Additional Readings from Online Resources for 1st Grade of Elementary School Students

Anggun Kartika Setyaning Pratiwi, Alief Noor Farida

Faculty of Languages and Arts, Universitas Negeri Semarang

ABSTRACT

This study analyzes the alignment between digital reading materials on Let's Read Asia and LiteracyCloud.org with the literacy development needs of first-grade elementary school students based on Indonesia's Emancipated Curriculum. Using a qualitative descriptive method, selected texts from the two platforms were examined for their relevance to foundational literacy competencies, including vocabulary development, reading comprehension, and phonemic awareness. The findings reveal that the texts demonstrate strong alignment with the curriculum regarding linguistic simplicity, contextual relevance, visual support, and the promotion of character values consistent with the Profil Pelajar Pancasila. These reading materials are also categorized by literacy level and freely accessible, supporting inclusive and equitable education. The discussion confirms that the results are consistent with previous studies highlighting the effectiveness of digital picture storybooks in enhancing early reading motivation and comprehension. Therefore, Let's Read Asia and Literacy Cloud are valuable supplementary resources to support early literacy instruction in line with the Emancipated Curriculum.

Keywords: *digital reading materials, early literacy, Emancipated Curriculum, Let's Read Asia, Literacy Cloud*

INTRODUCTION

Recently, students in primary school should learn the English language. It is shown on the new curriculum of the "Merdeka" since the academic year 2021/2022, which implemented that English should be taught in elementary school (Oktavia et al., 2023). There are 3 phases of the learning outcomes for elementary school students based on the emancipated curriculum; Phase A, or the initial phase in the learning process, aims to establish a solid base for students before they engage with more advanced material. In this phase, students can respond verbally, visually, and/or through non-verbal communication to simple texts read or pictures they see. In Phase B, students actively gather insights and information related to the study topic. In Phase B, learners can interact using simple English. They can follow/respond to simple instructions or questions in English and share information with simple vocabulary. In phase C, students understand the relationship between letter sounds in simple English language and use this understanding to understand and produce simple written and visual texts in English with the help of examples.

Collectively, these phases establish an ongoing learning cycle, where students actively engage in comprehending, applying, and reflecting upon the knowledge and skills they have gained. Each phase is essential for cultivating a profound understanding and the practical application of concepts in real-world contexts (Safira et al., 2023). To implement the six phases of the government effectively, it is important to prepare teachers to understand the structure of the 'Merdeka' curriculum. This is supported by the conclusion of Jamjemah et al. (2022), who identify teachers as a key factor in supporting every curriculum change. According to Saepuloh (2018), learning tools are essential for teachers at the start of their teaching journey. These tools act as an important preparation before the learning process begins. In line with this, the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek) has developed and provided an English textbook series titled My Next Words for elementary school students from grades 1 to 6 (Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi, 2021). These books serve as a structured guide for young learners to build their

foundational English skills.

To improve elementary school children's English language skills, it is very important to increase their English vocabulary. The increase in English vocabulary for elementary school children can be obtained by reading English books or reading English books. By reading English books, the role of a teacher and parents of students is very important. Reading books is pivotal in enhancing elementary school students' English vocabulary. Research indicates that habitual reading positively influences vocabulary acquisition, thereby improving reading comprehension skills (Kurnia Akbar, 2022). Furthermore, a robust vocabulary foundation facilitates effective communication and comprehension of English texts (Anjarwati, 2016). Consequently, consistent reading practices can significantly enrich students' vocabulary and overall language proficiency.

Digital platforms like Let's Read Asia (The Asia Foundation, n.d.) offer free access to a diverse collection of children's stories, serving as valuable resources to bolster reading literacy. Studies have demonstrated that utilizing the Let's Read application within visualization strategies can enhance students' reading comprehension (Awanda Mella Stevani et al., 2023). Moreover, the application has positively impacted reading literacy among second-grade elementary students (Nurhabibah et al., 2023). By integrating Let's Read Asia (The Asia Foundation, n.d.) into educational settings, educators can provide engaging reading materials tailored to students' proficiency levels, thereby fostering interest in reading and facilitating vocabulary development. By leveraging platforms like Let's Read Asia (The Asia Foundation, n.d.), educators can effectively support students in developing their English vocabulary and reading skills, contributing to their overall academic success.

Another recommended platform is Literacy Cloud, a digital library initiated by the non-profit organization Room to Read (Room to Read, n.d.). It presents a broad selection of age-appropriate storybooks in multiple languages to nurture early reading habits. The stories are engaging, culturally relevant, and aligned with literacy goals for early grade learners. As stated by Room to Read (Room to Read, n.d.), the platform

encourages reading motivation and comprehension through carefully designed and professionally illustrated books that cater to diverse learning profiles. As such, Literacy Cloud complements Let's Read Asia by further enhancing children's literacy skills and vocabulary development.

Adjusting reading materials to match elementary students' literacy levels is crucial for improving their reading skills. Research indicates that reading habits can expand students' vocabulary and train them to effectively retell and respond to texts (Ulum & Nafisa, 2024). Providing texts suited to individual literacy levels helps students better comprehend content and develop stronger literacy skills. Furthermore, internal factors such as reading interest and intrinsic motivation play a significant role in elementary students' literacy quality. Studies show that providing engaging reading materials tailored to students' interests can boost their motivation to read, ultimately enhancing their literacy skills (Sele et al., 2024). Teachers must ensure reading content aligns with students' abilities to maximize their learning experience.

Let's Read Asia provides a wide range of children's books categorized by literacy levels, allowing educators to select appropriate reading materials for students. Research has demonstrated that using the Let's Read application with visualization strategies enhances students' reading comprehension (Awanda Mella Stevani et al., 2023). Moreover, it has positively impacted reading literacy among second-grade elementary students (Nurhabibah et al., 2023). Teachers can offer engaging and level-appropriate reading materials by integrating Let's Read Asia into classrooms, fostering students' reading interest and literacy development.

Digital reading platforms such as Let's Read Asia and Literacy Cloud have been mainly assessed through quantitative methods, focusing on their impact on students' reading comprehension. For example, a study by Satriani (2017) showed that students who used online reading resources in an extensive reading program experienced notable improvements in their reading scores. A similar study by Pratiwi et al. (2024) found that seventh-grade students using the Let's Read Asia app showed enhanced English literacy skills, with significant differences between the group that used the app and the

control group. These findings indicate the potential of digital platforms to improve literacy outcomes. However, there remains a noticeable gap in research that qualitatively investigates how the reading materials on these platforms align with the Indonesian national elementary school curriculum. A qualitative study by Sayekti (2022) analyzed children's stories on the Literacy Cloud platform and identified nine character values—such as honesty, responsibility, and independence— consistent with the values promoted in the Indonesian elementary school curriculum.

Understanding how these digital resources align with curriculum goals is critical. This alignment ensures that digital texts help improve comprehension and meet the educational needs of young learners. This study aims to fill that gap by employing a qualitative text analysis to identify and map suitable reading materials from Literacy Cloud and Let's Read Asia that align with the learning goals set out in the Indonesian Emancipated Curriculum, particularly for first-grade students and the types of reading materials available on websites like Let's Read Asia and LiteracyCloud.org that are suitable for the 1st grade of elementary school students

METHODS

This study employs a qualitative research approach with descriptive analysis. The main objective is identifying and recommending reading materials from Let's Read Asia that align with the first-grade elementary school curriculum, serving as supplementary learning media. According to Latuconsina et al. (2022), selecting children's literature should consider their intellectual development stages to instill character education values effectively. The primary data sources for this study are digital books and stories available on the Let's Read Asia platform. The selection of reading materials is based on their relevance to first-grade subjects, appropriateness of vocabulary, and alignment with the elementary school curriculum. The data collection process was conducted through several steps. First, the elementary school curriculum was reviewed to identify key learning topics for first-grade students. Then, reading materials were searched on the Let's Read Asia platform to find those that matched the

identified topics. After that, readings were selected based on their suitability for theme, language complexity, and educational value. The process of choosing books based on their alignment with the curriculum is supported by Latuconsina et al. (2022), who emphasize that children's literature should be tailored to different intellectual development stages to impart character education values effectively.

The data analysis process involved several stages. The content of the selected reading materials was compared with the first-grade curriculum to ensure alignment with learning objectives. The readings were then categorized based on relevant learning topics and competencies. Each reading material was also evaluated for its potential as a teaching resource, and the findings were presented in structured categories that illustrate the connection between the reading materials and the curriculum. Additionally, integrating digital literacy into early childhood education is crucial. As highlighted by Lindriany et al. (2022), digital literacy is an engaging and enjoyable learning medium for children and assists parents in guiding their children's internet usage. Additionally, integrating digital literacy into early childhood education is crucial. As highlighted by Lindriany et al. (2022), digital literacy is an engaging and enjoyable learning medium for children and assists parents in guiding their children's internet usage.

RESULTS AND DISCUSSION

This section presents the analysis results conducted on the reading materials available on Let's Read Asia and LiteracyCloud.org, explicitly focusing on their alignment with the literacy development needs of grade 1 students and their suitability for classroom use. The selected materials were chosen based on their relevance to foundational literacy skills, such as phonemic awareness, vocabulary development, and reading comprehension. The findings highlight the diversity of available resources, their instructional value, and how they can be integrated into classroom activities. The following subsections will address how the reading materials meet the literacy needs of young learners and the types of materials that

are most appropriate for grade 1 students, providing insights into their practical application in the classroom setting.

The alignment of reading materials on the website with the literacy development needed by grade 1 students

The reading materials available on *Literacy Cloud* and *Let's Read Asia* demonstrate strong alignment with the literacy development needs of first-grade students. This alignment supports the learning objectives outlined in Indonesia's Emancipated Curriculum through several key aspects. First, the language used in these stories is simple and clear, utilizing basic vocabulary and straightforward sentence structures. This is highly appropriate for early readers in Grade 1 who are still developing foundational reading skills. Second, the illustrations strongly support the texts. The colorful and engaging visuals help children understand the storyline, even when they are not fluent readers. These illustrations act as an essential bridge to support comprehension. Third, the topics covered are relevant and contextualized. Many stories are rooted in local cultures or everyday situations familiar to Indonesian children, making it easier for them to grasp the context and meaning of the story. This cultural relevance also increases students' engagement with the material. Fourth, the themes of the stories align well with the learning outcomes of the Emancipated Curriculum. Many texts promote values such as cooperation, honesty, diversity, and environmental awareness—all of which are key elements in fostering the *Profil Pelajar Pancasila* (Pancasila Student Profile), a central component of the curriculum. Fifth, these books support basic literacy skills. Many titles are categorized by reading levels (e.g., Level 1, Level 2), allowing teachers and parents to select appropriate materials based on each child's reading ability. Sixth, and equally important, these resources are digitally accessible and free of charge. This open access ensures that all children, regardless of their economic background or geographic location, have the opportunity to read quality books. It promotes inclusivity in literacy development and supports equitable education, which is in line with the spirit of the Emancipated Curriculum. To further support this analysis, screenshots comparing the selected texts with specific competencies from the Emancipated Curriculum are provided

below.

Grade 1 Elementary School Semester 1 Learning Materials in the Emancipated Curriculum

SEMESTER 1		
Unit	Objectives	Language Focus
1 How are you?	· Children are able to greet their friends in a friendly manner. · Children are able to greet parents and teachers politely.	Good morning. Good afternoon. Good evening. Goodbye. How are you? I am fine. I am Ok.

Figure 1. Grade 1 literacy competencies outlined in the Emancipated Curriculum: "Greetings".

Good morning.

Good afternoon.

Figure 2. Excerpt from a Let's Read Asia text, "Greetings.", demonstrates alignment with the corresponding competency.

Figure 1 and 2 show that the first focus in Unit 1 is asking about students condition. The language focus is greetings. The figure shown are relatable and engaging for the students.

4 My number is ten	· Children are able to count numbers 1-10. · Children are able to use possessive pronouns *my* and *your*.	one, two, three, four, five, six, seven, eight, nine, ten.

Figure 3. Grade 1 literacy competencies outlined in the Emancipated Curriculum: "Counting".

These are nine wolves. They are howling.

These are ten elephants. They are dragging the timber.

Figure 4. Excerpt from a Let's Read Asia text, titled:

"This…These", demonstrating alignment with the corresponding competency.

Figure 3 and 4 show that the focus in Unit 2 is asking about counting basic numbers, from one to ten. The language focus is greetings. The figure shown are relatable and engaging for the students, where students are shown the picture of animals and their numbers. Students should also be able to use demonstrative pronouns such as 'this', 'that', 'these', and 'those'.
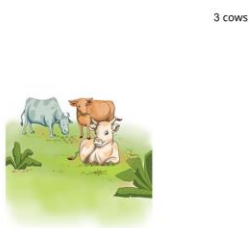

Once at school, Keo enters the classroom.

Keo counts each of the mangoes with his friends 1 2 3 4 5 6 7 8 9.

Figure 5. Excerpt from a Let's Read Asia text, titled: "Counting Together", demonstrating alignment with the corresponding competency.

3 cows

2 lions

Figure 6. Excerpt from a Let's Read Asia text, "Simple Counting", demonstrates alignment with the corresponding competency.

Figure 5 and 6 focus on counting number of animals and understand the singular and plural.

Figure 7. Grade 1 literacy competencies outlined in the Emancipated Curriculum: "Color and shapes".

Figure 8. Excerpt from a Literacy Cloud text titled " Drawing is Fun!" demonstrates alignment with the corresponding competency.

Eggplants are purple.
I like eating stir-fried eggplant.

Lotus flower is pink.
I like offering lotus flower to Buddha.

Figure 9. Excerpt from a Let's Read Asia text, titled: "I Like Colors", demonstrating alignment with the corresponding competency.

The Shapes get ready for the competition.

Circle starts to work. But, he doesn't let his little sister Triangle help him.

Figure 10. Excerpt from a Literacy Cloud text titled " Who Will Win?" demonstrates alignment with the corresponding competency.

Grade 1 Elementary School Semester 2 Learning Materials in the Emancipated Curriculum

SEMESTER 2		
Unit	**Objectives**	**Language Focus**
8 I have two Pencils	· Children are able to use *have* to talk about things.	have, numbers 1 to 10, things in the class room.

Figure 11. Grade 1 literacy competencies outlined in the Emancipated Curriculum: "Using has to talk about things".

I have important jobs,
but only one thing makes
me happy.

I have dishes in my cabinets.
But they don't make me happy.

Figure 12. Excerpt from a Literacy Cloud text, titled: " Cry of the Kitchen?", demonstrating alignment with the corresponding competency.

11 Aisyah's family	· Children are able to identify family members.	father, mother, brother, sister, grandmother, grandfather.

Figure 13. Grade 1 literacy competencies outlined in the Emancipated Curriculum: "Identify family members; grannies".

Granny Jo

Granny Anna

Figure 14. Excerpt from a Let's Read Asia text, " Joanna's Grannies", demonstrates alignment with the corresponding competency.

| 12 She has some fruits | · Children are able to identify different kind of fruits. · Children are able to use *have* and *has* to talk about kind of fruits. | *He has … She has … You have …* apples, oranges, watermelons, bananas, strawberries, mangoes. |

Figure 15. Grade 1 literacy competencies outlined in the Emancipated Curriculum: "Fruits".

Ripe mangos and bananas are yellow.
I like eating ripe mangos and bananas.

Oranges and carrots are orange.
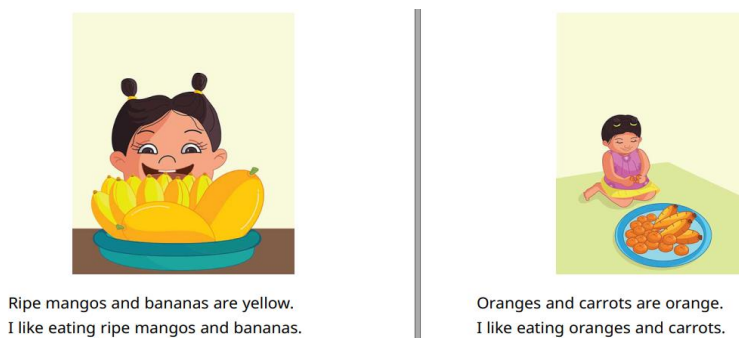I like eating oranges and carrots.

Figure 16. Excerpt from a Let's Read Asia text, titled: "I Like Colors", demonstrating alignment with the corresponding competency.

Types of Grade 1 Reading Materials on LiteracyCloud and Let's Read Asia

On platforms like LiteracyCloud and Let's Read Asia, Grade 1 students can access picture-enhanced storybooks and concept books designed to support early literacy. Titles like Cry of the Kitchen, Drawing Is Fun!, and Who Will Win? on LiteracyCloud, along with Let's Read Asia's I LIKE COLOR, Joanna's Grannies, Counting Together, Simple Counting, This…These, and Greetings, feature simple, repetitive phrasing paired with supportive illustrations. Such a design makes the texts visually engaging and reinforces sight word recognition and basic grammar structures.

Research supports this approach. For example, (Nurul & Abbas, 2020) found that picture storybooks significantly enhance reading comprehension in elementary students: after using these materials, students' comprehension scores rose substantially (t-test, $p < .001$). Furthermore, Roslina (2017)

concluded that such books not only improve comprehension but also boost reading motivation; experimental groups showed statistically significant improvements compared to controls (p = .025). In a descriptive study in Yogyakarta, Rahmawati et al. (2024) noted that combining digital illustrations with narrative texts helped students grasp story meaning and moral values. Finally, Wardini et al., (021) found that picture books significantly aided EFL students' understanding of narrative texts, demonstrating their broader effectiveness (p < .05). Together, these findings indicate that the Grade 1 level resources from LiteracyCloud and Let's Read Asia—stories and concept books with simple text and vivid illustrations—are well-aligned with best practices in early reading pedagogy: they foster comprehension, word recognition, grammatical understanding, and motivation.

DISCUSSION

The findings of this study align closely with several previous studies that highlight the importance of level-appropriate, engaging, and culturally relevant reading materials for early elementary students. The use of digital platforms such as Let's Read Asia and Literacy Cloud provides first-grade students with access to texts that support early literacy development, particularly in vocabulary building, reading comprehension, and character education. As noted by Kurnia Akbar (2022) and Anjarwati (2016), reading books plays a vital role in improving students' vocabulary and reading comprehension skills. The current findings confirm this, as the selected digital texts are designed with simple vocabulary and sentence structures that promote sight word recognition and basic grammatical understanding. Furthermore, the presence of vivid illustrations helps young readers grasp the meaning of the stories more easily, as supported by (Rahmawati et al., 2024) and (Wardini et al., 2021), who emphasized the importance of visual elements in enhancing comprehension and moral learning.

The alignment of selected texts with the Emancipated Curriculum's literacy goals—particularly values such as cooperation, honesty, and environmental awareness—also

reflects the objectives outlined in the Profil Pelajar Pancasila. This is consistent with (Safira et al., 2023), who stated that the curriculum encourages students to engage in meaningful and context-based learning. Moreover, categorizing books by literacy levels on these platforms supports the recommendations of (Ulum & Nafisa, 2024) and (Sele et al., 2024), who emphasized the need for personalized and interest-based reading resources to improve literacy motivation and outcomes.

Additionally, studies by Awanda Mella Stevani et al. (2023) and Nurhabibah et al. (2023) found that using Let's Read with visualization strategies improves reading comprehension among early graders. This aligns with the findings of this study, where the combination of simple language, clear visuals, and culturally contextualized themes enhanced the potential of the materials for classroom use.

While many previous studies employed quantitative methods to examine the effectiveness of digital reading platforms, this study fills a gap by offering a qualitative curriculum-based analysis. As suggested by (Satriani, 2017) and (Pratiwi et al., 2024), the digital platforms contribute significantly to students' literacy skills. Yet, little research has been done to assess how well these materials match the competencies required in the Emancipated Curriculum. This study addresses that need and demonstrates that both Let's Read Asia and Literacy Cloud provide resources that are not only educationally effective but also curriculum-aligned.

In sum, the results affirm that digital reading platforms like Let's Read Asia and Literacy Cloud are valuable supplementary tools in supporting the implementation of the Emancipated Curriculum for Grade 1 students. They meet key curriculum objectives, foster literacy development, and support character education. These findings provide educators with evidence-based support to integrate such resources into classroom practice.

CONCLUSION

This study explored the alignment between online reading materials from Let's Read Asia and Literacy Cloud with the

literacy development needs of Grade 1 elementary school students, particularly within the framework of Indonesia's Emancipated Curriculum. The findings revealed that the selected reading materials are well-aligned with the literacy competencies outlined in the curriculum. They promote foundational literacy skills such as vocabulary development, reading comprehension, and phonemic awareness. Moreover, the content supports character education and reflects local cultural contexts, which increases student engagement and relevance.

The study also demonstrated that these digital platforms provide level-appropriate, visually engaging, and freely accessible reading resources suitable for early learners. This supports Kurnia Akbar (2022) 's assertion that regular reading habits positively influence vocabulary growth and reading comprehension among elementary school students. By mapping reading materials to specific competencies in the Emancipated Curriculum, this study fills a gap in the existing literature by offering a qualitative curriculum-based analysis. The integration of such digital resources into classroom learning can serve as a practical solution for teachers seeking to enrich their instruction and support diverse student needs.

In conclusion, Let's Read Asia and Literacy Cloud offer high-quality, inclusive, and curriculum-relevant reading materials that can effectively support early literacy development in Indonesian primary schools. Future research may focus on classroom implementation and student outcomes to further strengthen the evidence for integrating these resources in formal education settings.

REFERENCES

Anjarwati, E. (2016). *Jurusan pendidikan guru sekolah dasar fakultas ilmu pendidikan*.

Awanda Mella Stevani, Ririn Ambarini, & Ajeng Setyorini. (2023). Enhancing Students' Reading Comprehension Using Let's Read Application In Visualization Strategy. *CENDEKIA: Jurnal Ilmu Sosial, Bahasa Dan Pendidikan*,

3(4), 01–08. https://doi.org/10.55606/cendikia.v3i4.1673

Jamjemah, J., Djudin, T., Erlina, E., & Hartoyo, A. (2022). Analisis kesiapan guru dalam melaksanakan pembelajaran kurikulum merdeka di sdn. 47 penanjung sekadau. *JURNAL PENDIDIKAN DASAR PERKHASA: Jurnal Penelitian Pendidikan Dasar*, *8*(2), 119–127. https://doi.org/10.31932/jpdp.v8i2.1722

Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi. (2021). *Buku Sekolah Elektronik*. Kementerian Pendidikan, Kebudayaan, Riset, Dan Teknologi. https://buku.kemdikbud.go.id/

Kurnia Akbar. (2022). Pengaruh Kebiasaan Membaca dan Penguasaan Kosakata Terhadap Kemampuan Membaca Bahasa Inggris. *Jurnal Qiroah*, *12*(1), 69–90. https://doi.org/10.33511/qiroah.v12n1.69-90

Latuconsina, S. H., Setiaji, A. B., & Mursalin, E. (2022). Pemilihan Bahan Bacaan Sastra Anak dalam Penanaman Nilai Pendidikan Karakter. *Wanastra : Jurnal Bahasa dan Sastra*, *14*(1), 01–08. https://doi.org/10.31294/wanastra.v14i1.11415

Lindriany, J., Hidayati, D., & Muhammad Nasaruddin, D. (2022). Urgensi Literasi Digital Bagi Anak Usia Dini Dan Orang Tua. *Journal of Education and Teaching (JET)*, *4*(1), 35–49. https://doi.org/10.51454/jet.v4i1.201

Nurhabibah, N., Habibi, M., Nursalim, N., & Risnawati, R. (2023). Pemanfaatan Aplikasi Let's Read dalam Meningkatkan Literasi Membaca Siswa Kelas 2 Sekolah Dasar. *Ideas: Jurnal Pendidikan, Sosial, dan Budaya*, *9*(1), 155. https://doi.org/10.32884/ideas.v9i1.1129

Nurul, A., & Abbas, N. (2020). *Development of Picture Storybooks to Improve Reading Comprehension*.

Oktavia, D., Habibah, N., Balti, L., & Kurniawan, R. (2023). Kurikulum merdeka dan pengajaran bahasa inggris di sekolah dasar: Need analysis study. *Jurnal Muara Pendidikan*, *8*(1), 257–265. https://doi.org/10.52060/mp.v8i1.1260

Pratiwi, N. N. S., Padmadewi, N. N., & Dewi, K. S. (2024). *The implementation of let's read application toward students' literacy*. *31*(1).

Rahmawati, H., Sudigdo, A., & Azizah, D. M. (2024). *Digital Books of Picture Stories as an Effort to Improve Reading Comprehension Skills: A Case Study in Yogyakarta*.

Room to Read. (n.d.). *The Literacy Cloud*. The Literacy Cloud. Retrieved June 23, 2025, from https://www.literacycloud.org/

Roslina. (2017). The Effect of Picture Story Books on Students' Reading Comprehension. *Advances in Language and Literary Studies*, *8*(2), 213. https://doi.org/10.7575/aiac.alls.v.8n.2p.213

Saepuloh, D. (2018). *Kesiapan guru dalam melaksanakan pembelajaran kurikulum 2013 (Studi kasus pada SMK Lab Business School Tangerang)*.

Safira, A. N., Rakhmawati, A., & Wisnu Wardana, M. A. (2023). Implementasi kurikulum merdeka pada mata pelajaran bahasa indonesia di kelas vii smp negeri 2 batang. *Bahtera: Jurnal Pendidikan Bahasa dan Sastra*, *22*(2), 123–136. https://doi.org/10.21009/bahtera.222.01

Satriani, E. (2017). *The effect of online reading resources on students' reading comprehension in an extensive reading class. 4*(2).

Sayekti, O. M. (2022). Pendidikan Karakter melalui Digitalisasi Cerita Anak Bermuatan Budaya: Analisis pada Aplikasi Literacy Cloud. *Jurnal Penelitian Ilmu Pendidikan*, *15*(2). https://doi.org/10.21831/jpipfip.v15i2.51222

Sele, Y., Tekliu, R. A. A., Sila, R. U. R., & Hanoe, E. M. Y. (2024). Analisis Faktor yang Mempengaruhi Literasi Membaca dan Menulis Siswa. *Indonesian Research Journal on Education*, *4*(2). https://doi.org/10.31004/irje.v4i1.446

The Asia Foundation. (n.d.). *Let's Read Asia*. Let's Read Asia. Retrieved June 23, 2025, from https://www.letsreadasia.org/

Ulum, M., & Nafisa, A. (2024). *Literasi bacaan guna meningkatkan kompetensi peserta didik sekolah dasar negeri 6 indralaya sumatera selatan*.

Wardini, O., Megawati, F., & Astutik, Y. (2021). *Picture Book: Its Effect on EFL Reading Comprehension:* 1st Paris Van Java International Seminar on Health, Economics, Social Science and Humanities (PVJ-ISHESSH 2020), Bandung, West Java, Indonesia.