

The Efforts of the City Corner Literacy Community to Increasing Children's Interest in Reading

Hanifah Sari Sofyan¹, Gunarti Dwi Lestari², Ali Yusuf³, Wiwin Yulianingsih⁴

^{1,2,3,4} Non-Formal Education, Faculty of Education, State University of Surabaya, Indonesia

Corresponding author, email: hanifah.23013@mhs.unesa.com

Article info:

Submitted: July 17, 2024. Revised: August 18, 2024. Accepted: August 27, 2024.

Publish: September 17, 2024.

Abstract

The low interest in reading among children in Semampir sub-district is caused by low parental awareness of the importance of reading, as well as children's habits that prioritize playing gadgets over reading. This study aims to describe the efforts of the City Corner Literacy Community in literacy activities, efforts made to improve literacy, supporting and inhibiting factors, and ensuring literacy programs for children. so that the new thing in this study is the discussion of the strategy of the city corner literacy community in Semampir Sub-district with the majority of low-education family backgrounds. This study uses a qualitative approach with a qualitative descriptive research type, and data collection techniques through observation, interviews, and documentation. The results of the study showed that there were facilities in the form of books and a comfortable place for literacy activities for children. Efforts made by the community to improve literacy were to hold activities that were not related to books, and to add to the book collection. The supporting factors came from the family environment and the outside environment. The implications of the literacy program for children in Semampir Sub-district had a positive impact, such as children's enthusiasm in participating in literacy activities, gaining new experiences, and changes in children's habits from just playing to also reading.

Keywords: literacy community; reading interest, children

Recommended citation:

Sofyan, H., S., Lestari, G., D., Yusuf, A., & Yulianingsih, W. (2024). The Efforts of the City Corner Literacy Community to Increasing Children's Interest in Reading. (2024). *Lembaran Ilmu Kependidikan*, 53(2), 224-232. <https://doi.org/10.15294/lik.v53i2.14708>

INTRODUCTION

Reading culture is a form of development towards the needs of the development of the times in preparing the younger generation to be competitive and answer the challenges of future developments (Ramazan et al., 2023). explains that a society that has a reading culture will lead a nation to the gates of progress because it indicates a high level of public interest in science, technology, innovation, and has critical thinking (Fahiran etc. 2023). According to (Sari et al., 2021). explains that reading culture does not grow by itself but requires several components such as reading ability, availability of reading materials and fostering reading habits.

Reading is a person's activity to build a communication pattern with themselves so that someone can find the meaning of writing and get information to develop intellectuality and lifelong learning (Salsabilah & Kurniasih, 2022). Building a reading habit is not an easy job, because it is not enough just to buy books and build a library or

reading park to make someone interested in reading (Dwivedi et al., 2022). A society that has a high reading culture is believed to have a high level of literacy as well. Unfortunately, the culture of reading does not seem to have become a culture for most Indonesian citizens (Mardiyah et al., 2020).

Research entitled Most Literate Nations Ranked conducted by Central Connecticut State University in March 2016, Indonesia was ranked 60th out of 61 countries in terms of reading interest, just below Thailand (59) and above Botswana (61) as shown in the picture (Dyas, 2023).

Table 1. World Literacy Rankings 2020

Rank	Country	Rank	Country	Rank	Country
1	Finland	21	Malta	41	Romania
2	Norway	22	South Korea	42	Portugal
3	Iceland	23	Czech Republik	43	Brazil
4	Denmark	24	Ireland	44	Croatia
5	Sweden	25	Italy	45	Qatar
6	Switzerland	26	Austria	46	Costa Rica
7	United State	27	Russia	47	Argentina
8	Germany	28	Slovenia	48	Mauritius
9	Latvia	29	Hungary	49	Serbia
10	Netherlands	30	Slovak Republic	50	Turkey
11	Canada	31	Lithuania	51	Georgia
12	France	32	Japan	52	Tunisia
13	Luxembourg	33	Cyprus	53	Malaysia
14	Estonia	34	Bulgaria	54	Albania
15	New Zealand	35	Spain	55	Panama
16	Australia	36	Singapore	56	South Africa
17	United Kingdom	37	Chile	57	Columbia
18	Belgium	38	Mexico	58	Moroko
19	Istrael	39	China	59	Thailand
20	Poland	40	Greece	60	Indonesia
				61	Botswana

Source: Ministry of Education and Culture, 2020

Based on the results of the table above, it can be seen that the problem of low public interest in reading is a serious problem. Many factors cause low reading interest in the Indonesian people. Each region in Indonesia has different problems in the problem of low public interest in reading (Nika et al., 2022). The low public interest in reading certainly has a major impact on the world literacy ranking which is in sixtieth position (Roine & Waldenström, 2015) The data above shows that the problem of literacy is still something that must be fixed in Indonesia. The lack of interest in literacy is instead caused by technological developments that offer a number of conveniences. The factor of being lazy to read or indeed a change in the way of reading due to the development of gadgets with electronic books (e-books) does not rule out the possibility that strategic efforts are still needed to instill and increase public interest in reading, especially in children (Agusta, 2020) In order to answer these challenges, the organization and development of libraries is currently not only the responsibility of the government, but community participation is needed to make it a success. This has triggered the emergence of various literacy movements originating from groups or communities (Prasetyawan, 2018). One of them is the literacy movement carried out by the young people of City Corner Literacy through various activities and providing reading parks which are held alternately in each sub-district.

City Corner Literacy is a literacy community that cares about supporting the culture of reading in Semampir District. Starting from the heartache and disappointment experienced by the head of the youth organization RW 12, Wonokusumo Village, Semampir District due to the lack of support from the environment at that time, making something negative emotional feeling turn into something positive so that it produces a form of process in the proposal of the head of the youth organization and other members of the youth organization. This community is based on a sense of concern seeing children now more familiar with gadgets such as online games. Moreover, in general, school dropout rates are still often found. Thus, the existence of street libraries is a solution to literacy empowerment

and supports that learning resources are not only formal but also non-formal ("AphA, 2023).

In previous studies that discussed the efforts of the street literacy community in increasing children's interest in reading, they held book stalls in parks. Carrying out art exhibition activities to attract attention to reading habits (Zhao et al., 2025). The next study discussed the existence of the Bringin Muda Bersemi (BMB) community in literacy activities, namely providing facilities by providing various books and comfortable places for literacy activities. The activity programs carried out include holding activities that are not related to books, adding to book collections, providing tutoring assistance, holding tutoring (Anggraini Nurpitasari et al., 2021).

Based on the results of previous studies, the novelty of this study is a discussion of the strategy of the literacy community in the corner of the city in Semampir District with a majority of low-education family backgrounds. The City Corner Literacy Community strategy in Semampir District, which faces challenges from the majority of low-education family backgrounds, focuses on an inclusive and participatory approach. City Corner Literacy Community implements interactive programs involving children and parents, such as reading and making story books, to create an atmosphere that supports literacy. In addition, City Corner Literacy Community utilizes local volunteers as mentors, who not only provide guidance but also become role models in loving reading. Thus, City Corner Literacy Community not only increases children's interest in reading, but also empowers families in building a sustainable literacy culture in the community.

The reason researchers are studying the City Corner Literacy Community in Increasing Reading Interest in Semampir District, Surabaya is that literacy efforts are rarely carried out, especially in Semampir District, North Surabaya, with a low majority of education, where children are now more familiar with online games or their respective gadgets until they fall into negative things such as alcohol, smoking and drugs. The second reason is that the City Corner Literacy Community has a routine every Saturday starting at 18.00-20.00 WIB around Semampir District. The third reason is that the City Corner Literacy Community provides education, motivation and direction to the children they meet. The fourth reason is that the City Corner Literacy Community in increasing reading interest is expected to have a positive impact on children who have been given education, namely that children's knowledge insights are broader, the child's living environment is closer to books, children can easily get reading books, and the child's reading intensity is better than before. This is what attracts researchers to conduct in-depth research on how the efforts and obstacles faced by the City Corner Literacy Community in Increasing Children's Reading Interest in Semampir District, Surabaya City.

METHODS

This study uses a qualitative research method with a descriptive approach, namely research that intends to understand the phenomenon of what is experienced by research subjects such as behavior, perception, motivation, and actions, holistically and by means of description in the form of words and language, in a specific natural context and by utilizing various scientific methods (Rijali, 2018). According to (Palacios Mena & Jiménez, 2024) Qualitative research is research conducted in a natural setting. The research subjects in this study refer to members of the City Corner Literacy Community and parents of children who will be interviewed using open questions based on the research problems raised by the researcher.

The data collection techniques used in this study are participant observation, in-depth interviews and documentation. Data analysis in this study was carried out descriptively, namely describing the data that has been collected and then analyzed to find answers that can approach the problems raised. Existing data is collected, organized, condensed, interpreted, and then conclusions are drawn (Weber et al., 2021).

Researchers used data analysis created by (Nofitasari et al., 2023) through

processes including: Collecting Data, Data Reduction, Data Display, Conclusion Drawing/Verification. This study uses the main question with the form of efforts made by the City Corner Literacy community. The phenomenon observed is the activity of the City Corner Literacy community related to efforts to increase children's reading interest in Semampir sub-district.

RESULTS AND DISCUSSION

The existence of the City Corner Literacy Community in literacy activities

Existence is the role of the City Corner Literacy Community in literacy activities, the role is interpreted as an action carried out dynamically according to a person's status or position based on applicable social norms. Every action taken by an individual is adjusted to different roles. Sholihah also stated that the role involves a series of behaviors expected of a person according to the social position given, both formally and informally. Thus, the role is an action taken by a person in response to existing social problems, with the aim of carrying out the desired action. In the context of the City Corner Literacy Community, the actions taken by individuals are related to social problems that occur in the community (Rahmawati, 2020).

Existence in this context is carried out with the aim of maintaining the communication of the City Corner Literacy Community to remain active and its existence is recognized in society. According to the definition of the Great Dictionary of the Indonesian Language, existence can be interpreted as existence. Syafirah and Prasanti in (Muti'ah et al., 2022) also define existence as existence, which includes the influence we have on others and the extent to which we are recognized by them. Existence needs to be given by others to us, because the responses and recognition from the people around us prove that we exist and are recognized. Existence has its own importance, because it is proof of the results of our work in an environment. In the context of this community, it is important to carry out existence in order to maintain the existence of the community so that it remains known by the surrounding community (Anggraini et al., 2021)

The City Corner Literacy Community began to gain recognition from the community since they first held a book stall activity at the RW 10 hall of Wonokusumo sub-district. In the book stall, they held literacy activities attended by children. In addition, the City Corner Literacy Community collaborated with the village and sub-district youth organizations in holding literacy movements every Saturday night, which is also a form of promotion to increase the existence of the community.

The City Corner Literacy Community is also active in promoting through social media such as Instagram and WhatsApp to provide information about activities that will be held. In addition to playing a role in maintaining its existence, this community also plays a role in providing a forum or place for children to channel their creativity through literacy activities. This forum is an effort to improve the culture of reading and creativity in poetry. Through interactions between the community and children and parents, the public is getting to know the City Corner Literacy Community and the activities they do.

The City Corner Literacy Community carries out various literacy activities as an effort to achieve the desired goals. Some activities held by this community include reading stalls, coloring, poetry and making tie dye clothes. One of the activities held by the City Corner Literacy Community is a book stall. The book stall is done by arranging books and laying out mats. Starting from opening stalls in Surabaya parks until now having its own book stall in a former car garage that is no longer used. The books used in the book stall come from individual members of the community and donations collected. The role of the community in this literacy activity is to provide facilities in the form of various books and a comfortable place for children who visit the book stall to read and write. This literacy

activity has become one of the routine activities every Saturday night.

The City Corner Literacy Community invites children to get used to reading through this literacy activity. This literacy activity was attended by children and some teenagers from those who came just to look around to those who were interested in reading one of the books. This literacy activity aims to foster interest in reading, which currently tends to be low due to the availability of information through electronic devices. Through reading books, it is hoped that children can gain insight and knowledge and understand the information contained in the book.

The efforts of the City Corner Literacy Community to increase children's interest in reading

According to (Mulasih & Hudhana, 2020), there are several efforts that can be made to increase literacy, as follows: Holding activities that are not directly related to reading but are carried out in reading stalls. In this way, it is hoped that children will be interested in reading books. Examples include holding painting classes, painting exhibitions, and painting competitions. In addition, handicraft activities and games such as quizzes, congklak, and others can also be held. Film screenings for children and teenagers can also be an interesting activity.

Holding activities that are directly related to books. For example, storytelling activities using props or asking children directly to become characters in the story. In addition, discussing reading books with various themes can also broaden children's horizons. Holding research activities can also be a form of increasing children's curiosity about something and channeling their creativity. Book exhibitions with various themes can also be interesting activities to increase interest in reading (Akib et al., 2022).

The City Corner Literacy Community has made various efforts to improve literacy in its area. Before carrying out literacy activities, the community first held a painting competition participated by children from Semampir District. In this competition, the community did not determine a theme, so that children could be creative freely. After that, the community held various literacy activities, including reading stalls, studying together, watching movies together, reading guidance, and study guidance. The reading stall activities were carried out by laying out mats and arranging books, separating children's books and teenage books. These activities are efforts by the City Corner Literacy Community in realizing the desired goal, namely increasing literacy in the area. These various approaches seem to be effective in attracting interest and increasing literacy in the community, especially children.

Literacy activities organized by the City Corner Literacy community are usually carried out between 18.00-21.00 WIB. This activity is a routine activity every Saturday in various sub-districts and RW halls. The initial preparation carried out is to prepare reading books that will be displayed (stall) and arrange the books according to the level or age group of the readers. Furthermore, children are invited to choose and read books that they are interested in, then asked to express the results of their reading, for example in the form of a summary, conclusion, or poem. This activity aims to improve children's understanding of the contents of the reading and encourage them to express ideas and creativity, thus creating a pleasant learning atmosphere and encouraging children's interest in reading and literacy skills in the area.

In addition to organizing literacy activities, the City Corner Literacy community also made several other efforts to increase interest in reading in its area. They added to the collection of reading books, especially for elementary school children, by opening donations since the beginning of the activity. The community also gave appreciation to the children involved, worked with local youth organizations to utilize public facilities,

and held interesting activities at each meeting, not only reading books but also other activities such as education on making tie dye clothes and creating poetry. These comprehensive efforts demonstrate the commitment of the City Corner Literacy community to increasing literacy in its area in a sustainable manner.

Supporting and Inhibiting Factors in Improving Children's Literacy in Semampir District

Efforts to improve literacy in children are not easy, especially if it is not fostered early on. In implementation, there are factors that can affect the success of a literacy program. Supporting factors are factors that support, assist, and assist the implementation of activities. Meanwhile, inhibiting factors are factors that inhibit or hinder the implementation of activities. Identification and management of these two types of factors are important so that literacy programs can run effectively and sustainably.

Supporting factors for improving children's literacy can be divided into internal and external factors. Internal factors include support and encouragement from parents, who play an important role in motivating children to read. While external factors consist of the availability of adequate and interesting books, the availability of a comfortable and conducive place for reading, and encouragement and positive influence from the surrounding environment. Managing these two types of factors in a balanced manner is the key to creating an effective and sustainable reading culture in children. In addition to supporting factors, there are also inhibiting factors in increasing children's interest in reading. The main inhibiting factors are the low reading culture that occurs in most children, as well as the lack of parental awareness of the importance of reading for child development. In addition, the lack of volunteers involved in literacy activities means that volunteers have to work extra hard to condition children, considering that each child has different characteristics. Efforts to increase children's interest in reading must pay attention to and address these inhibiting factors comprehensively, so that literacy activities can run more effectively in accordance with the expected goals.

Implications of Literacy Programs for Children in Semampir District

Building reading habits in children today is a challenge in itself, considering the rapid development of technology that makes children more interested in digital media than books. Children tend to spend more time in front of gadgets than reading books. Therefore, joint efforts are needed from all levels of society, including communities, to promote literacy activities to increase children's interest in reading (Sari et al., 2021). Developing a culture of literacy in improving children's reading and writing skills is an effort aimed at increasing children's insight and knowledge (Lee & Moussa, 2024). Through a strong culture of literacy, it is hoped that a generation of the nation can be formed that is rich in knowledge and insight. Challenges related to technological developments need to be faced proactively through collaboration and joint movements of all components of society in order to achieve these goals (Fahira & Iswara, 2023).

The literacy program has had a positive impact on children's interest in reading. This can be seen from their enthusiasm in participating in activities and changes in habits, from just playing to reading (Lestari et al., 2023). In addition, children gain new experiences that they have not previously had outside the school environment. Some children even want new books because they have read all the books available, showing their high interest in reading. The purpose of this program is not only to increase interest in reading, but also to provide children with broad knowledge and insight through reading. However, children are bored with the current book collection, so adding new books will further increase their enthusiasm for reading.

The literacy program in Semampir District has become a routine program implemented by the City Corner Literacy community. As conveyed by Handoko Endro Saputro, this literacy activity was able to bring about changes in the reading culture which was quite low in Semampir District (Dasep & Risa, 2023). Although not all children experience drastic changes, this literacy program can still change the habits of children who previously did not like reading to like it. The existence of literacy activities organized by the City Corner Literacy community has made a slight change in increasing children's interest in reading. Thus, it can be seen that the literacy program for children has received a good response, and this activity has been able to form an increase in reading interest among them

CONCLUSION

Building a reading habit is not an easy job, because it is not enough to just buy books and build a library or reading park to make someone interested in reading. In order to answer this challenge, community participation is needed to make it a success. This has triggered the emergence of various literacy movements originating from groups or communities. One of them is the literacy movement carried out by young people from City Corner Literacy through various activities and providing reading parks that are held alternately in each sub-district. Based on the data findings and discussion results presented in the previous chapter, researchers can draw several conclusions. First, the City Corner Literacy community has provided its existence in literacy activities by providing various books and comfortable places for reading and writing activities for children who visit book stalls. Second, the efforts made by City Corner Literacy in improving literacy in Semampir District are very diverse, such as providing reading books, holding interesting activities in each edition, collaborating with related youth organizations. Third, supporting factors in improving literacy come from the family environment, namely encouragement and support from parents and the availability of adequate books, as well as from the outside environment such as invitations from friends and cooperation with other communities. The inhibiting factors include the low reading culture of children, lack of parental awareness, preferring to play rather than read, and lack of volunteer participation. The implications of the Literacy program for children in Semampir District have had a positive impact, as evidenced by changes in children's habits, who initially came only to play, now some are also used for reading.

REFERENCES

- Agusta, A. S. (2020). Komunitas Baca Dalam Menyebarkan Virus Literasi "Perpustakaan Jalanan DIY." *IQRA: Jurnal Ilmu Perpustakaan Dan Informasi (e-Journal)*, 14(1), 29. <https://doi.org/10.30829/iqra.v14i1.6350>
- Akib, M., Wael, A., & Saputra, D. (2022). *Flipped-Learning: a Model in Improving Reading Comprehension*. [https://doi.org/DOI: https://doi.org/10.15294/lik.v51i1.36026](https://doi.org/DOI:https://doi.org/10.15294/lik.v51i1.36026)
- Anggraini Nurpitasari, Muhammad Heriyudanta, Marjanji, & Galuh Sitaresmi. (2021). Upaya Komunitas Bringin Muda Bersemi (BMB) Dalam Meningkatkan Literasi Melalui Ahad Literasi Di Desa Bringin Kauman Ponorogo. *Southeast Asian Journal of Islamic Education Management*, 2(2), 301–314. <https://doi.org/10.21154/sajiem.v2i2.76>
- APhA 2023 Annual Meeting and Exposition Contributed Papers Program Abstracts. (2023). *Journal of the American Pharmacists Association*, 63(4), 1282 –1441. <https://doi.org/10.1016/j.japh.2023.05.003>
- Dwivedi, Y. K., Hughes, L., Baabdullah, A. M., Ribeiro-Navarrete, S., Giannakis, M., Al-Debei, M. M., Dennehy, D., Metri, B., Buhalis, D., Cheung, C. M. K., Conboy, K., Doyle, R., Dubey, R., Dutot, V., Felix, R., Goyal, D. P., Gustafsson, A., Hinsch, C., Jebabli, I., ... Wamba, S. F.

- (2022). Metaverse beyond the hype: Multidisciplinary perspectives on emerging challenges, opportunities, and agenda for research, practice and policy. *International Journal of Information Management*, 66. <https://doi.org/10.1016/j.ijinfomgt.2022.102542>
- Dyas Bintang Perdana¹(B), R. B. S. N. S. A. and M. A. A. (2023). Parent Involvement in the Implementation of Education Program Through the Community "Paguyuban." *Proceedings of the International Conference on Educational Management and Technology (ICEMT 2022)*, 1, 147–153. <https://doi.org/10.2991/978-2-494069-95-4>
- Fahira, W., & Iswara, D. (2023). *Analysis of Students Difficulties in Early Writing Learning at the Elementary School Level*. <https://doi.org/https://doi.org/10.15294/lik.v52i2.46248>
- Lee, J., & Moussa, W. (2024). The role of home environments in children's literacy skills in Ghana: Parents, siblings, and books. *International Journal of Educational Development*, 107, 103037. <https://doi.org/10.1016/j.ijedudev.2024.103037>
- Lestari, G. D., Widodo, W., Yusuf, A., & Widyaswari, M. (2023). Implementasi Komunikasi Positif dalam Meningkatkan Motivasi Belajar Anak Usia Dini. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 7(4), 4791–4802. <https://doi.org/10.31004/obsesi.v7i4.4896>
- Mardiyah, S., Yulianingsih, W., & Putri, L. S. R. (2020). Sekolah Keluarga: Menciptakan Lingkungan Sosial untuk Membangun Empati dan Kreativitas Anak Usia Dini. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 5(1), 576. <https://doi.org/10.31004/obsesi.v5i1.665>
- Muhammad Dasep, & Risa Salsabila. (2023). Meningkatkan Literasi Siswa Dengan Lapak Baca Di Sdn Bangbayang. *Jurnal Abdi Nusa*, 3(3), 171–176. <https://doi.org/10.52005/abdinusa.v3i3.101>
- Mulasih, M., & Hudhana, W. D. (2020). Urgensi Budaya Literasi Dan Upaya Menumbuhkan Minat Baca. *Lingua Rima: Jurnal Pendidikan Bahasa Dan Sastra Indonesia*, 9(2), 19. <https://doi.org/10.31000/lgrm.v9i2.2894>
- Muti'ah, R., Ritonga, M., Bangun, B., Harimansyah, Febrianto, D., & Sulaiman, S. (2022). Upaya Meningkatkan Literasi Baca Tulis Masyarakat. *Aptekmas: Jurnal Pengabdian Kepada Masyarakat*, 5(5), 141–146. <https://doi.org/http://dx.doi.org/10.36257/aps.vxi>
- Nika, S., Hidayat, N., & Laihad, G. H. (2022). Peningkatan Literasi Digital Melalui Penguatan Efikasi Diri dan Kepemimpinan Visioner. *Jurnal Manajemen ...*, 10(02), 72–76. <https://doi.org/10.33751/jmp.v10i2.6102>
- Nofitasari, N., Liftiah, L., & Mulawarman, M. (2023). Kurikulum Merdeka di Sekolah Ramah Anak berbasis Islam dan Bilingual. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 7(5), 5895–5906. <https://doi.org/10.31004/obsesi.v7i5.5261>
- Palacios Mena, N., & Jiménez, J. (2024). Doing research in the rural school: Colombian schoolteachers' experiences as researchers and their expectancies toward a research-based formation. *Teaching and Teacher Education*, 141. <https://doi.org/10.1016/j.tate.2024.104496>
- Prasetyawan, Y. Y. (2018). Pengembangan Instrumen Pengukuran Kemampuan Literasi Informasi Berbasis Efikasi Diri (Self Efficacy). *Anuva*, 2(3), 273. <https://doi.org/10.14710/anuva.2.3.273-279>
- Rahmawati. (2020). Komunitas Baca Rumah Luwu Sebagai Inovasi Sosial Untuk Meningkatkan Minat Baca di Kabupaten Luwu. *DIKLUS: Jurnal Pendidikan Luar Sekolah*, 4(2), 158–168. <https://doi.org/10.21831/diklus.v4i2.32593>
- Ramazan, O., Dai, S., Danielson, R. W., Ardasheva, Y., Hao, T., & Austin, B. W. (2023). Students' 2018 PISA reading self-concept: Identifying predictors and examining model generalizability for emergent bilinguals. *Journal of School Psychology*, 101, 101254. <https://doi.org/10.1016/j.jsp.2023.101254>
- Rijali, A. (2018). *Analisis Data Kualitatif Ahmad Rijali UIN Antasari Banjarmasin*. 17(33), 81–95. <https://doi.org/https://doi.org/10.18592/alhadharah.v17i33.2374>
- Roine, J., & Waldenström, D. (2015). *Long-Run Trends in the Distribution of Income and Wealth* (pp. 469–592). <https://doi.org/10.1016/B978-0-444-59428-0.00008-4>
- Salsabilah, A. P., & Kurniasih, M. D. (2022). Analisis Kemampuan Literasi Numerasi Ditinjau

- dari Efikasi Diri pada Peserta Didik SMP. *Edumatica : Jurnal Pendidikan Matematika*, 12(02), 138–149. <https://doi.org/10.22437/edumatica.v12i02.18429>
- Sari, M. K., Rulviana, V., Suyanti, S., Budiartati, S., & Rodiyatun, R. (2021). Budaya Literasi Sebagai Upaya Pengembangan Karakter pada Siswa di Sekolah Dasar Muhammadiyah Bantul Kota. *ELSE (Elementary School Education Journal) : Jurnal Pendidikan Dan Pembelajaran Sekolah Dasar*, 5(1), 112. <https://doi.org/10.30651/else.v5i1.6382>
- Weber, B., Fischer, T., & Riedl, R. (2021). Brain and autonomic nervous system activity measurement in software engineering: A systematic literature review. *Journal of Systems and Software*, 178. <https://doi.org/10.1016/j.jss.2021.110946>
- Zhao, Y., Wu, X., Sun, P., Chen, H., & Wang, H. (2025). Dynamic relationships between text reading fluency and reading comprehension across three stages of reading development in Chinese children: A longitudinal cross-lagged study. *Learning and Instruction*, 95, 102020. <https://doi.org/10.1016/j.learninstruc.2024.102020>