

Integrating Collaborative Strategic Reading With Digital Platforms Creates a Hybrid Model for Modern English Language Pedagogy

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Abstract—This study explores the integration of Collaborative Strategic Reading (CSR) strategies into digital lecture platforms to support a hybrid learning model aimed at enhancing students' reading comprehension and engagement in English language classrooms. Adopting a mixed-methods design, the research involved reading comprehension assessments, semi-structured interviews, and classroom observations with English language learners. Results revealed a significant improvement in students' reading comprehension, as demonstrated by increased post-test scores compared to pre-test results. Qualitative data also indicated notable gains in student motivation and participation, particularly among previously passive learners. However, the study identified several challenges, such as technical limitations that disrupted the smooth implementation of digital CSR activities. Despite these barriers, the integration of CSR with digital tools successfully fostered a student-centered and innovative learning environment. The findings suggest that CSR, when supported by appropriate technology, can bridge the gap between traditional and modern instructional practices offering a more interactive and effective reading experience. This study highlights the value of digital reading strategies in promoting long-term literacy development and adaptability. It further encourages educators especially those in rural or under-resourced areas to adopt creative, tech-supported methods to improve reading outcomes.

Index Terms—Collaborative Strategic Reading, digital learning, reading comprehension, student engagement, hybrid pedagogy

I. INTRODUCTION

Reading comprehension is a foundational skill in English language education, essential for developing effective communication and academic success. At the university level, students are expected to engage with a wide range of texts, requiring the ability to analyze, synthesize, and evaluate information. However, many learners continue to struggle with comprehension due to limited literacy skills, lack of motivation, and the use of teacher-centered methods that fail to stimulate active learning (Grabe & Stoller, 2011). In response to these challenges, scholars have advocated for more innovative pedagogical approaches. One such strategy is Collaborative Strategic Reading (CSR)-a structured, student-centered reading method that enhances comprehension through cooperative learning (Klingner & Vaughn, 1998). CSR aligns well with active learning principles and can be adapted to digital environments, offering a modern solution to traditional reading instruction. The rise of digital learning tools-such as learning management systems, discussion boards, and interactive platforms-has transformed how students' access and engage with text. When CSR is implemented in these digital spaces, it fosters collaborative learning enriched by technology, supporting both cognitive and social aspects of literacy development (Lorimer, 2019). Despite its potential, research on CSR in fully or partially online learning contexts remains scarce. Most studies focus on CSR in face-to-face classrooms, overlooking its adaptation for hybrid or remote learning settings (Raes et al., 2020). This gap is critical, especially given the growing shift toward digital and blended learning models in higher education. Therefore, this study aims to investigate the integration of CSR within digital learning platforms and evaluate its effectiveness in improving students' reading comprehension, engagement, and motivation. By addressing both pedagogical outcomes and implementation challenges, the study contributes to the growing body of knowledge on technology-enhanced language instruction.

In traditional university classrooms, reading comprehension instruction often relies on individual reading tasks, teacher-centered lectures, and summative assessments. While effective for some learners, such methods do not

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accommodate the diverse needs of all students-particularly those who benefit from collaborative and socially interactive learning environments (Angera & Latty, 2015). Collaborative learning approaches, such as CSR, have been shown to promote active engagement, enhance critical thinking, and support comprehension through group discussion and shared meaning-making. However, the practical implementation of collaborative strategies in university settings presents several challenges. These include disparities in students' academic abilities, limited access to instructional resources, and time constraints in densely packed curricula. Meanwhile, digital learning environments offer promising solutions by providing scalable, adaptive, and interactive tools that support personalized learning and promote student autonomy. The integration of CSR with digital learning platforms has the potential to overcome many of these barriers. Nevertheless, key challenges persist. Student engagement in online collaboration may vary, with some learners requiring additional scaffolding to develop the metacognitive skills essential to effective CSR participation. Moreover, instructors must possess both pedagogical and technological expertise to design and facilitate meaningful CSR-based learning experiences in digital contexts. Without sufficient training and institutional support, the effectiveness of CSR in hybrid or online models may be compromised. Therefore, this study addresses a critical need to explore how CSR can be effectively integrated into digital environments, and how such integration influences students' reading development and learning engagement. It further investigates the infrastructural, instructional, and cognitive factors that shape the success of this hybrid learning model. The overarching aim of this study is to evaluate the feasibility, pedagogical value, and implementation challenges of integrating CSR strategies within digital learning platforms in higher education contexts. The specific objectives of this study are: To assess the effectiveness of CSR in improving reading comprehension by analyzing student performance metrics before and after its integration into digital learning environments, and by determining the extent to which CSR enhances students' analytical and interpretive reading skills. To examine the impact of CSR on student motivation and classroom engagement, particularly in virtual and blended settings. The study investigates how digital CSR encourages active participation, peer collaboration, and intrinsic motivation among learners. To identify implementation challenges and derive best practices from qualitative data collected from students and lecturers, with the goal of developing strategic recommendations for the successful adoption of CSR in technologically enhanced educational settings.

The significance of this study lies in its contribution to advancing innovative pedagogical practices in English language education, especially within the growing landscape of digital and hybrid learning. The integration of CSR into digital platforms provides an opportunity to align instructional practices with contemporary learner needs, particularly in fostering critical reading and communication skills. The study is situated at the Makassar Tourism Polytechnic, offering context-specific insights that are broadly applicable across similar institutional environments.

A. Pedagogical Innovation

This research contributes to the field of educational innovation by offering a hybrid instructional framework that shifts the traditional teacher-centered paradigm toward a student-centered, constructivist model. By leveraging CSR in a digital context, the model facilitates metacognitive awareness, deeper textual analysis, and collaborative discourse (Vygotsky, 1978; Flavell, 1979). The CSR strategy, when adapted for digital delivery, enables students to co-construct meaning, thus enriching their reading experience and fostering critical literacy (Carvalho et al., 2021).

B. Integration of Digital Learning Technologies

In the context of rapidly evolving educational technology, the integration of CSR with digital learning platforms addresses the urgent need for adaptable and scalable pedagogical models. Empirical data from this study will contribute to the body of knowledge on the efficacy of hybrid reading instruction, particularly in environments where asynchronous and synchronous learning intersect (Shonfeld et al., 2021). Furthermore, the study highlights the role of digital tools in supporting differentiated instruction and promoting self-regulated learning behaviors.

C. Professional Development for Educators

The successful implementation of CSR within digital learning ecosystems necessitates robust professional development for lecturers. This includes capacity-building in both collaborative instructional design and the proficient use of digital platforms. This study emphasizes the necessity for institutions to support educators through targeted training and resource allocation, enabling them to facilitate interactive, collaborative, and digitally mediated reading instruction (Çebi & Reisoglu, 2020). The findings will inform the development of training frameworks that promote pedagogical agility and digital fluency among lecturers.

D. Student Engagement and Learning Outcomes

One of the persistent challenges in digital education is sustaining student engagement and intrinsic motivation. This study explores how the integration of CSR influences learners' emotional, cognitive, and behavioral engagement. By drawing on theories of intrinsic motivation and self-determination in digital environments, it posits that carefully designed CSR features can cultivate a sense of autonomy, competence, and relatedness among learners, which are fundamental psychological needs that drive intrinsic motivation and deep engagement (Saeed & Zyngier, 2012). The study examines how CSR contributes to meaningful engagement and improved academic outcomes. The research provides empirical insights into the factors that sustain learner motivation and promote resilience in digital learning

contexts. In the current educational landscape, where digital literacy and communication competencies are essential for academic and professional success, this study offers a timely and critical contribution. By exploring the intersection of collaborative pedagogy and digital innovation, the research proposes a transformative framework for English language instruction. It advances the scholarly discourse on hybrid learning, supports evidence-based educational reform, and delivers practical strategies for enhancing literacy instruction in higher education. Ultimately, the study underscores the potential of integrating CSR with digital platforms to foster deeper comprehension, cultivate learner autonomy, and bridge the limitations of traditional instruction. The findings will serve as a valuable resource for curriculum developers, language educators, and policy-makers aiming to foster inclusive, engaging, and technology-enhanced learning environments.

II. LITERATURE REVIEW

A. Collaborative Strategic Reading (CSR)

Collaborative Strategic Reading (CSR) is an empirically validated instructional model designed to enhance reading comprehension through cooperative learning structures. Developed by Klingner and Vaughn (1998), CSR comprises four sequenced strategies: Preview, Click and Clunk, Get the Gist, and Wrap-Up. Each phase is methodologically tailored to activate background knowledge, identify comprehension breakdowns, distill essential information, and consolidate learning through reflective discussion (Nosratinia & Fateh, 2017). Rooted in Vygotskian social constructivism, CSR underscores the significance of dialogic interactions and peer scaffolding in the cognitive development of reading proficiency (Klingner & Vaughn, 1998). Empirical studies have consistently demonstrated CSR's effectiveness in improving literacy outcomes, particularly for English as a Foreign Language (EFL) learners. CSR fosters essential academic skills such as inferential reasoning, metacognitive regulation, and oral communication. Vaughn et al. (2013) observed a marked increase in student engagement and motivation in CSR-based classrooms, which are typically more participatory than traditional lecture-based models. In tertiary education contexts, where analytical reading is paramount, CSR has proven to be both adaptable and scalable.

B. Digital Learning Platforms

The digitalization of education has transformed pedagogical approaches to reading comprehension. Digital learning platforms—such as Google Classroom, Ruang Guru, Moodle, and Microsoft Teams—offer asynchronous and synchronous tools that can support interactive and student-centered learning environments (Saputra, 2021). These platforms provide opportunities for real-time feedback, multimedia integration, and individualized pacing, which are essential for differentiated instruction. Research by Tare et al. (2022), demonstrated that students utilizing digital platforms embedded with interactive features exhibited higher levels of reading engagement and comprehension than their counterparts using traditional materials. Adaptive technologies within these platforms allow for personalized scaffolding, thereby addressing diverse learner needs (Dicheva et al., 2015). However, for CSR to be effectively integrated into digital environments, several prerequisites must be met, including equitable access to technology and robust digital literacy among both instructors and students (Hew & Brush, 2007). Without these, the integration may inadvertently exacerbate educational disparities.

C. Previous Empirical Studies

A growing body of literature supports the integration of CSR into digital environments. Multiple studies have affirmed CSR's positive impact on vocabulary acquisition, reading fluency, and inferential thinking, particularly among EFL learners and students with learning disabilities. Sidupa et al. (2018) documented significant improvements in vocabulary retention and reading comprehension among Indonesian university students following the implementation of CSR activities. Additionally, Vaughn et al. (2013) reported that students engaged in online CSR-facilitated discussions exhibited deeper levels of critical analysis and text interpretation compared to those in traditional classrooms. Nevertheless, research remains limited regarding the integration of CSR with advanced, data-driven digital platforms in higher education settings—contexts where critical reading and autonomous learning are especially crucial. This gap underscores the need for more comprehensive studies that explore CSR's efficacy within sophisticated digital ecosystems.

D. Theoretical Framework

The theoretical foundation of CSR draws from cognitive social learning theory and the interactive reading model. Bandura's social learning principles emphasize the role of observation, modeling, and interaction in knowledge construction—elements inherent to CSR's collaborative design (Li & Hua, 2022). Moreover, the interactive reading framework posits that reading comprehension emerges from a dynamic interplay between reader, text, and context (LaRusso et al., 2016). Incorporating digital tools into CSR allows for the enhancement of this interaction through multimedia, hyperlinked resources, and discussion forums, which collectively support deeper engagement and comprehension (McCarthy & McNamara, 2021). This study is situated within this theoretical nexus, seeking to innovate CSR application through the affordances of educational technology. Sternberg et al. (2007) advocate for such integration as a means to enhance university-level literacy instruction. By filling existing gaps, the present research

contributes to the development of empirically grounded strategies for optimizing reading pedagogy in digital learning spaces.

E. Digital Application Model for CSR Implementation

The effectiveness of CSR in digital environments can be significantly enhanced through the strategic use of educational technologies.

TABLE 1
RECOMMENDED DIGITAL APPLICATIONS FOR EACH PHASE OF CSR

CSR Phase	Instructional Focus	Recommended Digital Tools
Preview	Activate schema and generate predictions	Kahoot, Padlet, Nearpod
Click and Clunk	Identify lexical/conceptual barriers and clarify meaning	Quizlet, Google Forms, Anki
Get the Gist	Summarize key ideas and extract core meaning	Google Docs, Microsoft OneNote, Jamboard
Wrap-Up	Reflect on understanding and synthesize insights	Flipgrid, Edmodo, Moodle Discussion Forums

Source: Authors, adapted from the digital-based CSR implementation strategy (2025).

Integrating these applications not only aligns with CSR's instructional design but also fosters a more interactive, engaging, and personalized learning experience. This model provides a practical framework for educators aiming to modernize reading comprehension instruction through collaborative and digital pedagogies.

III. RESEARCH METHOD

A. Research Questions

Given the increasing emphasis on digital learning in higher education and the recognized benefits of Collaborative Strategic Reading (CSR), this study seeks to investigate the integration of CSR into digital learning environments by addressing the following research questions:

1. To what extent does the integration of CSR with digital learning platforms influence students' reading comprehension?
2. How does the hybrid CSR-digital model affect student engagement and motivation in English language classrooms?
3. What pedagogical and technological challenges do lecturers and students encounter in implementing CSR via digital platforms?

This study applied a mixed-methods approach that integrates both quantitative and qualitative methods to examine the impact of Collaborative Strategic Reading (CSR) combined with digital learning platforms on English language learning. The quantitative component measured students' reading comprehension before and after the intervention, while the qualitative component explored student and lecturer perspectives on CSR's effectiveness in a digital environment. Triangulation of data sources was employed to enhance the validity and depth of the findings (Creswell & Poth, 2017).

(a). Participants

The participants consisted of 150 students enrolled in an English for Tourism program in Makassar. A purposive sampling technique was used to ensure representation from various academic years and backgrounds (Etikan, 2016). The sample was divided into two groups: the experimental group, which received instruction using CSR integrated with digital learning platforms, and the control group, which experienced traditional reading instruction without digital support. Additionally, 10 English lecturers were interviewed to provide professional insights into the practical implementation, challenges, and advantages of CSR in a technology-enhanced learning environment (Andrade, 2021).

(b). Instruments

Several instruments were used to collect comprehensive data from both students and lecturers. First, the Reading Skills Mastery Test, adapted from validated ESL assessment tools, was administered as both a pre-test and a post-test to measure changes in students' reading comprehension levels (Brown, 2004). Second, a student perception survey using a Likert scale was designed to capture students' views on motivation, engagement, learning habits, and the effectiveness of CSR combined with digital tools (Taguchi, 2025). Third, semi-structured interviews were conducted with students and lecturers to gain in-depth insights into their experiences and perspectives regarding the CSR approach in a digital learning context (Brinkmann, 2020). Lastly, classroom observations were carried out in both physical and online settings to analyze student interaction, engagement, and the role of technology in CSR-based instruction (Paramayati, 2021).

B. Data Collection

Procedure The data collection process was divided into three stages. During the pre-intervention stage, a pre-test was

administered to both the experimental and control groups to establish baseline reading comprehension levels. In the intervention stage, the experimental group engaged in a structured CSR program over six weeks (12 sessions) utilizing digital platforms such as collaborative annotation tools, online forums, and discussion boards to implement CSR strategies effectively. In contrast, the control group received traditional reading instruction without digital components. The post-intervention stage involved administering a post-test to both groups to assess reading improvement. In addition, surveys, interviews, and classroom observations were conducted to gather qualitative data about students' learning experiences and the perceived effectiveness of the CSR-digital integration.

C. Data Analysis

The study employed both quantitative and qualitative data analysis techniques. Quantitative data from the reading comprehension pre-tests and post-tests were analyzed using descriptive statistics, paired sample t-tests, and Analysis of Variance (ANOVA) to determine significant differences in student performance and to evaluate group-level variations (Kennedy, 2020). For the qualitative data, a thematic analysis was conducted using NVivo software to systematically code interview transcripts and observation notes. This helped identify recurring themes related to motivation, participation, digital tool effectiveness, and collaborative learning dynamics (Braun et al., 2006).

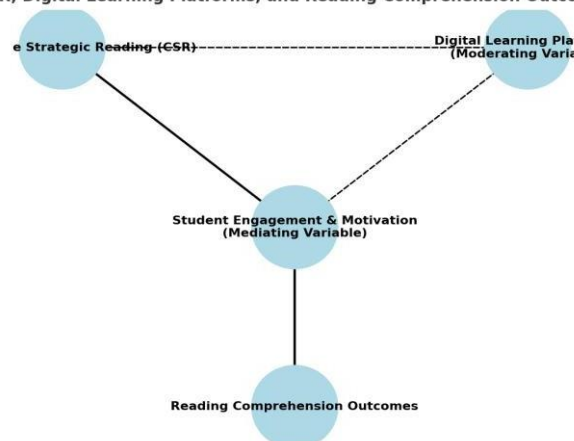
(a). Ethical Considerations

To ensure the ethical integrity of the research, informed consent was obtained from all participants before the data collection began. Participants were assured of their right to withdraw at any point without consequences. All data were anonymized to protect confidentiality. The study followed ethical guidelines as outlined by the American Psychological Association (APA, 2020), ensuring the rights, safety, and dignity of all participants were upheld throughout the research process.

(b). Study Framework

The research framework guiding this study conceptualizes the relationship between CSR, digital learning platforms, and student learning outcomes. Within this framework, student engagement and motivation are considered mediating variables that influence the effectiveness of CSR strategies. Meanwhile, digital learning platforms act as moderating variables, either enhancing or hindering the CSR implementation process. This framework provides a theoretical basis for analyzing how pedagogical strategies and technology integration interact to shape learning experiences and outcomes in higher education.

TABLE 2
STUDY FRAMEWORK: CSR, DIGITAL LEARNING PLATFORMS, AND READING COMPREHENSION
CSR, Digital Learning Platforms, and Reading Comprehension Outcomes



Source: Authors' analysis, 2025.

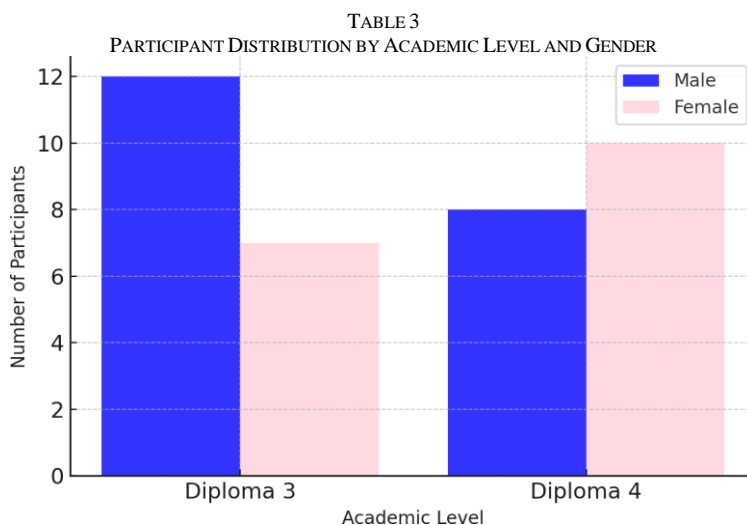
D. Conceptual Framework

The conceptual framework illustrates the dynamic relationship between Collaborative Strategic Reading (CSR) and students' reading comprehension, highlighting the roles of student involvement and motivation as mediating variables. These mediators are essential in facilitating the connection between CSR and improved reading outcomes. Furthermore, digital learning platforms function as a moderating variable, influencing the strength and direction of CSR's effectiveness in the learning process. In this framework, solid arrows denote direct causal relationships, such as CSR's impact on student engagement and comprehension, while dotted arrows represent moderating effects introduced by digital technologies. The model posits that CSR strategies actively promote student engagement and motivation, which in turn lead to enhanced reading comprehension. At the same time, the integration of digital tools-such as collaborative annotation apps, online forums, and learning management systems-can either amplify or reshape the implementation and outcomes of CSR.

IV. RESULTS

A. Participation Distribution of English Language Students at Makassar Tourism Polytechnic

The following graph illustrates the distribution of participation among 25 English language students at the Makassar Tourism Polytechnic, who were involved in a lecture program integrating the Collaborative Strategic Reading (CSR) method with digital applications. These students were selected based on their active participation in the program, which ran from November 2024 to January 2025. The graph categorizes the participants according to various demographic factors, including academic level, gender, and other relevant characteristics. The primary purpose of this graph is to highlight potential differences and patterns in student engagement, allowing for an analysis of how demographic variables might influence the effectiveness of the digital-based CSR model. By analyzing these variables, we can gain insights into the factors that contribute to the success or limitations of the CSR approach within a digital learning environment.



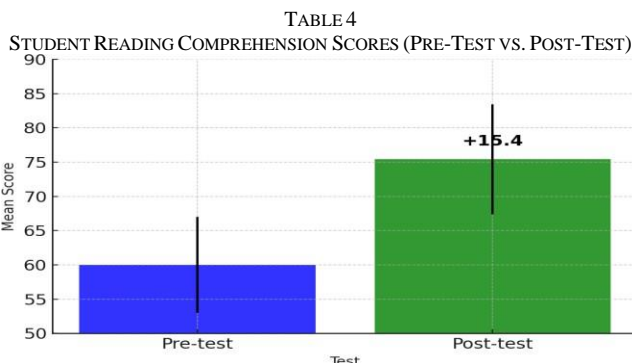
Source: Participant data from the CSR lecture program at Makassar Tourism Polytechnic, 2024.

This method provides a more accurate analysis of how digital CSR improves students' reading performance and engagement in both online and face-to-face learning environments. In addition to providing proportional information, the graph below also serves as a basis for evaluating the impact of collaborative lectures in a digital environment. This visual presentation frame not only illustrates how the dynamics of sample distribution also provides strategic insights regarding the effectiveness of implementing CSR efforts to improve academic literacy and active participation of students in a digital learning environment which today has become an inseparable part of the academic world, especially in higher education with explanation.

B. Impact of CSR on Reading Comprehension

The results demonstrate that implementing CSR significantly enhanced students' reading comprehension. A comparative analysis of pre-test and post-test scores showed an average increase from 62.5 to 78.9—an improvement of

16.4 points. Additionally, the standard deviation decreased from 8.4 to 6.7, suggesting improved consistency across student performance levels. These outcomes indicate that CSR not only improves comprehension but also enhances students' ability to monitor their own understanding and apply reading strategies effectively. The structured phases of CSR-Preview, Click and Clunk, Get the Gist, and Wrap-Up-enabled students to interact with texts more critically and collaboratively. From a pedagogical perspective, CSR functioned as an academic literacy accelerator, addressing common comprehension barriers and promoting metacognitive awareness.



Source: Results of the CSR pre-test and post-test assessments, 2025.

The results showed an average score increase of 16.4 points in reading comprehension of students who were treated. This indicates that the implementation of the CSR tool has a positive impact on students' reading skills, especially in analyzing and synthesizing texts. We believe that this finding is consistent with the average of previous studies examining the effectiveness of the CSR implementation method in encouraging deeper reading skills and active student engagement in class and online classes (Chaves-Sousa et al., 2017).

C. Student Engagement and Motivation

To obtain the necessary data, we analyzed qualitative data on the participation and encouragement of students who increasingly support the CSR method. Likewise, observation and interview data revealed a notable increase in student engagement following CSR implementation. Many research participants who were initially passive eventually became more actively involved after they were exposed to CSR. Here is a confession from a lecturer:

"Don't deny that at the beginning of the school year, the majority of participants were more hesitant and embarrassed to speak in discussions. However, after a few weeks of implementing CSR, they seemed to ask questions and share their thoughts with other friends."

Here, student interviews also reflect a very significant change. Furthermore, a participant also said:

"Before using CSR, I was embarrassed to speak sincerely because I was also afraid of making mistakes. Now I feel better because in class we analyze together with other friends and support each other".

Likewise, another student also said:

"CSR makes lectures more interesting whereas group discussions help me to understand reading material better. For example, I remember more details of the reading when friends discuss the reading and this makes me want to be in a group".

Several students highlighted the motivational aspect of CSR. For example, he said:

"I used to think reading assignments were very boring, but JSR activities made it interesting, the way it helped me focus, and I enjoyed studying with my friends in class."

These responses illustrate that the CSR application encourages the advancement of a supportive college environment for students to feel comfortable and dare to express ideas, engage in discussions, and ultimately improve understanding. Therefore, the collaborative approach not only enhances student enthusiasm but also fosters critical thinking skills.

TABLE 5
STUDENT ENGAGEMENT AND MOTIVATION IN CSR IMPLEMENTATION

Category	Challenges	Description	Implications	Evidence
Student Engagement	Initial Hesitation	Students were hesitant and embarrassed to speak	Slower participation and reduced collaboration	Lecturer observation: Students were initially passive
	Confidence Building	Students gained confidence in expressing ideas	Increased participation and willingness to share	"Now I feel better because we analyze together."
Motivation	Perceived Boredom	Reading assignments felt boring	Low interest in reading activities	"I used to think reading assignments were boring."
	Collaborative Learning	Group work improved understanding	Stronger engagement and deeper comprehension	"I remember more when friends discuss the reading."
Critical Thinking	Lack of Deep Analysis	Difficulty in critical analysis	Improved reasoning and analytical skills	"CSR makes lectures more interesting."
Social Interaction	Limited Peer Interaction	Some students were reluctant to collaborate	Increased teamwork and peer support	"They started to ask and share thoughts."

Source: Interviews and observations with lecturers and students, 2025.

Addressing these challenges requires institutional support, including training sessions for both students and lecturers to familiarize them with digital tools and effective CSR techniques.

D. Comparison With Traditional Methods

Compared to conventional classroom reading methods, it means that the reading strategies of CSR offer a more interactive and structured way to improve students' reading activity and comprehension (Alneyadi et al., 2023). Traditional reading teaching methods tend to consist of individual reading activities and repetitive exercises that can create a learning process that is less interesting and even passive. However, this is not the case with the CSR method which integrates student discussions collaboratively, they interact with each other, and its reading strategy is more systematic so that students are fully involved in the text presented (Boardman et al., 2015). So, we can understand that this approach not only changes the paradigm of lectures from a passive model to a more active one but also strengthens critical thinking skills and hones metacognitive learning. Recent studies have shown that the CSR method is significantly increasing the level of motivation and participation, thus having implications for increasing reading skills that are more serious and sustainable (Boardman et al., 2015). English Department students of Makassar Polytechnic reported that the implementation of CSR was more interesting and helped them remember information and reading content better than traditional methods that often have a very lecturer-centered approach (Talebi & Amjadi, 2024). Many found that learning in small groups allowed them to clarify difficult reading concepts, gain multiple perspectives, and build confidence in their reading abilities. Lecturers also observed more positive changes in student dynamics in the classroom, as students who were previously hesitant and shy to participate became more involved, participating in discussions that ultimately feel happy in lectures (Cooper et al., 2018).

One lecturer commented:

Empirical data shows that the CSR implementation model significantly increases students' intrinsic motivation and interest in reading in lectures. However, this does not occur in traditional teacher-centered approaches that often result in passive learning, as they are more teacher-centered, while the student-centered CSR framework encourages them to take more responsibility for the reading process. The systematic stages in the CSR model including sewing, click-and-Klunk, capturing the main idea, and closing-facilitate ongoing interaction, meta-cognitive regulation, and increased text comprehension. These findings strengthen our belief that CSR is not only effective in improving reading skills, but also in encouraging reading enthusiasm, critical thinking, text analysis, and collaborative learning. Unlike conventional lecture strategies, the CSR method combines peer learning scaffolding and dialogic interactions, making reading an intelligent and socially mediated process with a single goal. This structured and interactive approach ensures that students not only comprehend the reading in a more focused way but also develop analytical and critical thinking skills that are essential for academic success at the college level (Mendieta et al., 2015). Although the CSR model offers various pedagogical advantages, its implementation in a digital application platform presents challenges, such as the availability of technology and the digital literacy gap among students (Rahayu, 2019).

However, empirical evidence shows that the synergy between CSR and digital technology provides significant improvements in student engagement and their academic outcomes improve, making CSR an innovative and creative reading-learning model for higher education. Further evidence is needed with a longitudinal approach, which examines the long-term impact of CSR implementation across contexts, student ages, and educational levels (Hitchcock et al., 2009). Similar studies in different contexts are also needed regarding the adaptation of CSR to different skill levels, cross-disciplinary application, and integration into explicit learning. In addition, exploring the role of support for lecturers, professional development, and university and polytechnic policies in implementing CSR will contribute to refining this CSR strategy as an evidence-based pedagogical approach to improving literacy and reading skills and collaborative learning in the modern education era where technology is the mainstay.

V. CONCLUSION

This study examined the impact of integrating Collaborative Strategic Reading (CSR) with digital learning platforms on students' reading comprehension and engagement. Quantitative findings showed a notable improvement in post-test scores compared to pre-test results, demonstrating CSR's effectiveness in enhancing students' reading abilities.

Qualitative data revealed increased participation, confidence, and motivation among students, particularly those who were previously passive or disengaged. While the outcomes were largely positive, several challenges were identified particularly related to technology access, digital literacy, and initial student reluctance to collaborate. These issues highlight the importance of providing technical support and professional development for educators to ensure successful implementation of CSR in digital contexts.

The findings suggest that CSR, when paired with appropriate digital tools, fosters a more interactive, student-centered learning environment. This hybrid approach not only improves reading comprehension but also nurtures critical thinking, peer collaboration, and learner autonomy. Moving forward, educators are encouraged to adopt CSR as a flexible strategy that adapts to both face-to-face and digital settings. Future research should explore the long-term effects of digital CSR across diverse educational contexts and student demographics. Additionally, institutional policies should support ongoing training and digital infrastructure to sustain innovation in literacy instruction. In summary, integrating CSR with digital platforms offers a promising pathway toward more engaging, equitable, and effective reading instruction particularly for institutions aiming to bridge traditional practices with 21st-century learning demands.

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