focus is on developing character, attitudes, and culture. This shows the amount of government attention in responding to the development of behavior and personality patterns among students. Education is a learning process that facilitates students to recognize and optimize their potential which does not only include academics but also includes behavior so that students are able to adapt in the community environment (Pinto et al., 2019; Pulham & Graham, 2018). Education includes teaching special skills as well as something that cannot be seen, but is more profound, such as imparting knowledge, judgment, and wisdom. Thus, it can fulfill one of the main foundations of education, namely teaching culture to generations.

Character education has recently been discussed in various circles, especially in education circles. Based on the fact that students as educational products have not been firmly embedded in the human aspect so that their personalities are still weak. Finally, easily influenced by outside elements. Thus, the enthusiasm for learning, discipline, ethics, and hard work decreases. This causes students to be unprepared to face the influences of life so that they easily imitate negative external cultures, such as being involved in mass riots, committing violence at school (Littman-Ovadia & Freidlin, 2022; Luukka, 2021). This affects the patterns and behavior of life, including increasing poverty, the proliferation of a culture of corruption, the emergence of plagiarism, the strengthening of money politics, and a number of social diseases which are a reflection of a life that does not have strong character towards an advanced civilized nation. Looking at the implementation of education that has been implemented, the facts show that there are aspects that need to be studied and reorganized from the education system so that it does not produce people with a slump mentality, as witnessed, both in print and electronic media. This phenomenon is in the spotlight of the world of education, especially among teachers, teaching staff, and academic experts (Dempster, 2020; Kobe et al., 2020). This needs to be understood that educational institutions are not the only ones that must be judged, but there are many other elements that are responsible for fostering the moral and character of students as the nation's generation. However, it cannot be ignored that through character education, attitudes and civilization of society can be formed.

One of the efforts to develop character, attitude, and behavior is to introduce literary works to students because literary works contain the reconstruction of values in the journey of life that are full of life values, such as obedience, obedience, honesty, morals, and religion towards customs and norms. developing in society. To understand this requires appreciation, inspiration, and learning of literary works so that students can recognize and at the same time appreciate them. In this regard, literary works become a strategic medium for realizing noble goals because literary works contain noble and religious values of life (Váña, 2020; Viana & Zyngier, 2020). This shows that through literary works early on students can exercise their feelings, exercise their minds, and exercise their minds intensely so that indirectly they have positive behavior and habits through literary appreciation and creation. So, character education is not only focused on improving cognitive abilities, but

also optimizing all aspects and potential that exists in students. This character education can shape student personalities to become smart, strong, and superior students. Furthermore, the Department of Education and Culture explained that character is the innate heart, soul, personality, character, behavior, personality, nature, character, and character (Hadianto et al., 2021; Mello et al., 2019). There are also those who mention character as a subjective assessment of moral and mental qualities.

Literary culture and its appreciation in the school environment is still low. Facilities that support the direction of learning literature are felt to be lacking. The school library is still minimal in collecting literary books. Activities that have literary value in the school environment actually need to be encouraged and more scheduled. Learning literature is not just about introducing literature to students, but bringing literature closer to life is very important, especially the values that are useful for understanding life (Gedrimiene et al., 2020; Klöker, 2020). Like, the expression of the soul, the nuances of life, beauty, everything is created in literature. Students can develop their thoughts and talents in writing so they can make sense of life. In addition, the teacher's role is very large when bringing literature closer to their students. The approach taken with the process must be convincing. Thus, learning literature can be fun for students to know something new. Something that makes the expression of his soul come out so naturally that it has been precipitating. Literature lessons are the most enjoyable lessons if you really know how to enjoy them. In terms of substance, it is very weighty if examined properly. Through literature, the beauty of a truly harmonious life can be described.

Morals in literary works reflect the author's view of life about the values of truth he wants to convey to readers. The purpose of literary works is written, including offering an idealized model of life containing the application of morals in attitudes and behavior. These attitudes and behaviors are played by the story characters as a depiction of the character or the chosen character conveyed by the author to the reader so that they can enjoy and gain wisdom from the moral message conveyed. Of the various moral and character issues faced, it is important to study in overcoming these problems so as not to cause anxiety and confusion in society (Ciampa & Wolfe, 2021; Gedrimiene et al., 2020). In theoretical studies, it is known that literary works are a scientific aspect that is full of appreciation and practice of noble and religious life values, while the literary aspect is one of the parts taught in schools. Learning character education-based literary works makes students more enthusiastic, learning is more fun, student learning achievement increases, there is positive progress, the character values are developed. Literature is a medium for students' mental and intellectual enlightenment which is an important part of character education, such as the awakening of a nation in a better direction, strengthening the love of the motherland, as well as a source of inspiration and motivation for moral strength for socio-cultural changes (Ho, 2000; Luukka, 2021; Viana & Zyngier, 2020). Furthermore, one way to carry out fostering attitudes and behavior is to utilize literary appreciation. Thus, learning aspects of literary works in schools will benefit human values in life events. This has become the focus of research, namely examining the influence of learning aspects of literature in Indonesian subjects on the character development of high school students. The application of literary learning in language subjects is expected to shape students into students who are noble, humane, honest and independent. Based on the presentation of the research background, the purpose of this study was to test the effectiveness of character-based creative literature learning in developing student character which includes attitudes, behavior, and personality.

B. Research Method

The quasi-experimental research method was used in this study with a longitudinal study type. This study involved a sample of 250 junior high school students from three schools. These students were divided into experimental and control groups with a total of 125 students each. The experimental group received character-based creative literature learning and the control group only received ordinary literature learning. Both groups received the intervention for 1 year or two semesters. The intervention was carried out during Indonesian language learning which was carried out 2 times a week. This research was conducted for a year or two semesters so that students' character development can be seen as a result of character-based literary learning interventions. The proportion of male and female students participating is the same 50% of the total 250 students. This study used the observation sheet instrument of self-reports and friends on the character development of themselves and their friends. In addition, character development is also seen from three aspects, namely attitude, behavior, and personality. To see the effectiveness of character-based literature learning, a t test was carried out and the average change in each phase was seen using SPSS.

The procedure carried out in this study was that the first researcher conducted an assessment of student character through questionnaires and self-reports that had been provided. Furthermore, the experimental group was given an intervention through teaching character-based literature for two semesters. During the implementation of the intervention, monitoring was carried out through self-reports and peer assessments. After the intervention was carried out, a posttest was carried out to determine the development of students' character after receiving the intervention which targeted three aspects, namely attitudes, behavior, and personality. Data analysis was carried out quantitatively and qualitatively. To see the effectiveness of character-based literature learning, a t test was carried out and the average change in each phase was seen using SPSS. The researcher conducted a reliability test on the instrument which resulted in an internal consistency score of 0.90 from three assessors with doctor qualifications in the field of literature. The questionnaire used to assess student character development consisted of 30 items to assess attitudes, behavior, and personality. The results of the questionnaire reliability test to evaluate students' character development were cronbach's alpha 0.93.

C. Results and Discussion

The average value of each aspect of student character development has increased significantly. The average of the experimental group at the pretest stage was 65.256 which experienced a significant increase in the posttest stage to 88.796. This increase seemed more significant than the control group which only experienced an increase from 55,341 to 65,465. The researcher describes the acquisition of scores obtained through the posttest and student character surveys through self-reports and friends for one semester to see the effectiveness of character-based literature learning carried out for one semester. The pretest and posttest scores are presented in Table 1. Based on the results of the analysis of the data obtained from both the experimental and control groups in Table 1, the p value was obtained [(t = 55) = 0.352, p = 0.768)]. At the pretest stage there was no significant difference

between the experimental and control groups. However, the students' character development showed a significant change for the better at the posttest stage of the experimental group.

The value findings at the posttest stage showed a p value $[(t = 55) = 0.643, p = 0.058]$. At the posttest stage, students in the experimental group showed better character aspects such as attitudes, behavior, and student personality. Based on these data, the teaching of character-based creative literature can influence the development of students' character in a better direction. These findings indicate that the teaching of character-based literature in Indonesian language learning has proven to be effective in developing students' character in a more positive direction. Next, the researcher presents the results of the analysis of student report data regarding their views on character development after receiving this character-based literature lesson. This data is used to answer the second problem formulation. Data from self-view analysis on student character development can be seen in Tables 2 and 3. Based on the analysis results, Table 2 shows that the character possessed by students through self-reporting is not very significant between the experimental and control groups. In addition, the values shown are generally still low. In addition, the P value obtained during the pretest was greater than 0.05 ($p > 0.05$). This shows that the character of the experimental and control group students is not very significant.

Table 1. Student Character Development in Both Groups (N = 250)

Group	Variable	N	Mean	SD	<i>t</i>	<i>p</i>
Experimental	Pretest	250	65.256	6.635	0.352	0.768
Control		250	55.341	5.467		
Experimental	posttest	250	88.796	8.462	0.643	0.058*
Control		250	65.465	7.478		

* $p < 0.05$.

Table 2. Students' Views of Their Character Development in the Pretest Phase (N = 250)

Group	Character aspect	N	M	SD	<i>t</i>	Sig. (2-tailed)
Experiment	Attitude	250	4.256	0.462	0.656	0.735
Control		250	3.475	1.413		
Experiment	Behavior	250	3.426	0.463	2.346	0.364
Control		250	3.768	1.542		
Experiment	Personality	250	4.462	0.524	0.425	0.657
Control		250	4.241	0.687		

Table 3. Students' Views of Their Character Development in the Posttest Phase (N = 250)

Group	Character aspect	N	Mean	SD	<i>t</i>	<i>p</i>
Experiment	Attitude	250	8.462	0.824	4.452	0.035*
Control		250	5.374	0.674		
Experiment	Behavior	250	7.427	0.752	3.683	0.031*
Control		250	4.745	0.816		
Experiment	Personality	250	8.826	0.682	4.579	0.012*
Control		250	4.425	0.784		

* $p < 0.05$.

To see more clearly the effect given by character-based creative literature learning on student character development, the researcher tested it through an effect size test. Based on the test results presented in table 4 with conclusions drawn using the criteria in Table 3.

Table 4. Interpretation of Effect Sizes

<i>Effect size</i>	<i>Interpretation</i>
$d < 0.3$	Very small
$0.3 \leq d < 0.6$	Small
$0.6 \leq d < 0.9$	Currently
$0.9 \leq d < 1.0$	Big
$d \geq 1.0$	Very large

Table 5. Effect Size and Correlation Creative Literature and Character Development

<i>Aspect</i>	<i>Pretest (%)</i>	<i>Final Test (%)</i>
Average	72.42	93.45
Standard Deviation	3.35	6.67
<i>Effect Size (d)</i>		5.80 (Very large)
<i>Correlation (R)</i>		0.548
<i>Contribution effectiveness</i>		3.40

Based on the effect-size calculation results from learning creative literature in developing student character it is very significant with an Effect Size (d) of 5.80. From these data it can be seen that the application of creative literature learning has a significant impact on student character. This happens because each stage of creative literature learning contains activities that are oriented towards student character growth. From the results of data analysis in table 5, it is known that the correlation between learning aspects of creative literature in the Indonesian language subject and character development (attitudes, behavior, and personality) of high school students is 0.548 with a significance level of 5%. The existence of this correlation coefficient proves that the learning factors of creative literary aspects in the Indonesian language subject have a significant influence on the character development (attitudes, behavior, and personality) of high school students. The results of this analysis show that learning aspects of creative literature in high schools have been well organized and implemented in accordance with the previously designed character-based curriculum. In addition, the teacher's ability to direct and present learning material shows progress in a better direction so that students understand and appreciate the nature of the literary aspect of learning material. However, the teacher's direct involvement is still needed intensively to provide detailed explanations about learning aspects of literature. Because students' appreciation of literary aspects is a manifestation of character development patterns so that the roles, teaching strategies, and the teacher's accuracy in conveying teaching material become motivations that also influence students in forming worldview values in the literary works they are studying (Belzer & Grotlüschen, 2022; Or et al., 2021). To achieve the progress of civilization of the nation, teachers become important actors in shaping the personality, character, morality and intellectual capabilities of students.

The results of the analysis of the research data illustrate that it is very important to teach creative aspects of literature in Indonesian at school to overcome the moral crisis that society is currently experiencing. In addition, it also proves that literary works are full of life values that need to be adopted and taught to be implemented in everyday life in society.

Literature contains invitations that are not doctrinal in nature, but instead adhere to patterns of examples or examples that are shown to be scrutinized and considered by the logic of readers and connoisseurs so that they seep into the soul to give rise to feelings of compassion (Kobe et al., 2020; Sawyer & McLean Davies, 2021). Literature as imagination and creativity is the essence of literary works that can be understood through intuition and feelings that require understanding and are very different from other social sciences. In this regard, it is necessary to understand that literary works are an expression of the author's thoughts and inner thoughts that are created from a number of accumulated life experiences that occur in society using polite, beautiful and interesting diction to be enjoyed so as to influence the character or pattern of attitudes in a positive direction. Observing the learning aspects of creative literature in schools needs to get enough space and formation because it has a very positive and significant influence in educating, directing, the attitudes and character of students. This is very closely related to the role and function of literature, namely providing didactic, religious, and entertainment values. Literature functions as entertainment, reflection, learning materials, symbolic communication media, and the opening of paradigms of thinking (Ho, 2000; Luukka, 2021). Therefore, in the literature includes integrative value learning related to the development of life patterns. Besides that, literature is one of the most unique aspects of scholarship because the impact of enjoyment directly touches the essence of humanity, such as an enlightened soul and a cool heart. Thus, the enthusiasm of the heart and soul influences the formation of student character and behavior.

Indeed, it can be predicted that the pragmatic attitude of society will result in the depletion of the noble values of the nation's culture. The values of polite, friendly, mutual respect, wise, and religious wisdom are eroded and reduced by modern lifestyles. Therefore, as a civilized and dignified nation, the right solution is needed to foster and give birth to students who are intelligent, wise, skilled, intellectual, virtuous, noble, highly civilized, and devoted to God (Baehr, 2017; Dempster, 2020). To achieve this, a paradigm of psychological education is needed that is oriented towards character development which does not merely pursue cognitive competencies (mind, reason, and logic), but pays attention to and integrates moral issues and nobility of character. This is in accordance with the actual function of education, namely optimizing good abilities and personalities in order to create national personalities and students who are not only achievers but also have noble character. (Vána, 2020; Viana & Zyngier, 2020).

Psychological education that is oriented towards the formation of student character is realized through optimizing the teaching and role of literature in schools. To shape the character of students, literature is needed as a medium or means of psychological education. This is very reasonable because literature contains ethical and moral values related to life and human life. Literature does not only discuss its essential aspects (psychological), but also deals with God (religious), the universe (romantic), and also society (sociological) (Ciampa & Wolfe, 2021; Jónsson et al., 2021; Mello et al., 2019). Literature is able to express many things from various aspects of life. From the results of data analysis in table 5, it shows that the weight of the effective contribution of the literary aspects of learning variables in the Indonesian language subject in the character-based curriculum on character development (attitudes, behavior, and personality) for students in junior high school is 3.40. This means that the contribution of learning aspects of literature still has a positive influence on the development of student character even though the influence is

relatively low. The low influence of aspects of teaching literature on student character development is due to three factors including (1) the application of literature learning in schools is not optimal, (2) the quality of research instruments needs to be improved, and (3) it is believed that there are still other sub-aspects that play a role in character development, such as family environment, community environment, religious education, and other social aspects (Belzer & Grotlüschen, 2022; Fernández et al., 2021). Even so, it can be proven that the learning aspect of literature needs to be empowered because it has a positive value or influence on students' character development. Therefore, a more optimal format or curriculum design is needed so that the value of its effectiveness increases and is of higher quality in the framework of fostering the moral, mental and character of students. Another thing that needs to be paid attention to is the current condition of society which is very apprehensive, such as degenerate morals which tend towards brutality and violence.

To overcome this, it is necessary to think about strengthening character education through various methods and design of literature learning materials in schools. The role of literature in building the character of high school students is not only based on values in literary works, but also conveys ethics and aesthetics so as to create a sense of joy and happiness for the connoisseurs. Literary learning that is appreciative is loaded with character education (Ciampa & Wolfe, 2021; Gedrimiene et al., 2020). Therefore, the activities of reading, listening, and watching literary works are essentially a process of cultivating character, such as being diligent, critical thinking, and broad-minded. In addition, sensitivity to feelings is also developed so that readers tend to love goodness and defend the truth. In addition, in the activity of writing literary works, the character of diligence, scrupulousness, obedience, and honesty is developed (Fialho, 2019; Hadiananto et al., 2022). In this regard, documentary activities are developed with the character of thoroughness and forward thinking (visionary). The implication of this research is that teachers can use literature as an alternative learning media to develop students' character which includes attitudes, behavior, and personality. Through literature, teachers can analyze good character values together with students to apply them in real life.

D. Conclusion

Based on the description and discussion of the results of the study, it was concluded that the learning activities of creative literary aspects in the Indonesian language subject in the character-based curriculum have a significant influence on character development (attitudes, behavior and personality) in high school students. This is proven through data analysis procedures showing the correlation coefficient reaches 0.548 or a significance level of less than 0.05. This research has implications that learning literature can be used as a medium to teach good character values to students. Teachers must be good at promoting character values in the process of learning literature so that good character values can be remembered and emulated in students' real lives. Based on the results of this study, the researcher recommends that stakeholders and teachers should provide appropriate criteria for learning creative literature at every level of education. This research has several limitations including the limited number of schools involved, not paying attention to gender, not being strengthened by qualitative data, and the research time being quite short. Based on these limitations, the researcher recommends further research to involve schools that are more tiered, pay attention to gender in the analysis, strengthen it with qualitative data

such as students' impressions after participating in creative literature learning, and research time should be longer in order to obtain more optimal results. The researcher recommends that learning character-based literature can be used as an alternative for teachers and stakeholders to instill good character in students. Stakeholders should formulate draft literature learning guidelines that emphasize character building in students. In addition, it is better to formulate the type of character that is in accordance with the psychology of students at each level. This draft literature study guideline can be used by all teachers, especially language and literature teachers at every level.

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