



IMPROVING ESSAY WRITING SKILLS ON ECOLOGICAL THEMES THROUGH A RELIGIOUS QURAN-BASED CRITICAL LITERACY CULTURE

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ABSTRAK

Penelitian ini bertujuan meningkatkan kemampuan menulis Esai bertema ekologis melalui penerapan budaya literasi kritis berbasis religius Quran. Penelitian ini menggunakan metode quasi eksperimen dengan desain *pretest-posttest* kelompok tunggal terhadap mahasiswa semester III Program Studi Pendidikan Bahasa dan Sastra Indonesia di Universitas Muhammadiyah Bogor Raya. Hasil penelitian menunjukkan bahwa peningkatan signifikan dalam kemampuan menulis esai setelah diterapkannya budaya literasi kritis berbasis religius Quran. Peningkatan ditunjukkan melalui skor rata-rata *posttest* yang lebih tinggi dibandingkan *pretest*, serta kualitas esai mahasiswa yang mencerminkan argumentasi yang lebih logis, kesadaran ekologis yang lebih kuat, dan internalisasi nilai-nilai keislaman dalam struktur tulisan.

Kata kunci: menulis esai, literasi kritis, nilai religius Quran, kesadaran ekologis

ABSTRACT

This study aims to improve essay writing skills on ecological themes through the application of a religious Quran-based critical literacy culture. This study uses a quasi-experimental method with a single group pretest-posttest design on third semester students of the Indonesian Language and Literature Education Study Program at Muhammadiyah University Bogor Raya. The results of the study indicate a significant improvement in essay writing skills after the implementation of a critical literacy culture based on the religious values of the Quran. This improvement is demonstrated by higher posttest average scores compared to the pretest, as well as the quality of the students' essays, which reflect more logical arguments, stronger ecological awareness, and the internalization of Islamic values in the structure of the writing.

Keywords: essay writing, critical literacy, Quranic religious values, ecological awareness

INTRODUCTION

The increasingly complex ecological problems, such as the climate crisis, environmental pollution, deforestation, and the loss of biodiversity, pose a serious threat to the sustainability of human life and other living beings. The educational world holds a strategic position in shaping the ecological awareness of the younger generation through transformative and meaningful teaching and learning activities. One approach is through essay writing on ecological themes, which not only hones language skills but also instills values of environmental care. For example, research (Albaburrahim & Amin, 2025) examines ecological approaches in the digital era with a focus on integrating technology and environmental awareness in the Indonesian language learning process.

The issue of environmental damage has become an increasingly urgent global challenge. In Indonesia, deforestation, river pollution, and soil degradation are phenomena that reflect the crisis of ecological awareness among the community (Syamsuddin, 2017).

Education based on critical literacy integrated with religious values is important for building ecological awareness not only cognitively but also spiritually. The education sector has a strategic responsibility in fostering this awareness. For example, by strengthening students' literacy skills with the ability to write essays on ecological themes. Thus, writing essays not only requires linguistic competence but also critical, analytical, and reflective thinking skills regarding social and environmental realities (Kosasih, 2014).

Not only that, educational institutions become important places to develop critical thinking skills. An essential part of the educational scope is the development of students' critical thinking (Syaharani et al., 2022). Critical skills can be developed through essay writing. In line with this, teaching materials for essay writing are developed through critical local wisdom, which is effective in enhancing students' abilities (Gede Mulawarman & Hudiyono, 2019). Moreover, the integration of reading and writing activities with critical thinking has demonstrated an improvement in the depth of students' arguments and reflective abilities (Prayogi et al., 2023).

However, based on various studies, the writing skills of Indonesian students are still considered low. Research by (Wahyu Indrawati, 2018) shows that almost all students have difficulty expressing ideas, constructing arguments, and organizing paragraphs in essay writing. This is reinforced by the findings of PISA (Programme for International Student Assessment), which indicate that the literacy skills of Indonesian students are very low compared to other countries. This challenge suggests the need for innovative strategies in teaching writing, particularly in the context of developing critical literacy and environmental awareness.

One source that has not been utilized in the development of critical thinking is the Qur'an. The Qur'an serves as a source of teachings and values in Islam. Qur'anic literacy, which is the understanding and application of Qur'anic texts in everyday thought and action, is often underemphasized in education in Indonesia (Jumaah & Arifin, 2024). Nevertheless, there is still little research that explicitly integrates critical literacy with Quranic religious values in writing eco-themed essays. This model can be considered an advancement because it not only shapes critical narratives but also instills spiritual awareness, which ultimately enhances writing skills. In line with (Ninawati, 2019), concept-based critical literacy can significantly improve students' creative writing skills. Not only that, (Mujiono et al., 2014) from the research results showed a significant improvement in the quality of writing learning outcomes as well as the success of Islamic character values instilled within oneself.

Teachers play an important role in delivering material because they are very influential in instruction (Melasarianti et al., 2019). The activeness and passiveness of learning depend on the teacher's role using the approach applied. In reality, essay writing instruction does not meet expectations. One piece of evidence for this statement is the initial observation results through a pretest conducted on 45 students writing essays. Only 12 students or 26.67% had achieved essay writing skills. However, 33 students or 73.33% were still unable to write essays. This is possibly caused by the material being delivered only through lectures and assignments, making it boring or difficult to understand. Therefore, through a critical literacy culture based on Quranic religious values, essay writing skills on ecological themes can be improved. Students are not only able to write essays on the theme of ecology, but also have embedded Quranic values to be more

concerned about their environment.

Several previous studies related to ecological research are as follows: first, the study conducted by (Winarti & Sulistyowati, 2022) stated that literary works were taught with an environmental perspective as a way to raise awareness about the importance of preserving nature. Observing the current state of nature, which is increasingly damaged due to human actions, one of the measures that can be taken is to raise awareness of the importance of preserving nature through writing. Second, the study conducted by (Putra et al., 2020) found that students' critical thinking skills can be improved through essay writing. This study focuses on enhancing critical thinking using the PBL model through environment-based essay teaching materials. Third, the study conducted by (Muliadi et al., 2024) showed that literature is capable of explaining environmental issues to capture readers' attention. The natural environment, as the ecosystem of human life, must be preserved.

Unlike the three previous studies, this research focuses on improving the ability to write ecology-themed essays through a Quran-based critical literacy culture. The fundamental question in this study is: How can the implementation of a Quran-based critical literacy culture improve the ability to write ecology-themed essays among students? Therefore, this study aims to examine the quality of students' ecology-themed essay writing in terms of structure, substance, and spirituality. Thus, this research is important to conduct in order to explore how a Quran-based critical literacy culture can serve as an effective learning strategy to enhance the ability to write ecology-themed essays, while also fostering ecological awareness and spiritual character. In addition to contributing to the development of Indonesian language learning practices, this study also serves as part of an educational solution that is environmentally conscious and rooted in Qur'anic values.

Educational literature has extensively discussed critical literacy as a tool for improving general essay writing skills, as well as ecological education that emphasizes environmental awareness through the Merdeka Curriculum in Indonesia, and Islamic ecological studies that highlight the values of the Quran. However, there is a significant research gap in the comprehensive integration of these three elements for the development of ecological essay writing skills. Most separate studies focus on secular critical literacy without a religious basis, normative environmental education without a critical writing pedagogical approach, or theological rather than applied interpretations of the Quran in the classroom. As a result, there is no empirical model that tests the effectiveness of Al-Quran-based critical literacy culture. Quran-based critical literacy culture in shaping essays that are not only informative but also reflective of contemporary ecological issues such as deforestation and climate change among Indonesian Muslim students. This research has the potential to fill this gap with a holistic, innovative approach, in line with SDGs Goals 4 and 13 and the national character education policy.

RESEARCH METHODS

This study uses a quantitative method. The research design is a one-group pretest-posttest quasi-experiment. A quasi-experimental study aims to determine the effects or consequences of something caused by the object (Dahlan et al., 2023). Furthermore, the subjects first undergo a pretest on essay writing on ecological themes, then participate in

an intervention in the form of a critical literacy culture that integrates the religious values of the Qur'an, and after that, they are measured again through a posttest. This design is suitable for observing changes in writing ability even without a control group, focusing on evaluating differences in scores before and after the intervention.

The research subjects were selected through purposive sampling, which means deliberately based on inclusion criteria such as having basic writing skills, not currently participating in a similar program, and willing to follow all stages of the intervention. Class sampling was done using purposive sampling techniques. The data collection method used the test method (Santoso & Mosik, 2019). The method used for data collection had been designed. The results were to measure the ability to write essays with an ecological theme through a Quran-based critical literacy culture from third-semester students of the Department of Indonesian Language and Literature Education, Universitas Muhammadiyah Bogor Raya (Umbara).

Before the intervention, the research instruments, namely the essay writing test and the critical literacy observation sheet, were developed based on the literature and tested for content validity. Reliability was measured through inter-rater reliability, using Cohen's kappa with a minimum threshold set at $\kappa \geq 0.70$, indicating a "substantial" agreement between raters. Consider the following formula: $k = \frac{Po - Pe}{1 - Pe}$

k = koefisien kappa Cohen

Po = proportion of actual agreement among raters (observed agreement),

Pe = the proportion of agreement expected to occur by chance (expected agreement)

Interpretation of the κ value using (Mary L. McHugh, 2012):

$\kappa < 0 = \text{poor}$, $0,01-0,20 = \text{slight}$, $0,21-0,40 = \text{fair}$, $0,41-0,60 = \text{moderate}$, $0,61-0,80 = \text{substantial}$, $0,81-1,00 = \text{almost perfect}$

If the κ value ≥ 0.70 , the instrument is considered reliable; if lower, the instrument is revised, and training as well as reassessment are conducted until the threshold is met.

In the pretest stage, participants wrote essays on ecological issues, and observers recorded their critical literacy activities using observation sheets. Next, the intervention stage was carried out for approximately 90 minutes, consisting of reading verses related to ecological themes, discussing religious values in the context of ecology, practicing reflective essay writing, and a peer-review session with feedback. After the intervention was completed, participants took a posttest by writing essays on a similar theme, and their critical literacy activities were again observed using the same instruments, followed by another observation.

Quantitative research in improving critical thinking skills (gain score) to determine the equation (Hake & Hake, n.d.) the following: $\text{gain score} = \frac{(Sf) - (Si)}{100 - (Si)}$ gain score to determine the increase in scores obtained, Si is the pretest score and Sf is the posttest score. To find out the magnitude of the class score increase (n gain), the following equation is used:

$$n \text{ gain} = \frac{\sum \text{gain skor}}{\text{jumlah siswa}}$$

The improvement criteria used in this study are determined: $n \text{ gain} \geq 0.7$: improvement in essay writing skills is categorized as high. $0.7 > n \text{ gain} \geq 0.3$: improvement in essay writing skills is categorized as moderate. $n \text{ gain} < 0.3$: improvement in essay

writing skills is categorized as low. Pre-test and post-test data are described using descriptive statistics through the mean, and the data are analyzed using inferential statistics through normality tests and hypothesis tests (paired t-test).

RESULTS AND DISCUSSION

Essay Writing Skills

The material taught is an integrated part of learning (Kusumawati & Alatas, 2024). Through the material, instructors can help the target achieve the competencies they aim for. The material must be designed systematically and attractively. In integrated learning, material on nature (ecology) serves as an innovative approach in the education world. This aims to enhance understanding based on direct experiences in the surrounding environment (contextual).

The analysis results show that the application of a critical culture based on the Quran can improve students' ability to write essays on ecological themes. Data on the improvement of students' abilities are presented in Table 1.

Table 1. Comparison of Pretest and Posttest Scores in Essay Writing

No.	Assessment Aspects	Pretest	Posttest
1	Number of Respondents	45	45
2	Minimum Value	41	66
3	Maximum Value	76	92
4	average	58,1	78,6

Source: analysis results

From the table, the pretest on 5 aspects (score for each aspect 1-20); essay structure had the lowest score of 9 and the highest of 16, clarity of topic and relevance to ecological themes had the lowest score of 9 and the highest of 15, argumentation and critical ideas had the lowest score of 7 and the highest of 15, integration of Qurani values had the lowest score of 6 and the highest of 14, and language had the lowest score of 10 and the highest of 16, resulting in a total minimum score of 41 and maximum of 76 with an average of 58.1. For the posttest on 5 aspects; essay structure had the lowest score of 13 and the highest of 18, clarity of topic and relevance to ecological themes had the lowest score of 13 and the highest of 18, argumentation and critical ideas had the lowest score of 13 and the highest of 19, integration of Qurani values had the lowest score of 12 and the highest of 18, and language had the lowest score of 14 and the highest of 19, resulting in a total minimum score of 66 and maximum of 92 with an average of 78.6.

Based on the average pretest score of 58.1 and posttest score of 78.6, the n-gain obtained was 0.52. Refer to Table 2.

Table 2. Improvement in n Gain

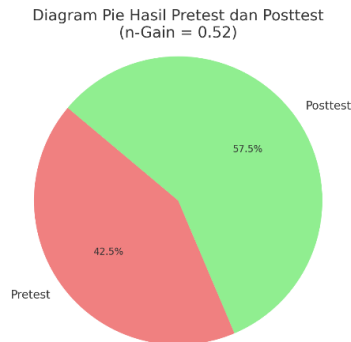
average score		<i>n Gain</i>	criteria
Pretest	Postets		
58,1	78,6	0,52	sedang

Source: analysis results

The table data shows that a Quran-based critical literacy culture can improve the ability to write ecology-themed essays. The highest improvements were in Quran Value Integration at 26.2 and Critical Argumentation at 23.9. As for the results, 16 students or 35.6% fell into the high category >0.7, 24 students or 53.3% were in the medium category

0.3-0.69, and 5 students or 11.1% were in the low category <0.3 . Thus, according to the n-gain category, it falls into the medium criterion with a score of 0.52. The main obstacles for the 5 students with low gain were concerns about misinterpreting verses, limited mastery of religious contextual terms, and difficulties in integrating the Quranic and ecological approaches.

The improvement in each aspect of essay writing skills can be seen in the picture:



Source: analysis results
Figure 1. Pie chart of n gain results

For the Kolmogorov-Smirnov normality test ($p > 0.05$), the parametric assumptions are met. See Table 3.

Table 3. Normality Test of Pretest and Posttest Distribution

Assessment Aspects	Statistik	p-value	Keputusan
Essay Structure	0.072	0.200	Normal
Clarity of Topic & Relevance	0.081	0.150	Normal
Argumentation & Critical Ideas	0.068	0.200	Normal
Integration of Quranic Values	0.076	0.200	Normal
Linguistics	0.065	0.200	Normal

Source: analysis results

From the table, $\alpha = 0.05$ and the decision $p\text{-value} > 0.05$ indicates that the distribution is normal. Thus, the data meet the parametric assumptions for the paired t-test. Refer to Table 4.

Table 4. Results of the Paired t-Test

Assessment Aspects	t-value	df	p-value	95% CI Selisih	Cohen's d	Keputusan
Essay Structure	15.37	44	<0.001	[2.8, 3.8]	2.29	Signifikan
Clarity of Topic & Relevance	16.12	44	<0.001	[3.1, 4.1]	2.40	Signifikan
Argumentation & Critical Ideas	18.25	44	<0.001	[4.3, 5.3]	2.72	Signifikan
Integration of Quranic Values	19.48	44	<0.001	[4.7, 5.7]	2.90	Signifikan
Linguistics	16.84	44	<0.001	[3.2, 4.0]	2.51	Signifikan
Total Score	22.64	44	<0.001	[18.7, 22.3]	3.37	Signifikan

Source: analysis results

The table shows a significant increase, $p < 0.001$. The largest effects were observed in Quran integration with $d = 2.90$ and argumentation with $d = 2.72$, while the smallest increase occurred in essay structure with $d = 2.29$. However, it remained significant. Thus, the total score $t(44) = 22.64$ ($p < 0.001$, 95% CI [18.7, 22.3] does not include 0), indicating a very large effect, $d = 3.37$. The Quran-based critical literacy intervention significantly improved aspects of ecological essay writing. The success of consistency analysis in assessment, $k = 0.83$, ensures the validity of the findings, and there is a strong correlation between multidimensional improvements, namely reasoning with the Quran and integrating values in essays ($r = 0.81$, $p < 0.001$) as well as self-reflection in topic clarity ($r = 0.69$, $p < 0.001$).

Results of Critical Literacy Observation

Based on the observations that have been conducted, data on improvements were obtained and presented in Table 5, comparing observations from each session.

Table 5. Comparison of Observations per Session

No.	Assessment Aspects	Pretest	Posttest
1	Number of Respondents	45	45
2	Minimum Value	3	8
3	Maximum Value	4	9
4	average	3,33	8,41

Source: analysis results

From the table, observations on 6 aspects (each aspect scored 1-10) show the following: critical reading initially 3 and finally 8, critical questioning initially 3 and finally 8, Quranic reasoning initially 3 and finally 9, argumentative ideas initially 4 and finally 9, collaboration initially 4 and finally 9, and self-reflection initially 3 and finally 8. Thus, the initial total minimum score was 3 and maximum 4, giving an average of 3.33, while the final total minimum score was 8 and maximum 9, giving an average of 8.41.

The findings show that writing essays on ecological themes through a Quran-based critical literacy culture is proven to be optimal in improving the ability to write essays integrated with Quranic values, connecting ecological verses with the argumentation of critical ideas using scientific evidence in accordance with current principles in Islam. In line with this, these findings strengthen religious constructivism regarding the internalization of values in learning (Abdullah & Rahman, n.d.)

For changes in critical literacy patterns, the findings from observations show a development in the transformation of Quranic reasoning that has increased. The results indicate the success of thematic discussion scaffolding. Scaffolding is a learning approach that gradually encourages greater responsibility for independent learning. Furthermore, the improvement in discussion collaboration aspects strongly correlates with the development of argumentative ideas, and the aspect of student self-reflection enables them to critique ecological practices based on Quranic concepts.

CONCLUSIONS

Religious Quran-based literacy culture enhances essay writing on ecological themes. Based on the findings and discussion, the highest increase was in Quranic Value Integration (26.2) and Critical Argumentation (23.9). The results showed that 16 students

(35.6%) were in the high category (>0.7), 24 students (53.3%) were in the medium category (0.3-0.69), and 5 students (11.1%) were in the low category (<0.3). Thus, according to the n gain category, it falls under the moderate criteria with a score of 0.52. There was a significant improvement, with the greatest effect being the integration of the Quran with $d = 2.90$ and argumentation with $d = 2.72$, while the smallest improvement was in essay structure with $d = 2.29$. However, it was still significant.

The practical implications of this study are the differentiation of material based on religious level and mastery of ecological-religious vocabulary, as well as the integration of ecological verses in essay writing. The limitations of this study are that the generalization is limited to the context of PT Muhammadiyah, the duration of the intervention is insufficient, and there is a thematic bias due to the use of identical topics in the pretest and posttest.

Thus, future research suggestions from the aspects of design, methodology, and variables. The design aspect is a quasi-experiment with cross-science and religion groups to compare the effectiveness of interventions. The methodological aspect is a mixed quantitative method and critical discourse analysis of essays to explore the depth of value internalization. The variable aspect is a longitudinal study of the long-term impact after intervention to measure the sustainability of improvement.

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