

The Relationship between Narrative Ability and Literacy in Grade 2 Elementary School Children in Surakarta

Farah Wafa Az Zahidah¹, Alfiani Vivi Sutanto², Dian Atnantomi Wiliyanto³

¹²³Terapi Wicara dan Bahasa, Poltekkes Kemenkes Surakarta

Email : farah.zaheedah24@gmail.com

Abstract

Narrative is a type of discourse that aims to clearly describe to the reader an event that occurred at a given time. To write a narrative is to recount an event or fact that occurred at a given time, using written language. Such storytelling activity can help improve literacy. Literacy refers to an individual's capacity to comprehend and interpret information via reading and writing tasks. Students possessing proficient reading and writing abilities will find it easier to understand and articulate their thoughts. This study aimed to ascertain the correlation between storytelling skills and literacy among second-grade primary school pupils in Surakarta. This study employed a quantitative research methodology with a cross-sectional design and included one test. Data were gathered through story and literacy assessment sheets. The sample was acquired by quota sampling methods, comprising 50 individuals. The data analysis employed the parametric Shapiro-Wilk statistical and Spearman's Rank correlation tests. According to the data analysis findings utilizing Spearman's rank, the p-value (Sig.) is 0.002, indicating that $p < 0.05$; thus, we may conclude that a significant link exists between storytelling skill and literacy. A correlation exists between narrative proficiency and literacy among second-grade elementary students in Surakarta.

Keywords: 2nd grade elementary school children, Literacy, Narrative ability

INTRODUCTION

Children are individuals who experience a very rapid growth and development process. It is considered the basis of child development and has a range and determination at this stage of development (Rahmi *et al.*, 2021). Children's language development will develop from elementary school to adolescence. Although children sometimes face difficulties and show errors in grammar, but they can correct them, because they understand the language (Khaulani *et al.*, 2020). Language, which is in the form of sound symbols created by human speech organs, is considered the best way to convey thoughts and feelings. Somebody Those who are proficient in language will easily absorb and convey information both orally and in writing (Masitoh, 2019).

School-age children are children aged six to twelve years, or middle childhood, who generally do not have mature thinking abilities. Because the cognitive development of children in elementary school is still at the maturity stage of thinking, they still have difficulty distinguishing between good and bad things (Fitria *et al.*, 2021). Writing a narrative is telling an event or incident that occurred at a certain time using written language. Narrative is a type of discourse that aims to clearly describe to the reader an event

that has occurred at a certain time (Saputra *et al.*, 2023).

Literacy is a person's ability to read and write, as well as process and understand data. Literacy allows someone to use their experience and knowledge (Oktariani *et al.*, 2020). Writing means conveying students' ideas in writing, such as essays, poetry, and so on. Writing is very important for education and for students themselves because writing can help students think critically (Putri, 2016). Reading and writing literacy is very important for education. In education, the ability to read and write is very important because it helps us understand, process and convey information correctly. Students who are proficient in reading and writing will find it easier to understand and express their thoughts (Permanasari, 2023).

The global literacy rate stands at 86.3%, with the male rate at 90% and the female rate at 82.7%, according to the World Population Review. However, there are significant differences between developed and developing countries. The literacy rate in developed countries reaches 96 percent or more, while the average in developing countries is less than 96 percent (Mufrida, 2024). However, surveys show that Indonesia's literacy level is lower compared to other countries around the world. The 2022

PISA results show an increase of five positions in Indonesia's reading literacy compared to 2018. As a result, the score has fallen, and of the 81 countries recorded, Indonesia remains in the eleventh lowest ranking (Mujib, 2023).

METHOD

Quantitative research is a type of research that examines a particular population or sample using quantitative instruments (Sugiyono, 2023). In this research, population is a generalized area consisting of objects that have certain qualities and characteristics determined by the researcher. Because cross-sectional designs have three characteristics, namely time dimensions, differences, and group selection based on differences, cross-sectional designs are only used to measure differences between various individuals, subjects, or phenomena rather than processes of change (Nurdin et al., 2019). This study used 102 individuals from the total population. For this research, the Slovin formula was used to calculate the sample. The results show that the sample used for this research was fifty second grade students at elementary schools in Surakarta.

The sampling technique in this research is *sampling quota*. The quota sampling technique takes population samples with certain characteristics up to the desired number (Sugiyono, 2023). The inclusion and exclusion criteria for the sample group in this study are:

- a. The inclusion criteria in this research were attending an elementary school in Surakarta, the child was in grade 2 of elementary school.
- b. The exclusion criteria in this study were that children were unable to attend the test.

This research was implemented in 2 sub-districts in Surakarta, namely Jebres District and Laweyan District. The schools for research are located at SD Negeri Mojosongo 1 and SD Negeri Mangkubumen Lor No.15. This research was conducted in the period from May 2024 to December 2024. The research instruments required for data collection are divided into two, namely narrative and literacy skills.

This narrative ability consists of 10 pictorial questions, respondents are asked to understand a picture and commands first and then create a

story from the picture. Each question has a score of 3, 2, and 1. Respondents are given a score of 3 if the answer is clear and detailed, shows understanding and is full of expression (score 101-150), a score of 2 is given if the answer is quite good, but there are some details missing or less descriptive (score 51-100), and given a score of 1 if the answer is still less structured and needs more detail or clarification (score 0-50). Researchers tested this instrument on 10 respondents at SD Negeri Cengklik Surakarta on November 28 2024. This instrument has been tested for validity and reliability, measuring the validity value using a correlation test. Measuring the reliability value using the Cronbach's Alpha test obtained a value of 0.973.

This literacy skill consists of reading and 25 questions, respondents are asked to read first then answer several questions. Each question has a score of 3, 2, and 1. Respondents are given a score of 3 if they are able to answer 17-25 questions correctly, they are given a score of 2 if they are able to answer 9-16 questions correctly, and they are given a score of 1 if they are able to answer 0- 8 questions. This instrument has been tested for validity and reliability. Validity value measurement uses the correlation test. Measuring the reliability value uses a test *Alpha Cronbach* obtained a value of 0.906.

RESULTS AND DISCUSSION

1. Results

Based on the results of samples that have been tested with a total of 50 samples from Mojosongo 1 State Elementary School and Mangkubumen Lor State Elementary School No.15. Data has been obtained in the form of respondents' characteristics according to gender, age, narrative ability and literacy.

Table 1. Gender Frequency Distribution

Gender	Frequency	Presentati on
Man	22	44
Woman	28	56
Total	50	100

Source: SPSS data

Based on Table 1, it can be seen that boys are 22 of the respondents (44%) and girls are 28

of the respondents (56%). Therefore, there are more girls than boys.

Table 2. Age Frequency Distribution

Age	Frequenc y	Presentation
7	12	24
8	38	76
Total	50	100

Source: SPSS data

Based on Table 2, it can be seen that the number of children aged 7 years was 12 respondents (24%) and students aged 8 years were 38 respondents (76%). So, it can be concluded that there are more respondents aged 8 years than those aged 7 years.

Table 3. Description of Narrative Ability Results

Score	Category	Frequenc y	Presentati on
0-50	Not enough	2	4
51-100	Enough	13	26
101-150	Good	35	70
Total		50	100

Source: SPSS data

Based on Table 4.3, it can be seen that the number of children who got poor grades was 2 respondents (4%), 13 respondents (26%) who got good grades and 35 respondents (70%) who got good grades. So, it can be concluded that the narrative abilities of grade 2 elementary school children in Surakarta are good.

Table 4. Description of Literacy Results

Score	Categor y	Frequenc y	Presentati on
0-8	Not enough	1	2
9-16	Enough	21	42
17-25	Good	28	56
Total		50	100

Source: SPSS data

Based on Table 4.4, it can be seen that the number of children who got poor grades was 1 respondent (2%), 21 respondents (42%) who got good grades and 28 respondents (56%) who got

good grades. So, it can be concluded that the literacy of grade 2 elementary school children in Surakarta is good.

2. Discussion

This research used two research locations, namely SD Negeri Mojosongo 1 and SD Negeri Mangkubumen Lor No.15. The sample used in this research was grade 2 elementary school children with a total of 50 respondents. The independent variable in this research is narrative ability and the dependent variable in this research is literacy. The variables in this study are on an ordinal scale. The hypothesis test in this research is Test Shapiro-Wilk to determine whether the data is normal or not, then use Test Spearman's Rank to determine the relationship between narrative ability and literacy.

The aim of this research is to find out how the narrative abilities of children in the second grade of elementary schools in Surakarta are related to literacy. Each respondent in this study is a child who is currently in the second grade of elementary school. Children aged 0–12 years who attend early childhood and basic education. Currently, children are different and unique individuals, with unique characteristics appropriate to their age (Rahmi et al., 2021). The analysis used in this research is descriptive, univariate and bivariate analysis.

Based on descriptive analysis, the respondents in this study were 50 children. This research describes the characteristics of respondents which include gender and age of the child. It is known that the number of male children is 22 children (44%) and the number of female children is 28 children (56%). It is known that the number of children aged 7 years is 12 children (24%) and the number of children aged 8 years is 38 children (76%).

In other research it is explained that gender differences often occur in narrative contexts, where women tend to tell stories more often and do so in more detail than men. When asked to recount memories, this difference becomes especially clear, with women telling stories in more detail and emotion than men (Fivush & Grysman, 2022). This can also be seen in the context of reading books to

children, where mothers are usually the figures who play the most important role. This view is reinforced by the perception of boys who consider reading to be a "feminine" activity and less in accordance with a "masculine" code of ethics considering that the role of reading is generally associated with women (Ritonga & Sutapa, 2021). Based on these findings, it can be concluded that gender is a factor that influences narrative and literacy abilities, both through differences in storytelling and views on literacy activities.

According to other research, vocabulary mastery, oral narrative abilities, and early literacy abilities before school entry age are significantly correlated with children's reading comprehension after the age of 19 months to 10–16 years. This shows that literacy education at an early age has a long-term effect on children's reading comprehension, vocabulary mastery, and their literacy in the future (Karima & Kurniawati, 2020). Early childhood literacy development requires reading and writing instruction that is adapted to the child's age and developmental stage to support this development. This approach is carried out gradually without applying excessive pressure, so that children believe that they are able to learn to read literacy and write narratives according to their abilities (Parapat et al., 2023). Based on findings from previous research, age is one of the factors that influences narrative and literacy abilities, especially in building a solid literacy foundation for future development. According to the univariate analysis of narrative ability variables carried out, it was found that 35 children (70%) received a good score, 13 children (26%), and 2 children (4%) received poor scores. This shows that the narrative abilities of grade 2 elementary school children in Surakarta are in the good category.

According to Ramadhan & Indihadi (2020), narrative is a type of writing that aims to tell, narrate and sequence human actions in a story that is arranged chronologically or takes place at one time. Although children usually have good narrative skills, they often have difficulty conveying ideas logically and

systematically using good and correct Indonesian. (Nafi'ah, 2023). These difficulties can affect reading comprehension, which depends on the ability to comprehend narrative discourse and other early language skills. Previous research shows that teaching narrative skills directly can improve comprehension as well as production of oral narratives, which in turn has a positive impact on reading comprehension (Kahveci & Güneşli, 2020). Thus, narrative is one of the language skills that is very important for children to master, because through storytelling activities, they can develop the ability to think critically, organize ideas, and express themselves clearly.

Contextual learning, which has been proven to be effective in improving narrative writing abilities, is one component that can improve narrative abilities. This is especially true for Indonesian language learning. Contextual learning helps students relate lessons to everyday life, which makes learning more meaningful (Fatmawati & Fatonah, 2018). Using interesting learning media when teaching narratives can also encourage students to participate more actively in the learning process. This makes writing stories more fun and easier for them (Harahap et al., 2024). Storytelling is an excellent technique to improve children's narrative abilities, as it not only teaches them morality and values but also makes them feel like other people. According to Hariyati et al. (2018), storytelling can be used as a way to convey moral messages or lessons to elementary school students, especially if supported by modern devices such as videos, photos or slides that attract students' attention via the internet.

. Based on the univariate analysis for the literacy variable that was carried out, it was found that the number of children who received a literacy score in the good category was 28 (fifty six percent), the sufficient category was 21 (forty two percent), and the poor category was 1 (two percent). . Thus, it can be concluded that children with the highest literacy scores are in the good category. This shows that the literacy of

children in the second grade of elementary schools in Surakarta is in the good category; however, several children were in the sufficient category, and one child was in the insufficient category. Children are considered to have a good level of literacy if they are able to analyze, reason, and communicate their knowledge and skills in the areas of reading, mathematics, and science. To achieve this, there are three important strengthening strategies that can be implemented, namely creating a text-rich environment, effective social strengthening, and academic support. These three elements are very important in developing a literacy culture that supports children's development (Dewayani et al., 2021). Literacy is a fundamental factor that includes the ability to read, write and reason, which is the basis for interacting effectively in various contexts. Literate people tend to be able to participate in social and cultural practices, placing literacy as an essential element in everyday life (Hadianto et al., 2022). One effective approach to supporting children's literacy is shared reading programs, which have been shown to provide significant benefits for school-aged children, including children as young as 5 years old. Reading together, whether in small groups or in pairs, allows children to respond, ask questions, and learn actively, while adults can provide direct guidance to support the process (Timperley et al., 2022). This literacy research emphasizes the importance of assessing children's ability to understand and analyze reading as an indicator of their overall literacy development.

Factors that can increase literacy are experience; which is one of the important internal components in the formation of cultural literacy. This experience can come from what a person hears, sees and experiences during the learning process, which in turn enriches understanding and literacy skills. Interest in literacy also plays an important role, because basically it is an acceptance of something that comes from outside a person; This interest can arise as a result of the surrounding environment and the experiences experienced (Zakiyah et al.,

2024). Apart from internal factors, external support such as adequate school facilities and the active role of parents can also help students become more proficient in reading. However, even though resources and support are limited, appropriate literacy strategies can still be developed to improve students' literacy skills (Purbowati, 2024). One effective strategy is daily literacy practice before learning begins. In addition, schools can provide reading corners in each class, which are equipped with various types of reading books. This reading corner functions as an extension of the school library, is attractively designed, and managed by the students themselves, thereby creating an environment that supports literacy culture (Pristiawati, 2023).

There is a relationship between narrative ability and literacy of grade 2 elementary school students in Surakarta, according to the results of Spearman's Rank bivariate analysis. The p value is 0.002 below 0.05. With a correlation strength of 0.424, the two variables show a positive correlation direction and a moderate correlation level. Literacy skills are always related to early literacy experiences and language skills, which serve as an important basis in the development of narrative abilities of early childhood students. Students' narrative abilities are also greatly influenced by their verbal interactions with adults, which provide language stimulation and story understanding. Previous research found that even though early childhood students are of low socioeconomic status, they tend to have good narrative abilities, indicating the significant role of verbal experience in supporting these abilities (Puspitasari et al., 2023). In addition, literacy has a significant relationship with narrative writing skills. The literacy culture built in schools has a positive impact on students' narrative writing skills, so it is important for schools to cultivate literacy through programs and activities (Saputra et al., 2023).

Awareness of the positive relationship between the ability to read and write narratives is also the key to success in literacy learning, because reading activities directly

influence language skills, including narrative writing skills (Darmawansyah *et al.*, 2024). Based on these various findings, it can be concluded that there is a strong correlation between narrative abilities and literacy abilities, indicating the importance of building these skills synergistically from an early age.

CONCLUSION

This conclusion shows that age and gender are factors that can influence narrative and literacy abilities. Apart from that, the family, as the party closest to the child, plays an important role in supporting learning at home, including developing children's narrative and literacy skills. Based on the results of bivariate analysis, it was found that there was a significant relationship between narrative ability and literacy, where both had a positive correlation with the strength of the relationship being at a moderate level. This emphasizes the importance of family support and individual factors such as gender and age in building narrative and literacy skills in a balanced manner.

SUGGESTION

It is hoped that the results of this research will help speech therapists collect data and develop a review of the relationship between narrative abilities and literacy of children in the second grade of elementary schools in Surakarta.

ACKNOWLEDGEMENT

Thank you to the respondents who were willing to be involved in this research, as well as all parties who helped complete it.

BIBLIOGRAPHY

- Darmawansyah, A., Putri, Y. E., & Citra, F. P. (2024). Analisis Efektivitas Program Literasi Terhadap Peningkatan Kemampuan Menulis Naratif. *Seminar Nasional Manajemen Inovasi*, 7(1), 205–212. <https://conference.uts.ac.id/index.php/semair>
- Fitria *et al.* (2021). The Effect of Scientific Approach on Elementary School Students' Learning Outcomes in Science Learning. *Jurnal Pendidikan Sekolah Dasar*, 7(1), 78–90.
- Fivush, R., & Grysman, A. (2022). Narrative and gender as mutually constituted meaning-making systems. *Memory, Mind and Media*, 1, 1–14. <https://doi.org/10.1017/mem.2021.4>
- Hadianto, D., S. Damaianti, V., Mulyati, Y., & Sastromiharjo, A. (2022). Effectiveness of Literacy Teaching Design Integrating Local Culture Discourse and Activities to Enhance Reading Skills. *Cogent Education*, 9(1). <https://doi.org/10.1080/2331186X.2021.2016040>
- Harahap, S. H., Firanti Nur, S., & Marga Retta, E. (2024). *IJEDR: Indonesian Journal of Education and Development Research Meningkatkan Keterampilan Menulis Narasi Dalam Pembelajaran Bahasa Indonesia*. 2(1), 336.
- Hariyati *et al.* (2018). *Peningkatan Keterampilan Naratif (Narrative Skills) dalam Berkomunikasi bagi Guru Madrasah Muhammadiyah Kota Bandar Lampung*. 1(2), 90–97. <https://doi.org/10.22236/syukur>
- Kahveci, G., & Güneyli, A. (2020). The Effect of Personal Narrative Intervention on Late Talkers' Personal Narrative Generation Skills. *Cogent Education*, 7(1). <https://doi.org/10.1080/2331186X.2020.1758288>
- Karima, R., & Kurniawati, F. (2020). Kegiatan Literasi Awal Orang Tua pada Anak Usia Dini. *Jurnal Pendidikan Anak*, 6(1), 69–80. <https://doi.org/http://dx.doi.org./10.14421/al-athfal.2020.61-06>
- Khaulani *et al.* (2020). Fase Dan Tugas Perkembangan Anak Sd. *Jurnal Ilmiah Pendidikan Dasar*, 7(1), 51–59.
- Masitoh. (2019). Gangguan Bahasa dalam Perkembangan Bicara Anak. *Elsa*, 17.
- Mufrida, I. (2024). *Tingkat Literasi Negara-Negara di ASEAN*. <https://goodstats.id/article/tingkat-literasi-negara-negara-di-asean-KmoXZ>
- Mujib, A. (2023). *Rangking Literasi Indonesia Naik 5 Peringkat, Jangan Lengah! Berikut Solusi Tepat Berkelanjutan Tingkatkan Minat Baca Anak*. <https://pendidikan.id/news/rangking-literasi-indonesia-naik-5-peringkat->

- jangan-lengah-berikut-solusi-tepat-berkelanjutan-tingkatkan-minat-baca-anak/
- Nafi'ah, N. (2023). Peningkatan Hasil Belajar Keterampilan Menulis Narasi melalui Pembelajaran Kontekstual di Kelas 2 D MIN 11 Blitar Kecamatan Kademangan Kabupaten Blitar Semester 2 Tahun Pelajaran 2022/2023. *Jurnal Pembelajaran Dan Ilmu Pendidikan*, 3(3), 216–223.
- Nurdin et al. (2019). *Metodologi penelitian sosial*. Media Sahabat Cendekia.
- Oktariani et al. (2020). Peran Literasi dalam Pengembangan Kemampuan Berpikir Kritis. *Jurnal Penelitian Pendidikan, Psikologi Dan Kesehatan (J-P3K)*, 1(1), 2333. <https://doi.org/10.51849/jp3k.v1i1.11>
- Parapat, I. K., Mardianto, & Nasution, M. I. P. (2023). Mengoptimalkan Pengenalan Literasi Pada Anak Sejak Usia Dini: Menumbuhkan Keterampilan Membaca dan Menulis. *Jurnal Raudhah*, 11(1), 38–49. <http://jurnaltarbiyah.uinsu.ac.id/index.php/raudhah>
- Permanasari, D. (2023). *Pentingnya Literasi Dasar dalam Dunia Pendidikan*. <https://btikp.babelprov.go.id/content/peningkatan-literasi-dasar-dalam-dunia-pendidikan>
- Pristiawati, E. A. (2023). Peningkatan Literasi Baca Dengan Simak Baca Pagi Siswa Kelas III Di Sekolah Dasar Negeri Mungup. *Jurnal Review Pendidikan Dasar : Jurnal Kajian Pendidikan Dan Hasil Penelitian*, 9(1), 48–53. <https://doi.org/10.26740/jrpd.v9n1.p48-53>
- Purbowati, D. (2024). *Cara Meningkatkan Literasi Siswa, dari Minat Baca sampai Identitas Diri*. Aku Pintar. [https://akupintar.id/infopintar//blogs/cara-meningkatkan-literasi-siswa-dari-minat-bacasampaiidentitasdiri#:~:text=1.Litera si Baca Tulis,baca tulis siswa di sekolah.&text=adakan kegiatan yang membangkitkan minat,buku%2C pertukaran buku%2C dll.&text=](https://akupintar.id/infopintar//blogs/cara-meningkatkan-literasi-siswa-dari-minat-bacasampaiidentitasdiri#:~:text=1.Litera%20si%20Baca%20Tulis,baca%20tul%20siswa%20di%20sekolah.&text=adakan%20kegiatan%20yang%20membangkitkan%20minat,buku%20pertukaran%20buku%20dll.&text=)
- Puspitasari, N. A., Damaianti, V. S., Syihabuddin, S., & Sumiyadi, S. (2023). The Role of Narrative Ability on Emergent Literacy Skills and Early Word Reading of Early Childhood Students. *International Journal of Learning, Teaching and Educational Research*, 22(8), 253271. <https://doi.org/10.26803/IJ LTER.22.8.14>
- Putri, R. (2016). Peningkatan Keterampilan Menulis Karangan Narasi Melalui Media Film Kartun Pada Siswa Kelas IV. *Jurnal Pendidikan Guru Sekolah Dasar*, 870–878.
- Rahmi et al. (2021). Proses Belajar Anak Usia 0 Sampai 12 Tahun Berdasarkan KarakteristikPerkembangannya. *Bunayya : Jurnal Pendidikan Anak*, 7(1), 152. <https://doi.org/10.22373/bunayya.v7i1.9295>
- Ramadhan, G., & Indihadi, D. (2020). Peningkatan Keterampilan Menulis Teks Narasi Non-Fiksi Melalui Gambar Seri di Sekolah Dasar. *PEDADIDAKTIKA: Jurnal Ilmiah Pendidikan Guru Sekolah Dasar*, 7(2), 178188. <https://doi.org/10.17509/pedadidaktika.v7i2.24928>
- Ritonga, R. A., & Sutapa, P. (2021). Literasi dan Gender : Kesenjangan yang Terjadi di Tingkat Pendidikan Anak Usia Dini. *Jurnal Pendidikan Anak Usia Dini*, 5(1), 965973. <https://doi.org/10.31004/obsesi.v5i1.749>
- Saputra et al. (2023). Hubungan budaya literasi dengan keterampilan menulis narasi siswa kelas V sekolah dasar. *Jurnal Pendidikan Dasar Indonesia*, 8, 86–90
- Sugiyono. (2023). Metode Penelitian Kuantitatif Kualitatif dan R&D. In *Alfabeta Bandung* (Vol.11, Issue1). [http://link.springer.com/10.1007/9783319593791%0Ahttp://dx.doi.org/10.1016/B9780124200708.00002-7%0Ahttp://dx.doi.org/10.1016/j.ab.2015.03.024%0Ahttps://doi.org/10.1080/07352689.2018.1441103%0Ahttp://www.c](http://link.springer.com/10.1007/9783319593791%0Ahttp://dx.doi.org/10.1016/B9780124200708.00002-7%0Ahttp://dx.doi.org/10.1016/j.ab.2015.03.024%0Ahttps://doi.org/10.1080/07352689.2018.1441103%0Ahttp://www.chile.bmwmotorrad.cl/sync/showroom/lam/es/)
- Syaodih, E. (2019). *Perkembangan Peserta Didik Sekolah Dasar*. http://file.upi.edu/Direktori/FIP/JUR._PGTK/196510011998022Ernawulan_Syaodih/perkembangan_

peserta_didik_sd.pdf

- Timperley, S., Schaughency, E., Riordan, J., Carroll, J., Das, S., & Reese, E. (2022). Tender Shoots: Effects of a Preschool Shared Book Reading Preventive Intervention on Parent–Child Reading and Parents’ Involvement in the First Year of School. *School Mental Health, 14*(2), 238–253. <https://doi.org/10.1007/s12310-022-09505-6>
- Zakiah, N., Fajrie, N., Bakhrudin, A., & Kudus, U. M. (2024). Faktor-Faktor Pendukung Kemampuan Literasi Budaya Pada Anak Penghasil Produk Genteng di Desa Kembang Getaan Dukuhseti Pati. *Jurnal Educatio, 10*(4), 29–36.