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The Influence of Literacy Methods and the Use of Serang Javanese Comics on the Vocabulary Skills of Serang Javanese Class IV of SDN Kubang Apu

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ABSTRACT

Education plays an important role in improving the quality of learning, particularly through the development of effective learning resources. This study aims to determine the effect of reading literacy methods and the use of Serang Javanese comics on the vocabulary skills of fourth-grade students at SDN Kubang Apu. The research method used was a quasi-experiment with a nonequivalent control group design and a quantitative approach. The research instruments were tested for validity and reliability using SPSS, resulting in 30 valid items from 40 statements, with a reliability value of 0.895. The analysis results showed that the data were normally distributed, linear, free of multicollinearity, and had homogeneous variance. Hypothesis testing proved that the literacy method and the use of Serang Javanese comics had a significant effect on improving students' vocabulary skills ($p < 0.05$). The average pre-test score of 65.41 increased to 74.66 on the post-test, showing an increase of 9.25 points. The use of comics proved to be effective because the visuals and storyline helped students understand the context of vocabulary more easily and interestingly. Thus, the combination of literacy methods and Serang Javanese comics was able to improve vocabulary skills while strengthening the preservation of regional languages in elementary school environments.

1. Introduction

Education plays a very important role in ensuring the development and sustainability of a nation's life. The learning process of students does not only interact with teachers as a source of learning, but also includes all interactions related to learning resources that can be used to achieve the desired results. Developing good learning resources for students can improve the quality of the learning process and student learning outcomes both individually and as a whole

(Prastowo, 2018). Human nature in everything that is done at work cannot be separated from what is called skills. Skills are the capacity to carry out certain tasks, both physically and mentally (Maliah, 2023). According to (Zaitul, 2020) a person's work skills are the ability to complete the tasks given to him. Brown (2004) also explains that language skills require continuous mastery through real practice and intensive learning.

The main function of teaching media is as a tool in the teaching process that plays a role in shaping the climate, conditions, and learning environment created by the teacher (Arsyad, 2003). According to Sudjana (2002), teaching media also functions to increase the effectiveness of the student learning process during teaching activities, so that it is expected to strengthen the student's learning experience. In addition, through regular narrative writing exercises, students are encouraged to apply the vocabulary they have learned into their writing, thereby strengthening their active vocabulary. (Muizz, 2022). Based on this description, a local content curriculum or often referred to as *mulok* lessons in schools emerged. Because local content is a study material or subject in an educational unit that contains content and a learning process about the potential, uniqueness and characteristics of local culture which is intended to shape students' understanding of the advantages and wisdom in the area where they live (Pendidikbud, 2014).

As in general, elementary school students still really like reading books that have an attractive appeal in the form of illustrated reading books, more colorful and diverse such as local wisdom comics of Javanese Serang culture. Comics are an art form that uses still images that are arranged in such a way as to form a story thread (Sudjana, 2012). Through various digital platforms such as e-books, interactive learning videos, educational blogs, and online reading applications, students gain exposure to broader and more diverse vocabulary than conventional methods. (Putri, 2024).

The advantages of using comics in learning activities according to Trimo (1997) state that comics increase the reader's vocabulary, make it easier for students to grasp abstract things or formulas, can develop children's interest in reading and one of the other fields of study, and the entire series of readings in the comic train good and correct language habits. Radjah (2007) states that educational comics are an effective and interesting medium for conveying messages. Handayani (2008) also states that comics are an effective visual communication medium in conveying information in a popular and easy-to-understand way. This is possible because comics combine images and writing in a storyline that makes it easier to absorb, understand, follow, and remember.

In a study by Setyawan (2018), comics as visual literacy have a positive effect on students' language comprehension and communication skills. According to Siregar (2014) reading literacy functions to build understanding, increase knowledge, and develop communication skills. Sari (2017) emphasized that the use of effective reading literacy methods can improve students' ability to understand language structure, vocabulary, and the use of Javanese language appropriately. Arsyad

(2008) stated that the use of interesting media, such as Javanese story texts, poems, or comics, can increase student involvement in the learning process.

Mulyasa (2012) explained that reading activities followed by discussions will encourage students to better understand the language structure and meaning of the texts read, as well as develop speaking and writing skills in Javanese. Radjah (2007) stated that comics function as a medium that can present messages effectively and interestingly, especially in the context of regional languages. According to Sari (2017), the use of comic media in language learning can enrich students' vocabulary and provide them with concrete examples of how language is used in everyday communication.

Sudjana (2010) stated that comics must be adjusted to the characteristics of students and the level of difficulty of the material so that students can access information easily. Teachers can introduce comics to students and discuss the contents of the comics to ensure that students understand the messages contained in the text and images. Handayani (2008) stated that comics can combine the power of images and writing which will strengthen students' memory of the concepts taught. Research from Rahayu (2021) highlights the effectiveness of using comic media in learning Sundanese in elementary schools. This study found that comics make the material more interesting and relevant to students, thus increasing interest in reading and understanding of regional languages.

Learning Serang Javanese also aims to improve students' vocabulary understanding in communicating using Banten Javanese in the local dialect. These skills include the ability to speak, understand conversations, and respond in the original Serang Javanese dialect. This is useful for preserving regional languages and strengthening students' identity and cultural identity in the community where they live (Sari, 2021). Various literature shows that structured literacy approaches, such as intensive reading, extensive reading, multimodal text-based literacy, and literacy group discussions, can have a significant influence on vocabulary mastery. (Rahmawati, 2024).

The aim of this study is that students are expected to not only acquire basic reading skills but also be able to use Serang Javanese in a more lively and realistic context. In addition, students will also find it easier to understand and remember the material because comics have a visual appeal that strengthens their memory of regional languages and cultures.

2. Methodology

The type of research used in this study is quantitative research. . Quantitative research is a type of research whose specifications are systematic, planned and clearly structured from the beginning to the creation of the research design (Sugiyono, 2020). The study used a quasi-experimental method with a quantitative approach. The experimental method is a quantitative research method used to

determine the effect of independent variables (treatment) on dependent variables (results) under controlled conditions (Sugiyono, 2021). The independent variables (X) in this study are the reading literacy method (X1) and the use of Banten Javanese comics (X2). While the dependent variable is Banten Javanese language skills (Y).

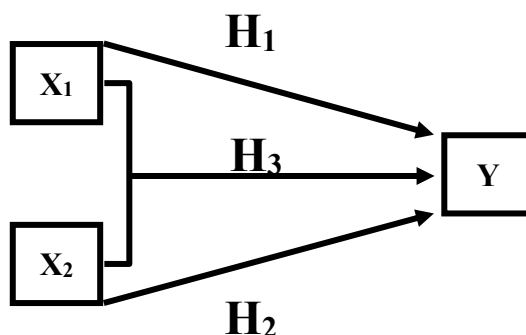


Figure 1. Research Paradigm

Description:

X1 = Literacy Method

X2 = Use of Serang Javanese Comics

Y = Serang Javanese Vocabulary Skills

The quasi-experimental form used by the author is a nonequivalent control group design. Sugiyono (2021) stated that in this design the experimental group and control group are determined and not selected randomly. Therefore, this study uses purposive sampling in its sampling. Purposive sampling is a sampling technique with certain considerations (Sugiyono, 2021). Research measuring instruments must go through validity or reliability testing. By using SPSS 25.0 statistical software, the validity and reliability of the indicators were tested in this study. According to Purwanto (2012), the validity of a tool can be measured by looking at the level of reliability and accuracy in the measurement process of a study. In Purwanto (2012), Sudjana explains the formula as follows:

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{[N \sum X^2 - (\sum X)^2][\sum Y^2 - (\sum Y)^2]}}$$

Information:

$\sum x$ = Total score of variable x

$\sum x^2$ = Total score of variable x squared

$\sum xy$ = Total score between x and y

$\sum y$ = Total score of variable y

$\sum y^2$ = Total score of variable y squared

n = Total number of samples

r_{xy} = Correlation coefficient

Questionnaire items are considered valid if their value is less than or equal to 0.05 and invalid if their value is more than 0.05 according to the validity determination criteria.

3. Results and Discussion

A data that has been created by a researcher must be tested for validity, by testing and knowing the results of the validity test, we can know whether the questions that the researcher created are valid or not. Based on the validation results of language experts and media experts, most of the instrument items were declared relevant and suitable for use, although there were some inputs related to improvements in sentence editing, clarity of terms, use of effective sentences and delivery of messages and impressions about reading in the Serang Javanese comic.

Validity Test

The following are the results of the validation test conducted to test the validity of the questions in table 1.

Table 1. Validity Test Results

Recapitulation of Validity Test					
Question Items	Sig	Information	Question Items	Sig	Information
1	0,000	Valid	21	0,000	Valid
2	0,000	Valid	22	0,000	Valid
3	0,000	Valid	23	0,000	Valid
4	0,000	Valid	24	0,000	Valid
5	0,000	Valid	25	0,018	Valid
6	0,000	Valid	26	0,000	Valid
7	0,000	Valid	27	0,000	Valid
8	0,013	Valid	28	0,013	Valid
9	0,000	Valid	29	0,000	Valid
10	0,000	Valid	30	0,000	Valid
11	0,028	Valid	31	0,813	Not Valid
12	0,000	Valid	32	0,256	Not Valid
13	0,000	Valid	33	0,184	Not Valid
14	0,021	Valid	34	0,239	Not Valid
15	0,023	Valid	35	0,396	Not Valid
16	0,000	Valid	36	0,813	Not Valid
17	0,000	Valid	37	0,256	Not Valid
18	0,000	Valid	38	0,814	Not Valid
19	0,000	Valid	39	0,239	Not Valid
20	0,000	Valid	40	0,396	Not Valid

With the testing criteria, namely comparing the significance value with 0.05, it can be concluded that out of 40 instrument questions tested on 35 students, 30 questions are valid, while 10 questions are invalid.

Reliability Test

Reliability is an instrument that can be trusted to be used as a data collection tool because the instrument is considered good. A measurement is said to be reliable if the measurement provides consistent results. The reliability test assessment criteria used are:

- a. If the alpha coefficient result is greater than 0.60, the test is declared valid
- b. If the alpha coefficient result is less than 0.60, the test is declared valid

The following are the results of the reliability test obtained in this study:

Table 2. Case Processing Summary

		Case Processing Summary	
		N	%
Cases	Valid	35	100.0
	Excluded ^a	0	.0
	Total	35	100.0

a. Listwise deletion based on all variables in the procedure.

Based on the Case Processing Summary output, it is known that the total number of samples analyzed was 35 respondents. All respondent data is included in the valid category, which means that there is no missing or incomplete data on the variables used. Therefore, all samples (100%) can be used in their entirety in the analysis. The data deletion procedure applied is listwise deletion, that is, if there is missing data on one of the variables, then the respondent data will be removed from the analysis. However, in this study no samples were removed, so the analysis was carried out on all 35 available samples.

Table 3. Reliability Statistics

Reliability Statistics	
Cronbach's Alpha	N of Items
.895	40

The reliability test in this study was conducted using the SPSS version 26 application. Based on the previous table, it can be seen that each question in each variable is declared reliable, this can be seen by comparing alpha with 0.60. The data is declared reliable because it is greater than 0.60, which is 0.895. The analysis was carried out by comparing the average values before and after treatment, and testing the significance of the difference with statistical tests.

Based on the results of descriptive statistical analysis of three variables, namely X1, X2, and Y, each involving 35 respondents, a general description of the characteristics of the data is obtained as follows, namely all data from the three variables are declared valid, with no missing data on each variable. The average value (mean) of variable X1 is 42.60, X2 is 41.94, and variable Y is 40.77. This shows that in general respondents gave a fairly high and relatively balanced score between the three variables. Based on the median value, which is the middle value

of the data, the results obtained were 43.00 for X1, 40.00 for X2, and 42.00 for Y. The following statistical data is based on the management of SPSS calculation results, namely:

Table 4. Descriptive Statistics

		Statistics		
		Literacy Methods	The Use of Serang Javanese Comics	Vocabulary Skills
N	Valid	35	35	35
	Missing	0	0	0
Mean		42.60	41.94	40.77
Std. Error of Mean		1.893	1.904	1.017
Median		43.00	40.00	42.00
Mode		38	33 ^a	44
Std. Deviation		11.202	11.264	6.015
Variance		125.482	126.879	36.182
Skewness		.031	.119	-.027
Std. Error of Skewness		.398	.398	.398
Kurtosis		-.487	-.507	-.697
Std. Error of Kurtosis		.778	.778	.778
Range		44	46	25
Minimum		21	19	28
Maximum		65	65	53
Sum		1491	1468	1427

a. Multiple modes exist. The smallest value is shown

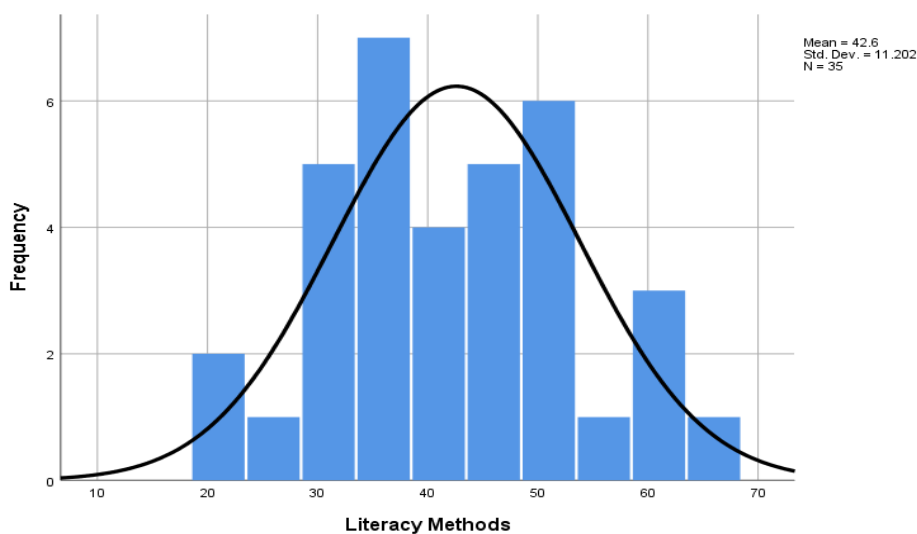


Figure 1. Histogram of Literacy Method Variable (X1)

Based on the graph above, the average (mean) value of X1 is 42.60 with a standard deviation of 11.202, which indicates a fairly large data distribution from the average value. The median value of X1 is 43.00, and the mode is 38. However, there are several mode values (multiple modes), where the smallest value is displayed. The value of X1 ranges from a minimum of 21 to a maximum of 65, so the range is 44. Skewness X1 is 0.031, which indicates that the data distribution is close to symmetrical, and kurtosis is -0.487, which indicates that the distribution is somewhat flatter than the normal distribution.

Normality Test

Based on the results of the normality test conducted using the Shapiro-Wilk method, the significance values obtained were 0.396 and 0.281 for the pre-test and post-test, respectively.

Table 5. Normality Test Results

	Class	Tests of Normality			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	df	Sig.
Pre Test Post Test	1	.098	35	.200*	.968	35	.396
	2	.088	35	.200*	.963	35	.281

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

The significance value in both tests is greater than the critical limit of 0.05, so there is insufficient evidence to reject the null hypothesis that the data is normally distributed. Thus, it can be concluded that the normality test meets the normality assumption. This shows that the data distribution is not significantly different from the normal distribution, so it can be used for statistical analysis that requires normally distributed data.

Linearity Test

The linearity test is used to determine whether the relationship between the independent variable (X) and the dependent variable (Y) is linear or not. Linearity is important in regression analysis, because the regression method assumes that the relationship between variables is linear. The results of the linearity test show that the significance value of 0.754 is above the threshold of 0.05. This means that there is no significant deviation from linearity, so it can be concluded that the relationship between the independent variable (X) and the dependent variable (Y) is linear. Thus, the regression model to be used meets the basic assumptions of linearity and the regression analysis can be continued.

Table 6. Linearity Test Results (Anova Table)

		ANOVA Table					
		Sum of Squares	df	Mean Square	F	Sig.	
Vocabulary	Between (Combined)	809.421	24	33.726	.802	.687	
Skills * Literacy	Groups	112.500	1	112.500	2.674	.133	
Methods	Deviation from Linearity	696.921	23	30.301	.720	.754	
	Within Groups	420.750	10	42.075			
	Total	1230.171	34				

The results of the linearity test show that the significance value of 0.754 is above the threshold of 0.05. This means that there is no significant deviation from linearity, so it can be concluded that the relationship between the independent

variable (X) and the dependent variable (Y) is linear. Thus, the regression model to be used meets the basic assumptions of linearity and the regression analysis can be continued.

Multicollinearity Test

The multicollinearity test is used to determine whether there is a high relationship or correlation between independent variables (free variables) in a multiple regression model. With the aim of ensuring that each independent variable is independent of each other. High multicollinearity can cause the regression results to be invalid.

Table 7. Multicollinearity Test Results (Statistical Collinearity Coefficient)

Model	Coefficients ^a	Collinearity Statistics	
		Tolerance	VIF
1	Literacy Methods	1.000	1.000

a. Dependent Variable: Vocabulary Skills

The results of the multicollinearity test indicate that the independent variables do not experience multicollinearity. Thus, the data is suitable for use in multiple regression analysis because each independent variable is independent of each other. The Tolerance value in the table is 1,000, which means it is greater than the minimum limit of 0.100. This indicates that there are no symptoms of multicollinearity. The VIF value is 1,000, which is far below the maximum limit of 10,000. This also indicates the absence of multicollinearity.

Homogeneity Test

A homogeneity test is conducted to determine whether the variance of two or more data groups is the same (homogeneous). This test is important to do before proceeding to parametric statistical tests such as ANOVA or regression, because the basic assumption of these tests is that the data has homogeneous variance.

Table 8. Results of Variance Homogeneity Test

Test of Homogeneity of Variances		Levene	df1	df2	Sig.
		Statistic			
Vocabulary Skills	Based on Mean	2.941	6	10	.064
	Based on Median	.976	6	10	.488
	Based on Median and with adjusted df	.976	6	4.761	.524
	Based on trimmed mean	2.528	6	10	.094

From the data listed in the table above, it can be said that the results of the homogeneity test obtained a fairly significant value, namely 0.064, which is greater than 0.05, which makes the data declared homogeneous.

Hypothesis Testing

Hypothesis testing is carried out to test whether the independent variables (X) have a significant effect on the dependent variable (Y), either partially (one by one) or simultaneously (together).

Table 9. Hypothesis Test Results (Constant Coefficient)

Model		Coefficients^a		Standardized Coefficients	t	Sig.
		Unstandardized Coefficients	Std. Error			
	B	B	Error	Beta		
1	(Constant)	-33.834	1.071		-31.582	.000
	Use of Serang Javanese Comics	-.144	.014	-.283	-10.346	.000
	Vocabulary Skills	.978	.026	1.029	37.559	.000

a. Dependent Variable: Unstandardized Residual

The data is said to be influential because the significance value is less than 0.05 (the significance value is 0.00). It can be concluded that the literacy method and the use of Serang Javanese comics have an effect on the vocabulary skills of Serang Javanese language of class IV SDN Kubang Apu.

Based on the data from the pre-test and post-test results of the Javanese language vocabulary skills of class IV students of SDN Kubang Apu, there is a significant influence on the score after the implementation of the literacy method. Based on the results of the data analysis, the average pre-test score of 65.41 increased to around 74.66 in the post-test, indicating an average increase of 9.25 points. This influence indicates that the implementation of the literacy method is quite significant in helping the process of mastering Serang Javanese vocabulary in a real and meaningful way. These results show that students experience positive development in language skills after following the learning process with a literacy approach. This literacy method strengthens the conclusion that the literacy method has a real positive influence on Javanese vocabulary skills in the class.

The research data shows an influence on the Javanese vocabulary skill score of grade IV students at SDN Kubang after using learning media in the form of Serang Javanese comics. Based on the results of data analysis, the average pre-test score of 65.41 increased to around 74.66 in the post-test, indicating an average increase of 9.25 points. This increase indicates that the application of the literacy method is quite effective in improving the mastery of Serang Javanese vocabulary in a real and meaningful way. These results show that students experience positive development in language skills after following the learning process with a literacy approach.

The influence on this value shows that the use of Serang Javanese comics is effective in helping students understand and master Javanese vocabulary better. This can happen because comics as a visual media attract students' interest in

learning and make it easier for them to understand the context of vocabulary through relevant pictures and stories. Although most students showed a positive effect on grades, there were some students who were relatively small or stable, possibly influenced by individual factors such as motivation levels, initial abilities, and learning styles of each student. Overall, these data strengthen the hypothesis that the use of Serang Javanese comics has a positive effect on Javanese vocabulary skills in grade IV students of SDN Kubang. Therefore, the use of interesting learning media such as comics is highly recommended to improve Javanese vocabulary mastery effectively.

4. Conclusion

Based on the results of the study on the influence of literacy methods and the use of Serang Javanese comics on the vocabulary skills of grade IV students at SDN Kubang Apu, Serang City, it can be concluded that first, the reading literacy method has a significant effect on improving students' vocabulary skills. Through reading, understanding, and discussing Serang Javanese texts, students become more exposed to appropriate vocabulary and language structures. Second, the use of Serang Javanese comics visually and narratively helps students understand the context of vocabulary use, increases the appeal of learning, and makes it easier to master the regional language. And there is a positive interaction between literacy methods and comic media, which together can significantly improve students' vocabulary skills. Learning becomes more fun, contextual, and meaningful.

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