Bubungan Tinggi: Jurnal Pengabdian Masyarakat
http://ppjp.ulm.ac.id/journals/index.php/btj/index
e-ISSN: 2722-3043 p-ISSN: 2722-2934
Vol 7 No 2 2025
DOI: https://doi.org/10.20527/btjpm.v7i2.13582

Improving Early Childhood Literacy Skills Through Storytelling and Picture Books Based on Local Wisdom for Early Childhood Educators

Kamariah*, Haswinda Harpriyanti, and M. Saufi
Universitas PGRI Kalimantan Banjarmasin, Banjarmasin, Indonesia
Kamariah@upk.ac.id

Article Info

Article history:
Received: October 7, 2024
Accepted: January 4, 2025
Published: March 14, 2025

Keywords:
Early childhood
Literacy
Local wisdom
Storytelling

This article is licensed under a Creative Commons Attribution-ShareAlike 4.0 International License

© 2025 Bubungan Tinggi: Jurnal Pengabdian Masyarakat

Abstract

This service activity will be carried out from August to September 2024 to improve early childhood literacy skills through fairy tale methods and picture reading books based on local wisdom. The main target of the activity is 22 PAUD, who are members of the PKG of Aluh-Aluh District, who will be given training regarding the use of more creative and interactive learning methods, including storytelling and picture reading books. Apart from that, storytelling assistance and the creation of reading corner trees were also provided at three sample schools, namely at Pembina Aluh-Aluh State Kindergarten, Al-Fatah PAUD, and Permain PAUD. This was done to overcome the problem of low literacy skills of early childhood in the area. Implementing this community service was carried out as on-on-in training, which consisted of three main stages: On-service training, on-job training, and in-service training. The findings from this activity indicate that educators became more creative and skilled in delivering literacy materials, which positively impacted children's reading interest and active participation in literacy activities at school. Additionally, implementing reading corners in schools successfully created an environment supporting children's literacy engagement. However, challenges such as limited resources and adapting methods for children with special needs still need to be addressed. This community service has positively improved early childhood literacy and recommends government support and ongoing evaluation to strengthen the program's long-term impact.

To cite this article: Kamariah, K., Harpriyanti, H., & Saufi, M. (2025). Improving early childhood literacy skills through storytelling and picture books based on local wisdom for early childhood educators In aluh-aluh district. *Bubungan Tinggi: Jurnal Pengabdian Masyarakat*, *7*(2), 348-358.

INTRODUCTION

Literacy is a general term that refers to individual abilities and skills in reading, writing, speaking, calculating, and problem-solving at a certain level of proficiency necessary for life (Farokhah, dkk, 2023; Sumaryanti, 2018). Children's literacy development begins during the golden age, from birth to six years of age. During this period, early childhood acquires knowledge about reading, writing, and counting not only through formal teaching but also through simple behaviors by observing and participating in activities related to literacy, such as listening to stories, looking at picture books, engaging in cultural activities (traditional games), recognizing numbers, and more (Amalia and Farokhah, 2023; Kamariah, 2023a). Formal instruction is not always required to develop basic literacy. By observing people engaging in literacy activities and participating in those activities, early childhood will acquire the skills essential for developing literacy

abilities (Kamariah, 2023b). This aligns with Jean Piaget's Developmental Theory, which states that children aged 2 to 7 years are in the Preoperational Stage, during which they think at a symbolic level but do not yet use cognitive operations (Harpriyanti, 2020; Syamsia & Kamariah, 2023). This means that children are unable to use logic or manipulate, combine, or separate ideas or thoughts. Child development involves building experiences about the world through adaptation and working towards the (concrete) stage when children can use logical thinking. By the end of this stage, children can mentally represent events and objects (semiotic function or symbols) and engage in symbolic play (Azizah, 2021). Based on this explanation, early childhood educators must provide age-appropriate learning for children.

Early childhood education is a fundamental foundation for introducing literacy to children early. Literacy introduction for early childhood should be conducted enjoyably and enhance children's creativity (Kamariah, 2023b). Therefore, it is essential to implement a literacy approach through storytelling methods and providing picture books that support children's interest in learning. Furthermore, reading can also shape a child's character (Khasanah & Putri, 2021). Literacy requires many materials as support. The availability of literacy materials that align with the cultural locality of an area is crucial to support contextual learning (Humaidi et al., 2024; Sirait S, 2022). Children's literacy skills are not limited to reading and writing but also encompass how children understand information, think critically, and solve problems. Children's literacy skills will develop well if the stimulating media used are engaging and enjoyable for them, such as storytelling and traditional games (Sari & Kamariah, 2019). The more interesting and enjoyable the media used, the better the children's literacy skills will improve. This proves that storytelling and traditional games effectively build children's literacy skills. Local wisdom can be a source of stories and reading materials that are engaging and meaningful for children. Folktales, legends, and local cultural values can be packaged into storytelling and picture books that appeal to children (Harpriyanti & Kamariah 2019a). The objectives of this community service are to (1) improve early childhood educators' ability to develop children's literacy skills. (2) Develop storytelling and picture books based on local wisdom that are engaging and meaningful for children. (3) Enhance children's literacy skills. (4) Foster a reading culture within families and communities.

The main issue in this community service activity is the low literacy level of early childhood, both in reading, writing, and numeracy literacy. This is due to educators' lack of literacy competence, which leads to an inability to develop varied literacy learning methods for children. Literacy teaching methods in early childhood education centers (PAUD) are still largely traditional, such as read-aloud sessions, worksheets (LKS), drilling methods, and answering questions. These methods are less engaging for children and fail to help them optimally develop their reading interests and literacy skills. There is also a lack of use of attractive and interactive learning media, such as educational games, songs, and animated videos. PAUD educators are not yet fully trained in using various creative and innovative literacy teaching methods (PAUD Pedia, 2024). The lack of knowledge and skills among PAUD educators in developing children's literacy abilities is due to limited access to training and workshops on effective literacy teaching strategies and methods. Additionally, limited access to information and learning resources about children's literacy further hampers the literacy competence of educators (Harpriyanti & Kamariah, 2019b).

The lack of picture books is also a main focus of the activity, as picture books are essential media for introducing literacy to early childhood (Rohman, 2017; Saufi, 2021). Strengthening literacy through picture books and fun literacy learning strategies is an important effort to improve the quality of high-quality early childhood education. A few

storybooks and picture books in early childhood education institutions highlight Banjar's local cultural values. Moreover, educators are not very creative in developing reading materials that are engaging and meaningful for children, such as storytelling activities by educators or involving parents (Amalia & Rahmawati, 2023; Mboka et al., 2010).

Based on the situation analysis results and interviews with the head of the Aluh-Aluh District PKG, it was explained that most educators do not understand learning strategies and media that can improve children's literacy. This problem causes the literacy level of early childhood children in Aluh-Aluh District not to develop optimally. Therefore, training is needed for PAUD educators in Aluh-Aluh District to increase early childhood literacy through interesting cultural activities, namely fairy tales and traditional games based on local wisdom, such as the cuk-cuk bimbi game. PKG activities in the Aluh-Aluh District can be seen in Figure 1.

Figure 1 Pkg paud aluh-aluh district

PAUD educators regularly gather in Teacher Working Groups (KKG) monthly to discuss various learning problems. Every educator has the opportunity to learn new policies and curricula and self-development to improve learning quality. Therefore, PKG is the most appropriate place to conduct training to increase knowledge about literacy. This is also supported by the results of initial observations that, apart from the low literacy skills of educators, based on observations at PKG PAUD Aluh-Aluh District, some institutions have inadequate facilities and infrastructure. Most PAUDs do not have libraries or reading corners. Apart from that, other literacy support facilities are still lacking. This is due to the location of some PAUD institutions on river coasts, making the institution's access to picture reading books slightly hampered. Apart from that, the economic level of the community, which tends to be middle to lower, means that the unit cannot ask parents for help to provide enough reading material for their children. The condition of one of the schools in Aluh-Aluh District can be seen in Figure 2.

Figure 2 Condition of one of the paud and river access to the school

The limitation of facilities and infrastructure related to picture books can be addressed with various media that educators can easily access. Literacy enhancement through storytelling and picture books in this community service activity is conducted as training for early childhood educators who are part of the PKG in Aluh-Aluh District. Furthermore, this community service also addresses the issue of low parental awareness of the importance of literacy for children. The lack of family, peer, and community reading activities and insufficient support from families and communities for literacy programs in early childhood education has hindered the development of literacy initiatives in PAUD in Aluh-Aluh District.

Table 1 Member of pkg aluh-aluh district

Member of PKG Aluh-Aluh District	
TK Tunas Bangsa	TK Negeri Pertiwi
KB Tunas Bangsa	KB Melati
KB Melati Mina	KBAnggrek
TK Antasari	KB Raudhatul Athfal
KB Makanatut Thalibin	KB Kenanga
KB Mutiara	KB Melati
TK Pembina Aluh-Aluh	TK Permai
TK Ryados Sholihin	KB Harapan Kita
KB Permata Mulia	KB Seroja
KB Harapan	KB Anggun
KB Purnama	TK Al Fatah

The issues surrounding children's literacy skills are closely related to the competencies of early childhood educators. Educators are key points in the learning process, as they stimulate optimal understanding of literacy concepts. Therefore, it is crucial to provide training for early childhood educators on literacy, with the aim that by enhancing educators' literacy skills, the literacy abilities of young children will also improve more effectively.

METHODS

The implementation methods of this community service activity are conducted through On On In training, which consists of three main stages. These stages can be seen in Figure 3.

Figure 3 Training implementation process method

On-Service Training consists of training activities through lectures, discussions, and question-and-answer sessions. (Rahmawati & Amalia, 2023). This activity involves providing material on literacy competencies and storytelling methods based on local wisdom to participants who are educators affiliated with the PKG in Aluh-Aluh District, Banjar Regency. At this stage, educators, as partners, gain additional knowledge about literacy competencies, methods, and media that align with children's growth and development while integrating local wisdom. The training is conducted for 2 JP (1 JP = 60 minutes). Participants receive presentations covering the importance of literacy competencies, storytelling media as a learning tool for children's literacy, and the utilization of digital technology and local wisdom as reading materials for children. The local wisdom of the Banjar community in Aluh-Aluh District, such as folktales, regional songs from South Kalimantan, endemic animals, ecosystems, and the roles of South Kalimantan heroes, is presented through PowerPoint slides. In addition, participants also receive examples of literacy learning using storytelling methods and picture books based on local wisdom to study as references.

On-the-job training is conducted to practice the theories that have been learned, specifically the integration of literacy learning with storytelling methods and picture books that were previously presented. At this stage, partner educators practice the material in their respective schools. The community service team supports three schools to observe and offer feedback on these activities. Educators receive intensive guidance on literacy learning appropriate for children's growth and development through storytelling, play, and picture books integrated with local wisdom, structured by educators from the introduction and core activities to the lesson's conclusion. Educators make revisions based on the suggested improvements until the learning activities can integrate local wisdom-based methods and media into literacy learning for early childhood. The team conducts support and guidance activities for educators at three schools: PAUD Al-Pembina State Kindergarten was given assistance on September 3, 2024; assistance at Al Fatah PAUD was provided on September 10, 2024; and at Permai PAUD, assistance was provided on September 17, 2024. However, the facilitators and other educators can still engage in intensive discussions and communication outside these three schools.

The partners in this community service activity are educators affiliated with the PKG in Aluh-Aluh District, comprising 22 schools. Participants engage in three main activities:

1. On-Service Training: Educators listen to the material presented by the community service team related to literacy, storytelling methods, learning strategies, and picture books based on local wisdom. Implemented on date August 3rd, 2024.
2. On-the-Job Training: Educators practice the material presented in their respective schools. The community service team supports three sample schools: Pembina State Kindergarten received assistance on September 3rd, 2024; Al Fatah PAUD received assistance on September 10th, 2024; and Permai PAUD received assistance on September 17th, 2024. PAUD Al-Fatah, PAUD Permai, and TK Negeri Pembina Aluh-Aluh. They also create simple reading corners based on local wisdom.
3. In-Service Training: Participants listen to presentations from educators who practice literacy learning using teaching methods such as storytelling and picture books based on local wisdom. Implemented on date August 20th, 2024.

The evaluation of the implementation is conducted at the end of the activity during the PKG participants' meeting. The community service team evaluates the educators' achievements in practicing the material presented during the service. The results of the activities are published and recommended to the local government to serve as a reference for strengthening literacy competencies among educators in Banjar Regency.

RESULTS AND DISCUSSION

The community service team conducted literacy workshops for 22 early childhood education centers (PAUD) grouped under the PKG in Aluh-Aluh District. The workshop was held in two sessions, with the first covering strategies and learning media for literacy based on local wisdom for early childhood. The second session focused on Literacy Through Storytelling. Both materials were accompanied by modules that educators could read to enhance their understanding of the topics presented. Below are the modules used for the community service activities. The module used in this study can be seen in Figure 4.

Figure 4 Community service activity module

The first workshop, held on August 3rd, 2024, at PAUD Negeri Pembina Aluh-Aluh, went smoothly. M. Saufi presented material focused on strategies and learning media based on local wisdom for early childhood, which was the main theme of the activity. Educators were enthusiastic about the presentation, which included ways to develop teaching materials using local stories, traditional games, and visual media that depict local wisdom as learning aids. This workshop successfully provided practical guidance that educators could directly implement in their respective classrooms.

In addition to the material presentation, interactive discussions were held, where educators shared experiences and exchanged ideas on instilling local cultural values in everyday learning. M. Saufi provided concrete examples of how local wisdom can serve as a rich source of inspiration to enhance children's learning experiences, making them more relevant and contextual. The workshop concluded with a productive question-and-answer session, where educators received direct answers to the challenges they faced in integrating local wisdom into the learning curriculum. The first day's workshop activities can be seen in Figure 5.

Figure 5 First workshop

The second workshop, held on August 20th, 2024, focused on Literacy Through Storytelling and Picture Books, with Kamariah as the presenter. This workshop aimed to strengthen educators' abilities to use storytelling and picture books as engaging and effective learning media for early childhood. Kamariah provided an in-depth explanation of the importance of storytelling in stimulating children's imagination, teaching moral values, and enhancing basic literacy skills.

In this session, Haswinda Harpriyanti invited participants to practice engaging storytelling techniques using appropriate voices, expressions, and movements to create a lively and interactive experience. Kamariah also introduced techniques for selecting relevant and high-quality picture books and how to utilize illustrations to help children better understand the stories. The workshop concluded with group discussions, during which educators shared ideas and experiences regarding using storytelling and picture books in the classroom. The second day's workshop activities can be seen in Figure 6.

Figure 6 Second workshop

The community service team provided theoretical training, offered storytelling support at three sample schools, and created reading corners. The sample schools included TK Negeri Pembina Aluh-Aluh, TK Permai, and PAUD Al-Fatah. The activities for creating the reading corner can be seen in images 7.

(a) (b) (c)

Figure 7 (a) Reading corner tree at tk negeri pembina aluh-aluh, (b) Reading corner tree at kb al fatah, and (c) Reading corner tree at tk permai

Beyond providing storytelling support, the community service team ensured each school had a reading corner integrated into the learning environment. In this mentoring process, the team collaborated with teachers and children to build a "reading corner tree," designed with a creative and fun concept. This reading corner tree is adorned with picture books containing stories based on local wisdom, making it a place for reading and a symbol of the importance of local culture in education.

During the mentoring sessions, the team also taught interactive storytelling techniques. Educators were encouraged to use visual elements from the picture books in the reading corner to enrich the storytelling experience. Each storytelling session was accompanied by light discussions that invited children to think critically and connect the stories with their everyday lives.

Not only that, this activity also allowed educators to explore various storytelling styles and design literacy activities that actively involved children, such as retelling stories using puppets or illustrating scenes from books. With the reading corner tree in each sample school, the literacy atmosphere in the classroom became more vibrant, and children were increasingly motivated to make reading their favorite activity.

The impact of this activity was also evident in the change in children's behavior, as they began to visit the reading corner more frequently, even outside of class hours. This approach successfully created an engaging and sustainable literacy environment, as the participating schools were committed to continuously developing the reading corners with new books and innovative literacy activities. The same thing was also done by Amalia and Rahmawati (2023), namely creating a reading garden that tailors reading materials to local culture and the needs of the surrounding community, especially for early childhood education children, to create a relevant and engaging learning environment for them.

This training significantly improved educators' ability to implement literacy methods based on local wisdom. The participating educators not only succeeded in creating simple reading corners in schools but also became capable of using storytelling as an effective teaching strategy. Children in sample schools began showing greater interest in reading picture books, especially those featuring local stories. Through fun and interactive activities, children became more interested in learning to read, contributing to their literacy development. (Amalia & Farokhah, 2023).

To keep 4-5-year-old children enthusiastic about learning, cheerful and interactive teaching methods are emphasized. This activity involves a school literacy movement aimed at comprehensively improving children's literacy skills (Amalia & Rahmawati, 2023; Farokhah, 2023).

The following is an evaluation of the workshop's results on improving early childhood literacy skills through storytelling and picture books based on local wisdom for early childhood educators in Aluh-Aluh District, presented in Table 2.

Table 2 Improvement in teachers' understanding before and after the workshop

Category	***Mastering the Material***	
	Before	**After**
Increase in Literacy Knowledge.	50% of participants understand literacy and its implementation.	95% of participants are able to understand literacy material and implement it in teaching.
Improvement in storytelling skills and learning variations.	40% of participants are able to tell stories and skillfully use picture books.	90% improvement in storytelling skill using picture books, expression, intona and movements to capture children's interest.
Utilization of the surrounding environmental potential and facilitation of a simple reading corner.	10% of schools have a simple reading corner with a collection of picture books.	100% of the three sample schools have a simple reading corner with a collection of picture books.

CONCLUSION

Based on the evaluation results of the workshop "enhancing early childhood literacy skills through local wisdom-based storytelling and illustrated reading books" for early

childhood educators in Aluh-Aluh District, it can be concluded that this program successfully improved the educators' competencies in storytelling and using illustrated reading materials. Educators became more creative and skilled in delivering interactive literacy content based on local wisdom. This positively impacted the children, who showed an increased interest in reading and active participation in literacy activities at school.

Implementing reading corners in schools also successfully created an environment encouraging children to engage more in literacy activities. However, challenges such as limited resources and adapting storytelling methods for children with special needs still require further attention.

Overall, this workshop has positively contributed to enhancing early childhood literacy and provided a solid foundation for further development. Recommendations for the development of additional materials, government support, and continuous evaluation are expected to strengthen the long-term impact of this program.

CONFLICTS OF INTEREST

The authors declare that there is no conflict of interest.

AUTHOR CONTRIBUTIONS STATEMENT

Conceptualization: K and HH; methodology: MS; formal analysis: K; writing—preparing the original draft: K.

ACKNOWLEDGMENTS

The team wishes to sincerely thank the Republic of Indonesia's Directorate of Research, Technology, and Community Service (DRTPM) of the Ministry of Education, Culture, Research, and Technology (Kemdikbudristek). The support provided by Kemdikbudristek through the Community Service program has been invaluable to the success of this activity. The opportunity given to the team to carry out the community service program in 2024 has enabled the team to contribute to developing literacy for PAUD educators at the PKG in the Aluh-Aluh District. The team hopes that the outcomes of this activity will provide lasting benefits to PAUD educators and support literacy development for early childhood.

REFERENCES

Akhmad, D, H. (2024). Strengthening literacy and numeracy competencies based on local wisdom for teachers to design contextual learning. *Bubungan Tinggi Jurnal Pengabdian Kepada Masyarakat*, *6*(3).

Amalia, F. N., & Rahmawati, F. P. (2023). Pengenalan literasi di paud kb nurul ikhlas. *Jurnal Pendidikan Anak Usia Dini*, *9*(2), 45–52.

Amalia, F. N., dan Farokhah, A. J. (2023). Pengembangan minat baca anak usia dini melalui metode bercerita. *Jurnal Pendidikan Dan Pembelajaran Dasar*, *12*(1), 25–32.

Amalia, F. N. dan Farokhah, A. J. (2023). Peningkatan kemampuan membaca melalui permainan outdoor di tk islam al jihad. *Jurnal Pendidikan Anak Usia Dini*, *10*(2), 50–57.

Amalia, F. N., dan Rahmawati, F. P. (2023). Peningkatan minat baca dengan taman baca berbasis budaya lokal. *Jurnal Pengabdian Masyarakat*, *11*(2), 35–42.

Azizah, N. (2021). Membangun kemampuan literasi anak melalui dongeng dan permainan tradisional. *Jurnal Kualitas Pendidikan*, *2*(3).

Farokhah, A. J., D. (2023). Pendampingan belajar baca tulis hitung (calistung) siswa kelas 1 melalui fun learning dan individualized educational. *Jurnal Nauli*, *2*(2), 53–61.

Harpriyanti, H. (2020). *Pengembangan kurikulum sekolah berbasis kearifan lokal sebagai penguat karakter anak bangsa*. KKL Publishing.

Harpriyanti, H., & Kamariah, K. (2019a). Character Education in the folklore of Sount Kalimantan (the Perspective of Literary Sociology). *Jurnal Ilmu-Ilmu Sosial*, *16*(1).

Harpriyanti, H., & Kamariah, K. (2019b). Meningkatkan keterampilan berbicara anak dengan metode bercerita di tk negeri pembina banjarmasin. *Jurnal Bahasa, Sastra, Dan Pengajarannya*, *3*(1).

Humaidi, A., Agustina, R. L., & Huriaty, D. (2024). Strengthening literacy and numeracy competencies based on local wisdom for teachers to design contextual learning. *Bubungan Tinggi: Jurnal Pengabdian Masyarakat*, *6*(3), 538-548.

Kamariah, K., Arifin, J., & Jamilah, J. (2023a). Implementasi konsep literasi modern dan keterampilan abad 21 dalam pembelajaran bahasa dan sastra di sekolah. *Prosiding Seminar Nasional Bahasa, Sastra, Seni, dan Pendidikan Dasar (SENSASEDA)*, 3, 72-79.

Kamariah, K., Hamidah, J., & Krismanti, N . (2023b). Konservasi Bahasa Banjar Sebagai Usaha Pelestarian Bahasa Daerah di Kalimantan Selatan. *Jurnal Konfiks.*, *10*(2).

Khasanah M, P. A. (2021). Penguatan literasi, numerasi, dan adaptasi teknologi pada pembelajaran di sekolah (sebuah upaya menghadapi era digital dan disrupsi). *Jurnal Eksponen*, *11*(2), 25–35.

Mboka I, Hajar, S., & Nasir, Q. A. (2021). Pengembangan bahan literasi berbasis kearifan lokal di madrasah ibtidayah negeri 1 timor tengah selatan (tts). *Jurnal Pengabdian Kepada Masyarakat LP3M Unmuh Kupang*, *1*, 30–37.

PAUD Pedia. (2024). *Pra Literasi Untuk Anak Usia Dini*.

Rahmawati, F. P., & Amalia, F. N. (2023). Miskonsepsi calistung pada PAUD. *Jurnal Pendidikan Anak Usia Dini*, *10*(1), 15–22.

Rohman S. (2017). Membangun budaya membaca pada anak melalui program gerakan literasi sekolah. *Jurnal Pendidikan Dan Pembelajaran Dasar*, *4*(1), 151–174.

Sari, K. dan M. (2019). Nilai moral pada dongeng nusantara karya na'an ongky s. dan fatiharifah. *Jurnal Lentera: Jurnal Ilmiah Kependidikan*, *14*(1).

Saufi, M. (2021). *Implementasi pembelajaran video vlog (vloger) di sdn ulu benteng 2 marabahan. Prosiding Seminar Nasional Bahasa, Sastra, Seni, dan Pendidikan Dasar (SENSASEDA)*, 1, 71-79.

Saufi, M. & A. R. (2017). Mengembangkan berpikir kreatif siswa melalui efektivitas pembelajaran matematika menggunakan peta konsep. *Lentera Jurnal Ilmiah Kependidikan*, *12*(1).

Sirait, S., Anim, A., Hayati, R., Sapta, A., & Widya, S. (2022). Praktik cooperative learning berbasis kearifan lokal dalam meningkatkan literasi numerasi disekolah dasar. *Jurdimas (Jurnal Pengabdian Kepada Masyarakat) Royal*, *5*(3), 314–319.

Sumaryanti, L. (2018). Membudayakan literasi pada anak usia dini dengan metode mendongeng. *AL- ASASIYYA: Journal Basic Of Education.*, 117–125.

Syamsia, S., & Kamariah, K. (2023). Peningkatan kreativitas anak usia dini melalui cerita bergambar pada kelompok b di paud nasya. *Silistika: Jurnal Bahasa, Sastra, Dan Pengajarannya*, *6*(2).

AUTHOR PROFILES

Dr. Kamariah, S.Pd., M.Pd., C.Ed. kamariah@upk.ac.id
Universitas PGRI Kalimantan,
Field of Knowledge and Expertise: Indonesian Language and Literature Education and Analysis of Early Childhood Development
Sinta ID: 5997478
Scopus ID: 58396708900
Orcid ID: 0000-000-6393-8977
https://scholar.google.com/citations?hl=en&user=NDw7NNQAAAAJ

Dr. Haswinda Harpriyanti, M.Pd.
haswindaharpriyanti@upk.ac.id
Universitas PGRI Kalimantan
Field of Knowledge and Expertise: Language and Literature Education
Sinta ID: 5998236
Scopus ID: 57968369200
Orcid ID: 0000-0002-0145-1765
https://scholar.google.com/citations?hl=en&user=jjnj7jIAAAAJ

M. Saufi, S.Pd., M.Pd.
muhammadsaufi@upk.ac.id
Universitas PGRI Kalimantan
Field of Knowledge and Expertise: Mathematics Education Elementary Mathematics Learning, and Education Technology
Sinta ID**:** 5997970
https://scholar.google.com/citations?user=nQmDhM4AAAAJ&hl=id