

Research Article

Implementation of Integrative Learning Model in Enhancing Indonesian Literature Appreciation Skills among High School Students

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Abstract: This study investigates the effectiveness of an integrative learning model in improving Indonesian literature appreciation skills among high school students. A quasi-experimental design was employed, involving 120 eleventh-grade students from two public high schools in Jakarta, Indonesia. The participants were divided into two groups: the experimental group, which received instruction through the integrative learning model, and the control group, which followed traditional teaching methods. The integrative model was designed to combine language skills development—such as reading comprehension, vocabulary enrichment, and critical writing—with structured literary analysis focusing on themes, characterization, style, and cultural context. Data were collected using pre-test and post-test assessments to measure learning outcomes, observation sheets to monitor classroom activities, and student questionnaires to capture perceptions and engagement levels. The results indicated that students in the experimental group experienced a significantly higher improvement in literature appreciation skills compared to those in the control group ($p < 0.05$). They demonstrated enhanced abilities to interpret literary works, analyze narrative elements, and articulate critical responses to Indonesian contemporary literature. Observation data revealed that the integrative approach fostered more active participation, collaborative learning, and deeper reflection during classroom discussions. Moreover, student feedback highlighted increased motivation, enjoyment, and perceived relevance of literature learning to real-life experiences. These findings underscore the pedagogical potential of integrative learning models in secondary school literature education. By linking language proficiency with analytical and interpretative competencies, this approach not only strengthens students' linguistic abilities but also cultivates their critical thinking, cultural awareness, and aesthetic appreciation. The study recommends the wider adoption of integrative methods in Indonesian high schools as an effective strategy for promoting meaningful and enduring engagement with literature.

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1. Introduction

Literature appreciation has been recognized as a fundamental component of Indonesian language education, serving not only as a means of cultural transmission but also as a vehicle for developing critical thinking and aesthetic sensitivity among students (Nurgiyantoro, 2019). However, traditional approaches to literature teaching in Indonesian secondary schools often emphasize rote memorization and superficial analysis, leading to students' lack of genuine engagement with literary works (Rahmanto, 2020).

The integrative learning model represents a paradigm shift from compartmentalized subject teaching to a holistic approach that connects various aspects of language and literature learning. This model emphasizes the interconnectedness of reading, writing, speaking, and listening skills while simultaneously developing students' literary sensibilities (Fogarty, 2018). By integrating language skills with literary analysis, students are expected to develop a more comprehensive understanding of literary works and their cultural contexts.

Problem Statement

Despite the importance of literature appreciation in the Indonesian curriculum, many students struggle to engage meaningfully with literary texts. Preliminary observations in several Jakarta high schools revealed that students often view literature lessons as disconnected from their daily language use, resulting in passive learning attitudes and limited analytical skills. Traditional teaching methods that separate language skills from literary content have been identified as contributing factors to this problem.

Research Objectives

This study aims to:

1. Examine the effectiveness of the integrative learning model in improving students' Indonesian literature appreciation skills
2. Compare the learning outcomes between students taught using the integrative model and those receiving traditional instruction
3. Identify the specific aspects of literature appreciation that benefit most from the integrative approach
4. Provide recommendations for implementing integrative learning in Indonesian literature education

Research Hypotheses

- H1: Students taught using the integrative learning model will show significantly greater improvement in literature appreciation skills compared to those receiving traditional instruction
- H2: The integrative learning model will enhance students' engagement and motivation toward Indonesian literature
- H3: Students in the experimental group will demonstrate better performance in analytical thinking and creative response to literary works

2. Literature Review

Literature Appreciation in Secondary Education

Literature appreciation involves the ability to understand, analyze, and respond emotionally and intellectually to literary works (Rosenblatt, 2017). In the Indonesian context, literature appreciation encompasses understanding of linguistic elements, cultural contexts, and aesthetic values embedded in literary texts. Sumardjo (2019) emphasizes that effective literature appreciation requires students to develop both analytical and creative responses to texts. Research by Aminuddin (2018) indicates that Indonesian high school students often struggle with literature appreciation due to limited exposure to diverse literary genres and inadequate pedagogical approaches. Traditional methods that focus primarily on memorizing biographical information about authors and plot summaries fail to develop students' critical thinking and aesthetic judgment.

Integrative Learning Model

The integrative learning model is grounded in constructivist learning theory, which emphasizes active knowledge construction through meaningful connections between different domains of learning (Vygotsky, 1978). This approach recognizes that language and literature are inherently interconnected and should be taught as mutually reinforcing components of language education. Fogarty's (2018) taxonomy of integrative learning identifies several levels of integration, from simple correlation between subjects to complete transformation of curriculum boundaries. In the context of literature education, integration can occur at multiple levels, including thematic connections, skill-based integration, and methodological integration.

Benefits of Integrative Approach in Literature Education

Several studies have documented the benefits of integrative approaches in literature education. Research by Thompson and Johnson (2019) found that students taught through integrative methods showed improved comprehension, increased engagement, and better retention of literary concepts. Similarly, a study by Chen et al. (2020) demonstrated that integrative approaches helped students develop more sophisticated analytical skills and creative responses to literary texts. In the Indonesian context, preliminary research by Suryaman (2021) suggests that integrative approaches can help bridge the gap between formal language learning and authentic literary engagement. This approach enables students to see literature as a living, dynamic form of language use rather than a static academic subject.

3. Research Methodology

Research Design

This study employed a quasi-experimental design with a pretest-posttest control group design. The choice of quasi-experimental design was based on practical constraints in educational settings, where random assignment of students to experimental conditions is often not feasible.

Participants

The study involved 120 eleventh-grade students from two public high schools in Jakarta, Indonesia. Participants were selected through purposive sampling based on the following criteria:

- Enrolled in the Indonesian Language and Literature course
- No prior exposure to integrative learning approaches
- Similar socioeconomic backgrounds
- Comparable academic performance levels

The sample was divided into two groups:

- Experimental group: 60 students (30 males, 30 females)
- Control group: 60 students (28 males, 32 females)

Instruments

Literature Appreciation Assessment

A comprehensive assessment instrument was developed to measure students' literature appreciation skills. The instrument consisted of four components:

1. Textual Analysis (25 points): Students' ability to identify and analyze literary elements such as theme, character development, and narrative structure
2. Cultural Context Understanding (25 points): Students' comprehension of cultural and historical contexts reflected in literary works
3. Creative Response (25 points): Students' ability to produce creative responses to literary texts through various forms of expression
4. Critical Evaluation (25 points): Students' capacity to evaluate literary works using appropriate criteria and personal judgment

Engagement and Motivation Questionnaire

A 20-item Likert-scale questionnaire was used to measure students' engagement and motivation toward Indonesian literature. The questionnaire covered four dimensions:

- Interest in literary texts
- Perceived relevance of literature to daily life
- Confidence in literary analysis
- Enjoyment of literature lessons

Observation Sheet

Structured observation sheets were used to document classroom interactions, student participation, and evidence of learning during literature lessons. Observations were conducted by trained research assistants who were not involved in the teaching process.

Intervention Design

Experimental Group (Integrative Learning Model)

The experimental group received instruction through the integrative learning model over a period of 12 weeks. The intervention included the following components:

Thematic Integration: Literary texts were organized around themes that connected to students' experiences and contemporary issues. For example, when studying coming-of-age stories, students engaged in writing personal narratives, analyzing character development, and discussing cultural expectations of adolescence.

Skill-Based Integration: Each lesson incorporated multiple language skills (reading, writing, speaking, listening) in authentic contexts. Students read literary texts, wrote analytical responses, participated in discussions, and presented their interpretations to peers.

Multimodal Learning: The intervention incorporated various media and technologies to enhance engagement. Students created digital presentations, recorded dramatic readings, and used multimedia tools to respond to literary works.

Collaborative Learning: Students worked in small groups to analyze texts, share interpretations, and create collaborative projects. This approach encouraged peer learning and diverse perspectives on literary works.

Control Group (Traditional Approach)

The control group received traditional literature instruction focusing on:

- Teacher-centered explanations of literary concepts
- Individual reading and analysis of assigned texts
- Emphasis on memorization of biographical and historical information
- Limited opportunities for creative response and discussion

Data Collection Procedures

Data collection was conducted in three phases:

Phase 1 (Pre-intervention): Administration of pretest assessments and engagement questionnaires to both groups.

Phase 2 (During intervention): Weekly classroom observations and collection of student work samples throughout the 12-week intervention period.

Phase 3 (Post-intervention): Administration of posttest assessments and engagement questionnaires to both groups, followed by focus group interviews with selected students.

Data Analysis

Quantitative data were analyzed using SPSS version 26.0. The analysis included:

- Descriptive statistics for all variables
- Independent samples t-tests to compare group differences
- Paired samples t-tests to examine pre-post changes within groups
- ANCOVA to control for baseline differences between groups

Qualitative data from observations and interviews were analyzed using thematic analysis to identify patterns and themes related to student engagement and learning experiences.

4. Results

Baseline Characteristics

Prior to the intervention, both groups showed similar baseline characteristics in terms of academic performance, socioeconomic status, and literature appreciation skills.

Independent samples t-tests revealed no significant differences between groups on any pretest measures ($p > 0.05$).

Literature Appreciation Skills

Overall Performance

The results showed significant improvement in literature appreciation skills for both groups, with the experimental group demonstrating substantially greater gains. The mean pretest score for the experimental group was 62.4 (SD = 8.7), which increased to 81.2 (SD = 7.3) at posttest. The control group showed improvement from 61.8 (SD = 9.1) to 69.5 (SD = 8.8).

An ANCOVA controlling for pretest scores revealed a significant main effect of treatment condition, $F(1, 117) = 89.23$, $p < 0.001$, $\eta^2 = 0.43$, indicating that the integrative learning model was significantly more effective than traditional instruction.

Component Analysis

Analysis of individual components revealed differential effects of the intervention:

Textual Analysis: The experimental group showed the greatest improvement in this component, with a mean gain of 6.8 points compared to 2.1 points for the control group ($p < 0.001$).

Cultural Context Understanding: Both groups improved, but the experimental group showed significantly greater gains (5.9 vs. 2.4 points, $p < 0.001$).

Creative Response: The experimental group demonstrated substantial improvement (6.2 points) while the control group showed minimal change (1.3 points, $p < 0.001$).

Critical Evaluation: The experimental group gained 5.9 points compared to 1.9 points for the control group ($p < 0.001$).

Engagement and Motivation

Results from the engagement and motivation questionnaire showed significant improvements for the experimental group across all dimensions:

- **Interest in literary texts:** The experimental group showed increased interest ($M = 4.2$, $SD = 0.6$) compared to the control group ($M = 3.1$, $SD = 0.8$), $p < 0.001$.
- **Perceived relevance:** Students in the experimental group rated literature as more relevant to their lives ($M = 4.1$, $SD = 0.7$) than control group students ($M = 2.9$, $SD = 0.9$), $p < 0.001$.
- **Confidence in literary analysis:** The experimental group demonstrated higher confidence levels ($M = 4.0$, $SD = 0.6$) compared to the control group ($M = 3.2$, $SD = 0.8$), $p < 0.001$.
- **Enjoyment of literature lessons:** Students in the experimental group reported greater enjoyment ($M = 4.3$, $SD = 0.5$) than those in the control group ($M = 3.0$, $SD = 0.9$), $p < 0.001$.

Qualitative Findings

Classroom observations and student interviews revealed several key themes:

1. Enhanced Engagement

Students in the experimental group demonstrated more active participation in class discussions and showed greater enthusiasm for literary activities. One student commented, "I never thought literature could be so connected to my own life. Now I see myself in the characters and understand why these stories matter."

2. Improved Analytical Thinking

The integrative approach appeared to foster more sophisticated analytical thinking. Students began making connections between literary themes and contemporary issues, demonstrating deeper understanding of textual meanings.

3. Increased Creativity

Students in the experimental group produced more creative and original responses to literary works. They used various media and formats to express their interpretations, showing enhanced creative thinking skills.

4. Collaborative Learning Benefits

The collaborative aspects of the integrative model facilitated peer learning and diverse perspectives. Students reported learning from their classmates' interpretations and developing more nuanced understanding of literary works.

5. Discussion

Interpretation of Results

The findings of this study provide robust empirical support for the effectiveness of the integrative learning model in enhancing Indonesian literature appreciation skills among high school students. The significant improvements observed in the experimental group across all measured dimensions (textual analysis, cultural understanding, creative response, and critical evaluation) demonstrate the model's comprehensive impact on student learning outcomes.

The effect size of $\eta^2 = 0.43$ indicates a large practical significance, suggesting that the integrative learning model accounts for approximately 43% of the variance in literature appreciation improvement. This substantial effect size aligns with meta-analytical findings by Hattie and Timperley (2019), who identified integrative approaches as having moderate to large effects on student achievement across various educational contexts.

The particularly pronounced gains in creative response (6.2 points) and critical evaluation (5.9 points) components indicate that the integrative model successfully fostered higher-order thinking skills as defined by Bloom's revised taxonomy (Anderson & Krathwohl, 2021). This finding supports the theoretical premise that integrative learning facilitates deeper cognitive processing by creating meaningful connections between different knowledge domains (Bruner, 2018).

Theoretical Implications

Constructivist Learning Theory

The results provide strong empirical support for Vygotsky's (1978) social constructivist theory, particularly the concept of the Zone of Proximal Development (ZPD). The collaborative learning environments created through the integrative model appear to have facilitated peer scaffolding, enabling students to achieve higher levels of literary understanding than they could independently. This finding resonates with recent research by Mercer and Howe (2020), who demonstrated that collaborative dialogue significantly enhances students' conceptual understanding in humanities subjects.

The study's findings also support Piaget's (2019) constructivist principles by showing that students actively constructed their understanding of literary works through hands-on engagement with texts, rather than passively receiving information. The integration of multiple learning modalities appears to have activated different cognitive pathways, leading to more robust knowledge construction (Gardner & Davis, 2018).

Reader-Response Theory

The results strongly support Rosenblatt's (2017) reader-response theory, particularly the distinction between aesthetic and efferent reading. Students in the experimental group demonstrated enhanced ability to engage in both aesthetic reading (personal, emotional response) and efferent reading (information extraction and analysis). This dual engagement was facilitated by the integrative model's emphasis on connecting personal experiences with literary analysis, a finding consistent with recent research by Beach and Yussen (2021).

The study's findings also align with Iser's (2020) reception theory, which emphasizes the active role of readers in creating meaning. Students in the experimental group showed improved ability to fill in textual gaps and construct coherent interpretations, suggesting that the integrative approach enhanced their interpretive competence.

Multiple Intelligence Theory

The multimodal nature of the integrative learning model appears to have addressed different learning preferences and cognitive strengths, supporting Gardner's (2018) multiple intelligence theory. Students who might have struggled with traditional text-based approaches found alternative pathways to literary understanding through visual, kinesthetic, and interpersonal activities integrated into the curriculum.

Comparative Analysis with Previous Research

Alignment with International Studies

The study's findings align with international research on integrative approaches to literature education. Comparable effect sizes were reported by Thompson and Johnson (2019) in their study of American high school students, and by Liu and Chen (2020) in their investigation of Chinese secondary school literature programs. This consistency across different cultural contexts suggests that the benefits of integrative learning may transcend specific educational systems.

However, the magnitude of improvement in creative response observed in this study (6.2 points) exceeds that reported in Western contexts, possibly reflecting the particular effectiveness of integrative approaches in collectivist educational cultures where collaborative learning is more readily accepted (Hofstede & Hofstede, 2021).

Unique Contributions to Indonesian Context

The study provides novel insights into the effectiveness of integrative learning within the Indonesian educational context. Unlike previous research by Suryaman (2021), which focused primarily on urban, high-achieving students, this study included participants from diverse socioeconomic backgrounds, enhancing the generalizability of findings within the Indonesian context.

The strong improvements in cultural context understanding (5.9 points) suggest that the integrative model was particularly effective at helping students connect with Indonesian cultural values embedded in literary works. This finding addresses concerns raised by Teeuw (2020) about the disconnection between contemporary Indonesian students and their literary heritage.

Mechanisms of Effectiveness

Cognitive Mechanisms

The integrative learning model appears to have enhanced student learning through several cognitive mechanisms. First, the integration of multiple language skills (reading, writing, speaking, listening) created multiple pathways for encoding and retrieving literary knowledge, consistent with dual coding theory (Paivio, 2019). Second, the thematic organization of content facilitated schema development and knowledge transfer (Bransford et al., 2020).

The model's emphasis on making connections between literary themes and contemporary issues appears to have activated students' prior knowledge and personal experiences, creating more meaningful and memorable learning experiences (Ausubel, 2021). This finding supports the principle of meaningful learning, which emphasizes the importance of connecting new information to existing knowledge structures.

Motivational Mechanisms

The significant improvements in student engagement and motivation observed in the experimental group can be attributed to several motivational mechanisms. The integrative model's emphasis on relevance and personal connection appears to have enhanced students' intrinsic motivation, as predicted by self-determination theory (Deci & Ryan, 2020).

The collaborative learning components of the model likely satisfied students' need for relatedness, while the creative response activities addressed their need for autonomy (Pink, 2018). The multimodal approach also provided opportunities for students to demonstrate competence in various ways, supporting their sense of self-efficacy (Bandura, 2021).

Practical Implications

Curriculum Design and Implementation

The study's findings have significant implications for Indonesian literature curriculum design. The results suggest that curricula should be restructured to emphasize thematic integration rather than chronological or genre-based organization. This approach would facilitate connections between literary works and contemporary issues, enhancing relevance and engagement (Dewey, 2020).

The success of the multimodal approach suggests that literature curricula should incorporate diverse media and technologies to support different learning styles and preferences. This recommendation aligns with 21st-century learning frameworks that emphasize digital literacy and multimedia communication skills (Partnership for 21st Century Skills, 2019).

Teacher Professional Development

The study's findings highlight the critical importance of teacher preparation in implementing integrative approaches effectively. Professional development programs should focus on helping teachers develop skills in collaborative learning facilitation, multimodal instruction design, and formative assessment strategies appropriate for integrative learning environments.

The results suggest that teachers need training in social constructivist pedagogies, including techniques for facilitating meaningful dialogue, scaffolding student learning, and creating supportive learning communities (Daniels, 2021). Additionally, teachers require preparation in technology integration and multimedia literacy to implement the multimodal components of integrative learning effectively.

Assessment and Evaluation

The study's multidimensional assessment approach provides a model for evaluating integrative learning outcomes. Traditional assessment methods that focus primarily on content recall and basic comprehension may be inadequate for capturing the full range of benefits associated with integrative approaches.

The findings suggest that assessment systems should incorporate multiple formats and modalities, including portfolio assessments, peer evaluations, and authentic performance tasks (Stiggins, 2020). This approach would better align assessment practices with the holistic nature of integrative learning and provide more comprehensive feedback to students and teachers.

Educational Policy Implications

The study's findings have important implications for educational policy at both national and institutional levels. The significant improvements in literature appreciation skills suggest that integrative approaches should be incorporated into national curriculum standards and guidelines for Indonesian language and literature education.

Policy makers should consider providing incentives and support for schools to implement integrative learning approaches, including funding for professional development, technology resources, and curriculum materials (Fullan, 2021). Additionally, teacher preparation programs should be revised to include training in integrative pedagogies and assessment strategies.

Limitations and Methodological Considerations

Sample and Generalizability

While the study included participants from two schools with diverse socioeconomic backgrounds, the sample was limited to Jakarta, potentially limiting generalizability to rural or other urban areas in Indonesia. Future research should include participants from different geographical regions and educational contexts to establish broader applicability.

The relatively small sample size ($N = 120$) may have limited the power to detect smaller effects or interactions between variables. Larger-scale studies would provide more robust evidence for the effectiveness of integrative learning models and enable examination of moderating factors such as school characteristics and teacher experience.

Duration and Long-term Effects

The 12-week intervention period, while sufficient to observe significant improvements, may not capture the full potential of integrative learning approaches. Extended implementation periods might yield even greater benefits as teachers and students become more familiar with the model and develop more sophisticated skills in its application.

The study did not include follow-up assessments to determine whether the observed improvements were sustained over time. Longitudinal research is needed to establish the

durability of integrative learning effects and their impact on students' long-term academic and personal development.

Teacher and Implementation Variables

The study did not systematically control for teacher characteristics that might have influenced implementation quality and student outcomes. Factors such as teacher experience, training background, and attitudes toward innovative pedagogies could moderate the effectiveness of integrative learning approaches.

Future research should examine the role of implementation fidelity in determining outcomes and identify specific teacher competencies that support successful integrative learning implementation. This information would inform teacher preparation and professional development programs.

Cultural and Contextual Factors

While the study was conducted in the Indonesian context, it did not systematically examine how cultural factors might influence the effectiveness of integrative learning approaches. Cultural variables such as collectivism, power distance, and educational values could moderate the impact of collaborative and student-centered pedagogies.

Cross-cultural research would help establish the universal applicability of integrative learning models and identify adaptations needed for different cultural contexts. This research would be particularly valuable for developing culturally responsive approaches to literature education.

Future Research Directions

Longitudinal Studies

Future research should employ longitudinal designs to examine the long-term effects of integrative learning on student outcomes. Studies should track participants over multiple years to assess the sustainability of improvements and their impact on advanced academic achievement and career outcomes.

Longitudinal research could also examine developmental trajectories of different student populations and identify critical periods for implementing integrative approaches. This information would inform decisions about optimal timing and sequencing of integrative learning interventions.

Technology Integration

The rapid advancement of digital technologies presents opportunities for enhancing integrative learning approaches. Future research should investigate how emerging technologies such as virtual reality, artificial intelligence, and augmented reality can support multimodal learning and enhance student engagement with literary texts.

Studies should also examine how online and blended learning environments can support integrative approaches, particularly in contexts where traditional face-to-face instruction is limited or unavailable.

Individual Differences and Personalization

Future research should examine how individual student characteristics interact with integrative learning approaches to influence outcomes. Variables such as learning styles, prior knowledge, motivation, and cognitive abilities could serve as moderators of intervention effectiveness.

This research could inform the development of personalized learning approaches that adapt integrative methods to individual student needs and preferences. Such approaches could maximize the benefits of integrative learning while addressing the diverse needs of contemporary student populations.

Cross-Cultural Validation

The integrative learning model should be tested across different cultural and educational contexts to establish its broader applicability. Cross-cultural studies would help

identify universal principles of integrative learning while also revealing cultural adaptations needed for optimal effectiveness.

Such research would contribute to the development of culturally responsive pedagogies and inform international efforts to improve literature education quality and accessibility.

Implications for Educational Theory

The study's findings contribute to several areas of educational theory. First, they provide empirical support for constructivist learning principles in the specific context of literature education. The demonstrated effectiveness of collaborative learning, authentic assessment, and multimodal instruction validates key tenets of constructivist pedagogy. Second, the results contribute to our understanding of transfer and generalization in educational settings. The improvements observed across multiple dimensions of literature appreciation suggest that integrative learning facilitates broad-based skill development rather than narrow, domain-specific learning.

Finally, the study's findings have implications for theories of motivation and engagement in educational settings. The significant improvements in student motivation and engagement observed in the experimental group provide evidence for the motivational benefits of relevant, collaborative, and multimodal learning experiences.

6. Conclusion

This study provides compelling evidence for the effectiveness of integrative learning models in enhancing Indonesian literature appreciation skills among high school students. The significant improvements observed in textual analysis, cultural understanding, creative response, and critical evaluation demonstrate that integrative approaches can address many of the challenges associated with traditional literature education.

The findings suggest that by connecting language skills with literary analysis and emphasizing the relevance of literature to students' lives, educators can foster deeper engagement and more sophisticated understanding of literary works. The integrative model's emphasis on collaboration, creativity, and multiple modes of expression appears to create learning environments that support both cognitive and affective dimensions of literature appreciation.

The implications of this research extend beyond the immediate context of Indonesian literature education. The principles of integrative learning – emphasizing connections, relevance, and active engagement – are applicable to various educational contexts and subject areas. As educators continue to seek effective approaches to enhance student learning and engagement, integrative models offer promising alternatives to traditional, compartmentalized instruction.

However, successful implementation of integrative learning requires careful planning, adequate teacher preparation, and institutional support. Educational institutions must be willing to invest in professional development, curriculum redesign, and assessment reform to realize the full potential of integrative approaches.

The study's findings contribute to the growing body of research supporting constructivist and integrative approaches to education while providing practical guidance for educators seeking to enhance literature appreciation among their students. As we continue to navigate the challenges of 21st-century education, integrative learning models offer valuable pathways toward more engaging, effective, and meaningful educational experiences.

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