

CONTEXT-BASED INDONESIAN LANGUAGE LEARNING FOR LITERACY ERADICATION AND LITERACY IMPROVEMENT IN KOKODA VILLAGE, PAPUA

Nurhikmah¹, Risma Alam², Liesa Novia Nur³, Lilik Yulianingsih⁴, Martha Elinna Belyanan⁵

^{1,2,3,5}Program Studi Pendidikan Bahasa Indonesia, Universitas Muhammadiyah Sorong, Sorong

⁴Program Studi Pendidikan Bahasa Inggris, Politeknik Pelayaran Sorong, Sorong

Jalan Pendidikan No 27 Remu Utara, Kec. Sorong Timur, Kota Sorong, Prov. Papua Barat, Indonesia

¹E-mail: mentari.al.hikmah@gmail.com

²E-mail: rismaalam98@gmail.com

³E-mail: liesanovianur03@gmail.com

⁴E-mail: marthaelina30@gmail.com

⁵Email: lilikyulia05@gmail.com

Abstrak

Rendahnya kemampuan berbahasa Indonesia di Desa Kokoda menjadi latar belakang utama penelitian ini, yang dipengaruhi oleh keterbatasan akses pendidikan formal dan kompleksitas sosial budaya di komunitas tersebut. Penelitian ini bertujuan untuk mengukur peningkatan kemampuan berbahasa Indonesia peserta setelah mengikuti program pembelajaran yang dirancang secara kontekstual dan partisipatif, serta untuk memahami tingkat partisipasi peserta selama pelaksanaan program. Metode yang digunakan adalah kuantitatif deskriptif dengan melibatkan 45 peserta sebagai subjek penelitian. Pengumpulan data dilakukan melalui teknik tes kemampuan menulis, membaca, dan berbicara Bahasa Indonesia. Analisis data dilakukan dalam tiga tahapan: pengolahan data, manajemen data, dan interpretasi hasil, untuk memberikan gambaran komprehensif mengenai perkembangan kemampuan peserta. Hasil penelitian menunjukkan adanya peningkatan signifikan pada seluruh aspek kemampuan berbahasa, yaitu kemampuan membaca meningkat menjadi rata-rata 72%, kemampuan menulis mencapai 80%, dan kemampuan berbicara mencapai 69%. Selain itu, tingkat keaktifan peserta juga tinggi dengan 84% peserta hadir secara konsisten pada minimal 75% sesi pembelajaran, yang mengindikasikan motivasi belajar yang baik melalui pendekatan pembelajaran yang mengintegrasikan konten lokal dan metode interaktif. Implikasi penelitian ini menegaskan pentingnya penerapan pembelajaran berbasis konteks sosial budaya dan pemberdayaan fasilitator lokal dalam meningkatkan literasi fungsional di daerah terpencil. Pendekatan tersebut tidak hanya meningkatkan hasil belajar, tetapi juga mendukung keberlanjutan program melalui penguatan ikatan sosial dan budaya masyarakat. Penelitian ini memberikan rekomendasi bagi pengembangan program pembelajaran yang lebih responsif terhadap kebutuhan dan karakteristik komunitas adat di masa depan.

Kata Kunci: pembelajaran bahasa Indonesia, literasi dasar, pemberantasan buta aksara, pembelajaran kontekstual

Abstract

The low proficiency in the Indonesian language among residents of Kokoda Village serves as the primary background for this study, which is influenced by limited access to formal education and the complex socio-cultural context of the community. This research aims to measure the improvement in participants' Indonesian language skills after engaging in a learning program designed with a contextual and participatory approach, as well as to understand the level of participant engagement throughout the program implementation. A quantitative descriptive method was employed, involving 45 participants as research subjects. Data were collected through tests assessing writing, reading, and speaking abilities in Indonesian. Data analysis was conducted in three stages: data processing, data management, and result interpretation, to provide a comprehensive overview of participants' skill development. The findings reveal significant improvements across all language skill areas: reading ability increased to an average of 72%, writing ability reached 80%, and speaking ability reached 69%. Additionally, participant engagement was high, with 84% consistently attending at least 75% of the learning sessions, indicating strong motivation fostered through an interactive learning approach that integrates local content. The study's implications highlight the importance of implementing learning programs that are sensitive to socio-cultural contexts and empower local facilitators to enhance

functional literacy in remote areas. This approach not only improves learning outcomes but also supports program sustainability by strengthening social and cultural bonds within the community. The research provides recommendations for the development of more responsive educational programs that address the specific needs and characteristics of indigenous communities in future initiatives.

Keywords: Indonesian language learning, basic literacy, literacy eradication, contextual learning

1. INTRODUCTION

Language skills are an important tool for every member of society because language is the main tool for expressing thoughts, feelings, and establishing social interactions. Language functions not only as a means of interpersonal communication, but also as a medium for conveying ideas, thoughts, goals, and objectives to a wider audience (Alwi et al., 2003; Dardjowidjojo, 2012; Sulistyarini, D. & Zainal, 2018; Wahid, 2021). Through language, individuals can build shared understanding, strengthen social relationships, and convey information and knowledge across generations. Therefore, good language proficiency is key to forming a communicative, participatory, and competitive society.

In the context of nationality, Indonesian has a vital role as a unifier of a diverse nation, because it is able to unite ethnic, cultural and regional diversity throughout the archipelago (Noermanzah, 2019). This language not only functions as a means of communication between citizens from different backgrounds, but also becomes the main foundation in organizing various aspects of national and state life, such as education, government, and public services (Syamsuri, 2013). As an official language, Indonesian plays a central role in shaping national identity and strengthening social cohesion amidst the plurality of Indonesian society.

The use of Indonesian plays an important role in the social life of Indonesian society because it is a means of communication that unites various cultural, ethnic and regional backgrounds (Mugni Apsari, 2014). This language allows for effective social interaction and strengthens the sense of nationality amidst diversity. However, not all

Indonesian people have equal access and ability to speak Indonesian. This inequality occurs mainly in remote and underdeveloped areas, where access to formal education is still limited and illiteracy rates are relatively high. This has an impact on low literacy skills and limited community participation in various aspects of social, economic and development life.

In the Indonesian context, Indonesian has a strategic role as a national language that not only strengthens communication between citizens, but also becomes a glue for national unity and the main media in the world of education and public services (Rabiah, 2016). However, the mastery of this language is not evenly distributed throughout Indonesia. The biggest challenge lies in remote and underdeveloped areas, where access to formal education is still limited and illiteracy rates tend to be high. This inequality reflects that the role of Bahasa Indonesia as a means of unifying the nation has not been fully optimally felt by all levels of society.

Kokoda Village, located in Sorong Regency, Southwest Papua, is one of the areas facing serious challenges in the field of education, especially related to the high level of illiteracy among the community. Low basic literacy skills, including understanding and using Indonesian functionally, cause the community to experience obstacles in accessing information, utilizing education and health services, and actively participating in social life and economic development. This inability also weakens the position of residents in fighting for their basic rights and limits their contribution to sustainable national development (Bulan, 2019).

Data from the Ministry of Education and Culture shows that Papua and West Papua are the

two provinces with the highest illiteracy rates in Indonesia. This condition is exacerbated by the use of regional languages as the main means of communication in everyday life, which makes mastery of Indonesian limited, both orally and in writing. This emphasizes the importance of equal access to education and strengthening Indonesian literacy in areas such as Kokoda Village. These efforts are key to promoting social justice, paving the way for improving the quality of life of the community, and supporting inclusive and equitable development throughout the country.

As a concrete step to overcome these problems, functional Indonesian language learning in Kokoda Village is carried out with a contextual approach and based on local culture. Learning materials are adjusted to the daily realities of the community so that they are easy to understand and accept, using visual media such as pictures and word cards, familiar local narratives, and involving facilitators from the local community to create a participatory and inclusive learning atmosphere. Papua as a province with a high level of cultural and linguistic diversity does face major challenges in equalizing education (Amisim, 2014), so that this program is expected to not only be able to eradicate illiteracy, but also encourage people to use Indonesian actively and functionally in everyday life. Thus, basic literacy can be strengthened, people's learning independence grows, and access to information, education, and better life opportunities becomes more open.

Research on illiteracy has been conducted by several previous researchers (for example: Eka et al., 2024; Imansyah, 2019; Jessica et al., 2017; Kahar et al., 2019; Zebua et al., 2020). However, until now, research that specifically examines the condition of illiteracy in Kokoda Village, Sorong Regency, Southwest Papua, is still very minimal or has never been done. This shows that there is a gap in research that is important to fill, considering the socio-cultural characteristics and educational challenges in the area which are

unique and different from other regions in Indonesia. A special approach and contextual data from Kokoda Village are needed to design targeted interventions in efforts to eradicate illiteracy and increase literacy in the area.

2. METHOD

This research was conducted using a descriptive quantitative approach (Sugiyono, 2016), which is combined with a participatory approach through the Community-Based Learning (CBL) method. This method places the community as an active subject in the learning process, so that they are not only objects of research, but also play a direct role in every stage of program implementation. This activity was carried out in Kokoda Village, Sorong Regency, Southwest Papua, for two months.

The number of subjects involved in this study was 45 people, who came from various age groups and backgrounds in the local community. Data collection was carried out through writing, reading, and speaking test techniques, all of which were designed in the context of everyday life so that the results were relevant and applicable. This approach aims to measure functional Indonesian language skills among the Kokoda community.

The implementation of research activities is divided into four main stages. The first stage is problem identification, which aims to understand the real conditions and needs of the community related to literacy skills. The second stage is program planning, where learning strategies and media to be used are designed contextually and based on local culture. The third stage is program implementation that involves active participation of residents with simple and fun learning methods. Finally, the evaluation stage is carried out to assess the effectiveness of the program and its impact on participants' literacy skills.

Data analysis is carried out through three main stages, namely data processing, data management, and interpretation of results (Wahid

et al., 2025; Wahid & Ashar, 2024). At the processing stage, the data obtained from the writing, reading, and speaking tests are processed systematically. Furthermore, at the data management stage, the data is classified and arranged so that it can be easily analyzed in depth. Finally, the interpretation of the results is carried out to draw conclusions regarding the achievement of program objectives and recommendations for improvements for the development of better literacy learning in the future.

3. RESULTS AND DISCUSSION

The presentation of the research results is classified into three main parts. First, the presentation of the research results before the intervention which describes the initial condition of the participants' language skills. Second, the presentation of the results after the intervention which shows changes and developments in Indonesian language skills after participating in the learning program. Third, a discussion of the participants' activeness during the learning process and the challenges faced in implementing Indonesian language learning interventions in the community.

Initial Condition of Participants' Language Ability

Pre-test data collected from 45 participants in Kokoda Village showed that the community's basic literacy skills were still very low. The three aspects measured included the ability to read simple sentences, write names and addresses, and speak Indonesian in the context of everyday life. The following presents data on the initial condition of participants' Indonesian language ability. The majority of participants struggled to decode simple words and construct basic sentences, both orally and in writing. This reflects a broader issue of limited exposure to formal education and the predominance of local languages in daily communication. These

findings underscore the urgent need for targeted literacy interventions that are culturally sensitive and accessible to remote indigenous populations.

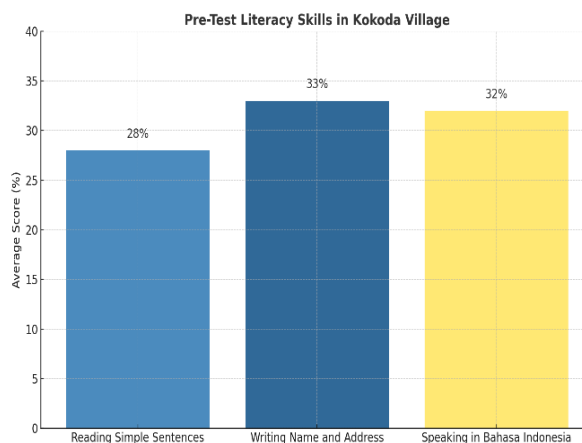


Figure 1. Initial Indonesian Language Skills

The data above shows that the literacy level of participants in Kokoda Village is still relatively low in all aspects measured. The ability to read simple sentences only reaches an average of 28%, reflecting limitations in the ability to understand and interpret basic texts. The ability to write names and addresses is slightly higher, at 33%, indicating an initial introduction to written forms, but not yet functional enough for daily needs. Meanwhile, the ability to speak Indonesian is at 32%, indicating the low level of oral communication skills in the national language.

These findings emphasize the urgent need to carry out functional and contextual Indonesian language learning interventions, in order to significantly increase basic literacy in the community. The graphs displayed visually illustrate the literacy gap before the intervention program was carried out, as well as being an important consideration in designing a relevant and effective learning approach.

Indonesian Language Ability after Intervention

After the implementation of the intervention involving 45 participants, the findings indicated a marked improvement in their Indonesian

language proficiency. This progress was evident across three key domains: the ability to comprehend and read simple sentences, the capacity to write basic personal information such as names and addresses, and the competence to engage in everyday conversations using Indonesian. These outcomes suggest that the contextual and participatory learning approach employed during the program was effective in enhancing functional literacy skills. The following data provide a detailed overview of the participants' language performance following the intervention. The improvement also reflects the positive impact of integrating local content and culturally relevant materials into the learning process. Furthermore, the participants' active engagement throughout the sessions played a critical role in sustaining motivation and facilitating deeper language acquisition.

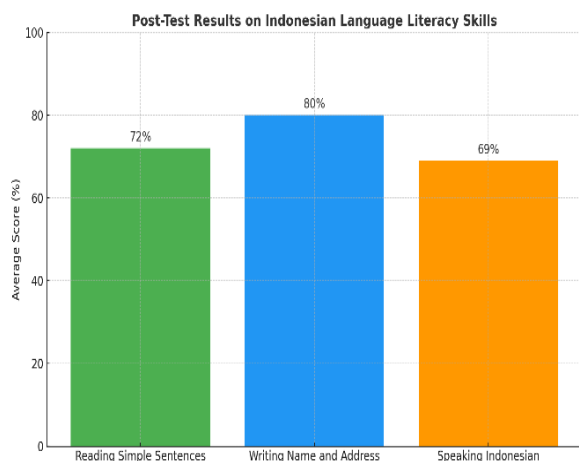


Figure 2. Indonesian Language Ability after Intervention

The post-test results showed a significant increase in the literacy aspect of the community after the implementation of the Indonesian language learning intervention. The ability to read simple sentences increased to an average of 72%, indicating that the majority of participants were able to recognize and understand sentences in simple contexts. The ability to write names and addresses reached the highest figure with an average of 80%, indicating the success of

participants in recognizing their identities in writing. Meanwhile, the ability to speak Indonesian increased to 69%, reflecting an increase in self-confidence and oral communication skills in everyday situations.

The graph above provides a clear visualization of this improvement, demonstrating that the contextual and participatory learning intervention had a positive impact on enhancing the basic literacy of the Kokoda Village community. This approach not only succeeded in delivering linguistic knowledge but also strengthened participant engagement through materials relevant to their daily lives. The active involvement of participants in the learning process reflects the effectiveness of a method that integrates local sociocultural contexts, thereby enhancing motivation and knowledge retention. Thus, these findings reinforce the importance of designing educational programs that are responsive to the characteristics of indigenous communities as a means of promoting sustainable empowerment in remote areas.

Participant Activeness and What is Encountered in the Implementation of Indonesian Language Learning Interventions

Participation of participants in the Indonesian language learning program in Kokoda Village showed a very positive and significant response. Of the total 45 registered participants, 38 people (around 84%) were recorded as consistently attending at least 75% of the total scheduled learning sessions. This data shows a high level of commitment among the community, even though they face limited infrastructure and limited access to educational resources.

One of the participants, Mr. Y (45 years old), said:

"I enjoy taking this lesson because the learning method is not boring. With the stories from Papua that I know, it is easier for me to remember and understand."

This statement confirms that the integration of local content, such as folklore narratives, has succeeded in increasing participants' motivation and emotional attachment to the learning material.

Participants' enthusiasm also increased when the learning method combined contextual and interactive approaches, such as language games and group discussion activities. This approach not only strengthens understanding of the material, but also builds social bonds between participants, thus creating a conducive learning atmosphere.

The contribution of local facilitators is a determining factor in the success of the program. They act not only as teachers, but also as cultural agents who bridge communication between the implementation team and the community. Involving village youth as facilitators has proven effective in creating an inclusive and friendly learning atmosphere. Mrs. M (24 years old), one of the facilitators, stated:

"Because I'm also from here, I can understand their customs and everyday language. This helps me convey the material in a way that is more easily accepted."

This approach not only increases the effectiveness of learning, but also fosters a sense of community ownership of the program, which is important for the sustainability of Education interventions. However, the implementation of the program is not free from various contextual challenges. Schedule delays often occur due to customary activities that are an integral part of community life, as well as unpredictable extreme weather.

In addition, social dynamics are a separate obstacle, especially the feeling of shame of some adults who are reluctant to study with children. An adult participant, Mr. M (52 years old), said:

"At first I was hesitant to join the lessons because I was embarrassed to study with children. But after a few times, I felt more confident."

Another obstacle is the limited availability of printed teaching materials, which makes the learning process highly dependent on handmade visual media, which are sometimes less interesting and varied. To overcome these obstacles, the implementing team and local facilitators prioritize a flexible and adaptive approach.

Through open dialogue with traditional leaders and village heads, the learning schedule is adjusted to the social rhythm and traditional activities of the community. The village head, Mr. J, stated:

"We support this program because it has been adjusted to our habits. That way, residents do not feel disturbed and can still study comfortably."

This approach also allows the integration of local cultural values into learning, which enriches the learning experience and makes the educational process more meaningful and relevant.

The results of the observations and interviews above show that the success of the Indonesian language learning intervention in Kokoda Village is greatly influenced by the active participation of participants, the strategic role of local facilitators, and the team's ability to manage social and cultural challenges with a participatory and contextual approach.

DISCUSSION

The results of this study indicate a significant increase in the participants' Indonesian language skills after participating in a contextually and participatory learning intervention. This finding is in line with constructivism theory which emphasizes the importance of student-centered learning and their socio-cultural context (Marinda, 2020; Schunk, 2012). A learning approach that integrates local narratives and interactive activities supports the process of language internalization through real and relevant experiences for participants.

The low initial literacy skills of the participants—with an average ability to read simple sentences of 28%, write names/addresses of 33%, and speak of 32%—strengthen the findings of previous studies which show that communities in remote areas generally have limited basic literacy due to minimal access to education (Eka et al., 2024; Kemendikbud, 2019; Sari, 2020; Wahid & Ashar, 2024). This emphasizes the urgency of interventions designed not only as knowledge transfer, but also as community empowerment through functional education.

The improvement in Indonesian language skills after the intervention—up to 72% for reading, 80% for writing, and 69% for speaking—confirmed the effectiveness of the learning method that combines a contextual approach and the use of local facilitators. These results are consistent with research that emphasizes the importance of using local resources and community involvement in literacy programs to significantly improve learning outcomes (Eka et al., 2024; Faizah et al., 2016; Harsiati, 2018; Wahid & Ashar, 2024).

The activeness of the participants during the learning process, with an attendance rate of 84% in at least 75% of sessions, as well as increased motivation through game-based learning methods and folklore, indicates success in building emotional and social bonds. The theory of learning motivation supports these findings, stating that participant engagement and intrinsic motivation can be increased through meaningful activities that are in accordance with the interests and culture of the participants (Schunk, 2012; Suyanti et al., 2021).

The role of local facilitators as cultural agents is a key factor in the success of the program. Involving local youth as facilitators allows for effective communication and better acceptance by participants, in line with socio-cultural theory that underlines the importance of social mediators in the learning process. This approach also

creates a sense of ownership and sustainability of the program, emphasizing the importance of local empowerment in the implementation of education programs in indigenous areas.

However, challenges such as schedule delays due to customary activities and extreme weather, as well as psychological barriers such as adult participants' shyness, indicate the complexity of the socio-cultural context that must be taken into account in designing interventions. This supports developmental ecology theory which emphasizes the importance of adapting educational programs to the social and cultural environment of participants (Ibda, 2022).

The adaptive and flexible approach carried out through dialogue with traditional figures and village heads demonstrated the success of social and cultural management which was crucial to the success of the program. This adjustment enriched the intervention with local values and increased the relevance and sustainability of learning, as expressed by Wulandari (2024) about the importance of cultural understanding in community development.

4. CONCLUSIONS

This study shows that the active participation of participants in the Indonesian language learning program in Kokoda Village has a significant positive impact on improving Indonesian language skills. The high level of attendance and involvement of participants in various local context-based learning activities, such as the use of folklore and language games, succeeded in substantially improving participants' reading, writing, and speaking skills. The approach that integrates local cultural narratives and the role of facilitators from the local community facilitates relevant and meaningful learning, in accordance with the principles of constructivism and socio-cultural theory.

However, the implementation of the program faced various contextual challenges, such as

schedules that had to be adjusted to traditional activities, extreme weather conditions, and psychological barriers for adult participants who felt embarrassed to learn with children. These challenges reflect the socio-cultural complexity of Kokoda Village which requires an adaptive approach and ongoing dialogue with traditional leaders and local stakeholders. The adjustments made in the implementation of this program prove the importance of socio-cultural management in ensuring the sustainability and effectiveness of learning in remote communities.

The main contribution of this study lies in the development of an Indonesian language learning model that places participant participation and community empowerment at the heart of the intervention. This study confirms that active participant involvement and the use of local facilitators as cultural mediators are key factors in improving functional literacy in remote areas. These findings provide important implications for the development of contextual and participatory education programs, as well as providing a basis for recommendations for education policies that are responsive to the socio-cultural needs of indigenous communities such as in Kokoda Village.

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