Vol. 4, No. 4, December 2026, pp. 3733-3742
INTERNATIONAL JOURNAL OF
POST AXIAL
FUTURISTIC TEACHING AND LEARNING
https://journal.amorfati.id/index.php/postaxial | | ISSN 3025-7549

The Reflective Strategy "Me and My River" through Children's Literature to Foster Love for River Ecosystems among Students at SDN 2 Dinoyo, Malang

Azizatuz Zahro [1a*], Purwanto [2b], Dwi Sulistyorini [3c], Nurul Hikma [4d], Renanda Winar Galuh Prameswari [5e], Jihan Sabilla Addarani [6f]
[1,2,3,4,5] Universitas Negeri Malang, Indonesia

[a]azizatuz.zahro.fs@um.ac.id, [b]purwanto.fis@um.ac.id, [c]dwi.sulistyorini.fs@um.ac.id,
[d]nurul.hikma.2502119@students.um.ac.id, [e]renanda.winar.2502119@students.um.ac.id,
[f]jihan.sabilla.2502118@students.um.ac.id

Article History:
Received:
14-09-2026
Revised:
22-10-2026
Accepted:
10-11-2026
Avaiable online:
04-12-2026

Keywords:
Affection for rivers; Children's literature; Elementary school; Poetry; Reflective strategy; River ecosystem

***Correspondence Address:**
azizatuz.zahro.fs@um.ac.id

Abstract:
Environmental learning in riverside elementary schools is often delivered instructionally and seldom engages pupils' affective experience. This qualitative descriptive study examined what pupils expressed about the river ecosystem when writing poetry through a reflective strategy called "Aku dan Sungaiku" ("Me and My River"). The participants were 26 fifth-grade pupils at SDN 2 Dinoyo, Malang. The pupils observed four stimulus pictures of rivers and completed a five-part worksheet that guided them from observing events and the effects of pollution, through expressing concern, to gathering words and completing poetic sentence stems. No pre-test, post-test, or comparison group was used, so the pupils' worksheets and poems were analysed through thematic content analysis. Four themes emerged: events affecting the river (8 pupils; 30.77%), concern for the river (6 pupils; 23.08%), hopes for the river (8 pupils; 30.77%), and the relationship between the river and living organisms (4 pupils; 15.38%). The findings indicate that the strategy helped pupils articulate observations, feelings, and hopes about the river, which can be read as an initial expression of affection for the river ecosystem. Educationally, the strategy offers teachers a simple, worksheet-based way to begin environmental lessons from pupils' own observations and feelings, which can then be developed through class discussion and follow-up activities. The pupils' written expressions, however, should not be equated with actual changes in environmental attitudes or behaviour. Changes in attitude were not measured and cannot be claimed.

This is an open-access article under the CC–BY-SA license.

Introduction (مقدمة)

Environmental education has become a national necessity amid increasingly extreme climate change and growing risks that threaten settlements and educational facilities (Hasbiyalloh et al., 2025). Literacy is therefore no longer understood only as the ability to read and write, but also as a means of understanding environmental risks and building resilience from an early age (Chandrawati, 2021). Schools located on riverbanks have distinctive geographical characteristics, including flood risk and limited access, which call for readiness skills developed through meaningful learning (Maulana & Nisa, 2025). Research on schools in disaster-prone areas by Muzani et al. (2022) also shows that the implementation of school preparedness meets many obstacles in the field, so approaches that directly involve teachers and pupils are important.

This study was conducted at SDN 2 Dinoyo, a public elementary school in Malang City, about 3 km from Universitas Negeri Malang. The school stands in a dense urban area next to a bridge and a river, at a relatively low elevation near the riverbank. The river is a real and familiar learning space for the pupils and can be a source of observations, feelings, and ideas for writing literary works. Twenty-six fifth-grade pupils took part in the study.

Despite the school's proximity to the river, environmental learning there tends to be delivered conventionally and instructionally from textbooks, so that its messages are difficult to internalise into behaviour (Susetyo, 2023). Pupils are poorly facilitated in connecting reading materials to the realities around them because contextual literacy media are not yet available (Syarif et al., 2025). This condition is in line with education report card results on literacy, which indicate that innovation is still needed so that pupils can not only read texts but also understand phenomena in their immediate environment (Harianto, 2023; Rahmayanti, 2025). Moreover, pupils are more often positioned as recipients of information and are seldom invited to say what they see, feel, and hope for regarding the river around them.

Children's literature offers one route to address this gap, because children grasp concepts and values more easily through imaginative language that is close to their everyday experience (Ummah & Saputra, 2025). This study therefore examines a reflective strategy named "Aku dan Sungaiku" ("Me and My River"). The strategy is understood as a series of guided questions on a pupil worksheet that invites pupils to observe a stimulus picture of a river, reason about events and their effects, express concern, collect words and expressions, and then continue poetic sentence stems in their own words.

The strategy rests on three connected ideas. The first is reflective learning: pupils learn more meaningfully when they are asked to look at an experience, interpret it, and say what it means to them, rather than only receive information. This is the logic of the experiential and participatory learning that Hastanti et al. (2026) applied in a river basin, and it explains why the worksheet moves from observation, to feeling, to hope. The second is children's literature: poetry offers pupils imaginative language close to their everyday experience in which feelings and values can be put into words (Ummah & Saputra, 2025), so writing a poem turns an observation of the river into a personal statement. The third is awareness of the river ecosystem: from an environmental-psychology perspective, attitudes toward the environment are related to the relationship between people and their surroundings (Widjatnarko, 2014), and environmental literacy is regarded as a foundation of care among elementary pupils (Novianti et al., 2025). A river that pupils see every day is therefore both an object of observation and an object of feeling. Taken together, these ideas explain how the strategy can contribute to environmental education through children's literature: it adds an affective and expressive route, in which pupils reflect on a real river through literary writing, to approaches that concentrate on knowledge, simulation, or informational media.

Previous community-based programmes show that environmental and disaster education for elementary pupils is effective when it is delivered participatively. Rizki and Yuliani (2026) ran the SIPANDAI programme for 28 fourth-grade pupils in Bandung through interactive socialisation and simulation, and reported that pupils could recognise mitigation steps and practise self-rescue actions. Jaelani et al. (2026) used an interactive magazine module and picture stories for third-grade pupils in Bantul and reported high participation and understanding of waste management. Kalengkongan et al. (2025) and Wulandari et al. (2025) showed the role of simulations and reading media in raising pupils' awareness. In river contexts, Hastanti et al. (2026) addressed the internalisation of ecological ethics through experiential learning in a river basin, and Novianti et al. (2025) assessed elementary pupils' environmental literacy for flood mitigation.

Most of these programmes focus on knowledge, simulation, or informational media, and they have not yet positioned pupils as writers who reflect on the condition of the river around them through poetry. The novelty of the present study lies in its use of a worksheet-based reflective strategy with visual stimuli that moves pupils from observation, to feeling, to hope regarding the river. This study aims (a) to describe how pupils observe and reflect on the condition of the river around their school through the strategy, (b) to identify how pupils express concern for and affection toward the river ecosystem in their poems, and (c) to describe the themes in pupils' work as an initial picture of what the strategy elicits.

Method (منهج)

Research Design

This study used a qualitative descriptive design. The strategy was implemented through a participatory approach based on experiential learning, which combined observation, reflection, and creative writing. The data analysed were pupils' written products, namely their worksheet answers and poems, which were examined through thematic content analysis. Because no pre-test, post-test, or comparison group was used, the study does not claim any increase in knowledge, any change in attitude, or any superiority of the strategy over other approaches. Its aim is to describe what the strategy elicited from the pupils.

Setting and Participants

The study took place at SDN 2 Dinoyo, Malang City, East Java, in a classroom in September 2026. The participants were 26 pupils of one fifth-grade class. The research team consisted of three lecturers and three students. The principal granted permission and provided the room, the classroom teacher accompanied the pupils throughout the activity, and the pupils took part as active subjects who observed, wrote reflections, and composed poems.

Instruments: Stimulus Pictures and Worksheet

The "Aku dan Sungaiku" strategy used two main instruments, namely stimulus pictures and a poetry-writing worksheet. The stimulus consisted of four pictures: a general view of a river, an example of a polluted river, living organisms around a river, and a well-kept river. The worksheet has five parts that progress from observation to feeling and writing, as summarised in Table 1.

Table 1. Structure of the "Aku dan Sungaiku" poetry-writing worksheet

Worksheet part	Question or activity	Reflection focus
1. Events at the River	What has happened to the river around you, what is the evidence, what is the cause, and who or what is affected	Observation and cause–effect reasoning

Worksheet part	Question or activity	Reflection focus
2. Consequences of a Polluted River	Effects on fish or other aquatic animals, plants around the river, people, and the river environment	Understanding of ecological and social impacts
3. I Am Concerned	Feelings after seeing the condition of the river, the most worrying part and why, and what the river might say if it could speak	Empathy and concern
4. I Have Ideas	Writing 3–5 words or expressions about the river, colours, sounds, movement, living organisms, feelings, and hopes	Collecting diction and imagery
5. If My Idea Is Carried Out, the River Now …	Continuing the stems "In the past, the river …", "Now the river …", "The river has lost …", "The river needs …", and "I want the river …"	Composing the poem and expressing hope

Procedure

The activity with the pupils proceeded in four stages. In the first stage, conditioning, the team introduced the activity and created a comfortable atmosphere so that pupils dared to express their opinions and feelings, through an initial question-and-answer session about the river. In the second stage, observation, pupils examined the four stimulus pictures and compared a polluted river with a well-kept one. In the third stage, guided reflection, pupils completed parts 1 to 3 of the worksheet with the team's assistance, writing about events, impacts, and concern. In the fourth stage, idea generation and poetry writing, pupils wrote words and expressions in part 4 and then continued the sentence stems in part 5 in their own words.

Data Analysis

The data were the worksheet answers and poems of the 26 pupils, supplemented by field notes and photographic documentation. Thematic content analysis proceeded in five steps: (1) reading all works repeatedly, (2) coding units of meaning such as observations, feelings, and hopes, (3) grouping the codes into themes, (4) counting the number of pupils in each theme, and (5) selecting representative quotations. Because a single work could contain more than one theme, the percentages across themes need not sum to 100%. Each percentage was calculated as the number of pupils whose work contained the theme divided by 26. Coding procedure and consistency. The unit of analysis was each pupil's whole work (worksheet answers and poem). The worksheet sections served only as an initial guide: codes were assigned according to the meaning of what a pupil wrote rather than the sentence stem used. Each theme was defined using the coverage shown in Table 2 (for example, concern for the river covers expressions of sadness, disappointment, or pity), and a pupil was counted once per theme regardless of how many statements expressed it. Coding was carried out by members of the research team, who first read and coded the works separately and then compared their codes. Differences in coding were discussed until agreement was reached, and theme definitions were clarified whenever a code could fit more than one theme. Field notes and photographic documentation were consulted to check the context in which a work was produced. Consistency among researchers was therefore maintained through shared theme definitions, comparison of independently assigned codes, and discussion until consensus; no formal inter-coder reliability coefficient was calculated.

Ethical Considerations

Permission to carry out the activity was granted by the principal, and the classroom teacher accompanied the pupils throughout. Pupils' work is reported using anonymous codes (for example, S-01) instead of names.

Result (نتائج)

Implementation of the Reflective Strategy

The activity was attended by 26 pupils of SDN 2 Dinoyo, Malang, with the classroom teacher's assistance. It was designed to help pupils connect their observations of the river's condition with emotional experience and creative expression through poetry writing. The stimulus pictures and the worksheet were arranged in stages so that pupils received guidance before producing a work.

The stimulus pictures helped pupils identify differences between a polluted river and a well-kept one. This visual medium became the starting point for developing observations about the river's condition, the possible causes of the problem, and its impact on the environment. The reflective questions then directed pupils to express their feelings about the river and to develop ideas that could be put into poetry. The worksheet moved from observation, through recognising feelings and gathering vocabulary, to developing poetic expressions. In this way pupils received a scaffold for the writing process instead of being asked to produce a poem directly without guidance (Figure 2).



Figure 2. The "Aku dan Sungaiku" reflection activity with pupils of SDN 2 Dinoyo (research team's documentation, 2026)

Implementation was supported by the principal's permission and facilities, the classroom teacher's assistance, and the school's proximity to the university campus, which eased coordination within the team.

Themes in Pupils' Work

Analysis of the 26 pupils' works aimed to identify how pupils represented the condition of the river, expressed feelings, and conveyed hopes through poetry. Themes were grouped according to the content of the works rather than merely according to the sentence stems used. Four themes were identified: events affecting the river, concern for the river, hopes for the river, and the relationship between the river and living organisms (Table 2 and Figure 3).

Table 2. Themes in pupils' works (N = 26)

Theme	Coverage	Pupils (n)	Percentage (%)
Events affecting the river	Rubbish, murky water, and the condition of the river	8	30.77
Concern for the river	Expressions of sadness, disappointment, or pity	6	23.08

Theme	Coverage	Pupils (n)	Percentage (%)
Hopes for the river	Wishes and invitations to protect the river	8	30.77
Relationship between the river and living organisms	Effects of the river's condition on humans, animals, or plants	4	15.38

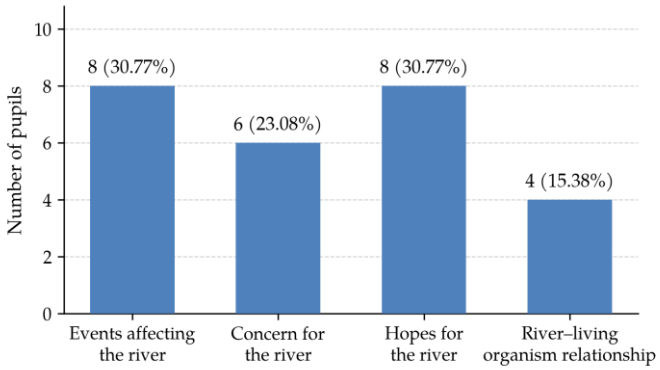

Figure 3. Number of pupils by theme in their works

As Table 2 and Figure 3 show, the themes of events affecting the river and hopes for the river were equally frequent, each found in 8 pupils (30.77%). Concern for the river appeared in 6 pupils (23.08%), and the relationship between the river and living organisms in 4 pupils (15.38%). The distribution shows variation in the focus of pupils' writing, from describing the river's condition to expressing feelings, hopes, and attention to living organisms.

Events affecting the river. Eight pupils (30.77%) were grouped under this theme. It covers descriptions of the river's physical condition, such as rubbish, murky water, or other conditions of the river environment. Within the "Aku dan Sungaiku" strategy, this theme relates to the observation stage, which directs pupils to recognise environmental conditions before developing ideas into a poem.

Concern for the river. Six pupils (23.08%) were grouped under this theme, which centres on emotional expressions such as sadness, disappointment, or pity toward the river's condition. The presence of this theme matters because it shows the affective dimension of pupils' work. Whereas the events theme concerns what was observed, the concern theme stresses how that condition was interpreted emotionally. The reflection activity thus gave pupils room to express feelings through literary language, rather than only describing an environmental object.

Hopes for the river. Eight pupils (30.77%) were grouped under this theme, which covers wishes for the river to be clean, well kept, and free from pollution, as well as invitations to protect it. This theme relates to the reflective questions and sentence stems that directed pupils to develop ideas about the river they wished for. Interpretively, expressions of hope suggest that pupils could formulate a response to an environmental problem as an improvement-oriented idea. However, a hope written in a poem cannot be equated with real action to protect the river.

Relationship between the river and living organisms. Four pupils (15.38%) were grouped under this theme, which depicts how the condition of the river connects with the lives of humans, animals, or plants. For example, S-23 wrote that fish need clean water (Table 3), which can be read as a recognition of the interconnectedness of the ecosystem. This theme extends pupils' attention from the river's physical condition to the ecological consequences of environmental damage.

To illustrate the diversity of pupils' reflections, Table 3 gives more than one example for each theme. The examples differ in what they attend to: some name what pupils saw in the river, some voice a feeling about it, some state a wish for it, and some link the river to other living things. Even within one theme, pupils used their own words, which shows that the worksheet guided the direction of writing without fixing its wording.

Table 3. Examples of pupils' expressions for each theme

Theme	Example expression	Pupil code
Events affecting the river	*"Sungai penuh sampah, airnya terlihat keruh."* (The river is full of rubbish; the water looks murky.)	S-01
Events affecting the river	"Banyak sampah mengapung di sungai, membuat airnya tidak jernih." (A lot of rubbish floats in the river, making its water unclear.)	S-04
Concern for the river	*"Aku sedih melihat sungai yang kotor."* (I am sad to see the dirty river.)	S-09
Concern for the river	"Hatiku prihatin melihat sungai yang penuh dengan sampah." (My heart aches to see a river full of rubbish.)	S-12
Hopes for the river	*"Aku ingin sungai bersih dan indah kembali."* (I want the river to be clean and beautiful again.)	S-15
Hopes for the river	"Semoga sungai kembali jernih agar semua orang dapat menikmatinya." (May the river become clear again so that everyone can enjoy it)	S-18
Relationship between the river and living organisms	*"Ikan-ikan membutuhkan air yang bersih."* (Fish need clean water.)	S-23
Relationship between the river and living organisms	"Sungai adalah tempat hidup ikan dan makhluk lainnya." (The river is a habitat for fish and other living creatures)	S-25

Discussion (مناقشة)

From Reflective Prompts to Themes in Pupils' Work

The variety of themes can be read as mirroring the reflective flow designed into the worksheet. The observation questions in parts 1 and 2 correspond to the theme of events affecting the river, the feeling questions in part 3 correspond to concern, and parts 4 and 5, which ask for expressions and the continuation of sentence stems, correspond to hopes. In other words, pupils were not merely asked to copy information but were guided to observe, feel, and hope. This is in line with the view that children's literature bridges knowledge and children's emotional experience (Ummah & Saputra, 2025), and with environmental-psychology perspectives that attitudes toward the environment are related to the relationship between people and their surroundings (Widjatnarko, 2014). Because the worksheet itself prompted these three moves, the match between prompts and themes also means that the themes partly reflect the structure of the task, and they should not be read as spontaneous concern arising independently of the activity.

Educational Significance of Each Theme

Each theme carries a different meaning for environmental learning. Events affecting the river (8 pupils; 30.77%) show that the stimulus pictures and the first worksheet parts helped pupils notice and name what is happening to a river they know. For teachers, these descriptions are a starting point for discussing the causes and consequences of pollution from pupils' own observations rather than from textbook statements alone, which addresses the instructional delivery that Susetyo (2023) identified as a weakness of current practice.

Concern for the river (6 pupils; 23.08%) shows the affective dimension that informational media seldom reach. Teachers can use such expressions to open a conversation about why the river matters to pupils. At the same time, sadness or pity written on a worksheet is a statement of feeling at one moment; it is not evidence that an attitude has changed, and it should be kept separate from demonstrated attitudes or behaviour.

Hopes for the river (8 pupils; 30.77%) show that pupils could turn an observation into an improvement-oriented idea. In learning terms, this offers a link to a next step in which hopes are discussed, translated into simple class plans, or followed by activities. This study did not implement or assess such steps, so the hopes remain expressions rather than actions.

The relationship between the river and living organisms (4 pupils; 15.38%) was the least frequent theme. This may suggest that thinking about the ecosystem was less prominent in pupils' writing than describing the river or expressing feelings about it. If so, teachers could add guidance at this point, for example by asking explicit questions about how fish, plants, and people depend on the river, building on part 2 of the worksheet.

Comparison with Previous Programmes

The results complement earlier community-based programmes. Rizki and Yuliani (2026) and Jaelani et al. (2026) showed that interaction and narrative media help elementary pupils understand mitigation issues and waste management, while Hastanti et al. (2026) stressed the importance of experiential learning in river basins for instilling ecological ethics. The difference is that those programmes emphasised knowledge and skills, whereas the present study highlights pupils' expression of feelings and hopes through poetry. The finding is relevant to reports that environmental literacy is a foundation of care among elementary pupils (Novianti et al., 2025) and that pupils' knowledge of environmental issues such as flooding is often still low (Daniarista et al., 2024); the expressions that pupils write can be an entry point for teachers to deepen that knowledge.

Affection for the River Ecosystem as an Initial Sign

The themes of concern and hope can be seen as an early sign of growing affection for the river ecosystem, because pupils showed sensitivity to the condition of the river and a wish for it to be preserved. However, affection is an attitude that is formed through habituation. Without measurement before and after the activity, this study cannot conclude that pupils' attitudes changed or that the strategy is more effective than other approaches. The findings are better read as evidence that the reflective strategy can elicit pupils' affective expressions about the river. Accordingly, the poetic expressions reported here should not be generalised as evidence of sustained environmental awareness or behavioural change. A sentence of concern or hope written once, in a guided activity, shows what pupils were able and willing to express at that moment, whereas awareness and behaviour would have to be shown through repeated activities, observation of what pupils do, and follow-up over time. The findings support a narrower claim: the strategy created conditions in which pupils put observation, feeling, and hope about the river into words, which is a reasonable basis on which teachers can build further learning. In terms of broader relevance, the work relates to the Sustainable Development Goals on quality education (SDG 4), clean water and sanitation (SDG 6), and reduced inequalities (SDG 10), through contextual literacy and meaningful learning experiences. This is a statement of relevance, not evidence that any SDG indicator has been achieved.

Limitations and Future Research

The limitations of this study are (a) the absence of a pre-test and post-test, so that changes in knowledge and attitude cannot be demonstrated, (b) the absence of a comparison group, (c) the limited number of participants, namely one class in one school, and (d) theme analysis that

depends on the coders' interpretation, even though differences were discussed within the team; no formal inter-coder reliability coefficient was calculated. Future studies could add attitude measurement before and after the activity, use a poetry assessment rubric, work with teachers so that the strategy can be used in regular lessons, and compile pupils' works into an anthology for the school library.

Conclusion (خاتمة)

This study examined what 26 fifth-grade pupils at SDN 2 Dinoyo, Malang, expressed about the river ecosystem when writing poetry through the "Aku dan Sungaiku" reflective strategy. The stimulus pictures and the guided worksheet gave pupils a staged route for recognising the condition of the river, reflecting on their emotional response, and developing ideas into a literary work. Thematic analysis of their work identified four themes: events affecting the river, concern for the river, hopes for the river, and the relationship between the river and living organisms. This variety indicates that poetry writing can be a space for pupils to express attention to the condition of the river through language and creative expression. The strategy therefore has potential as a contextual alternative for environmental literacy learning that links writing skills with care for the river ecosystem. For teachers, the worksheet can serve as a starting point for environmental lessons that begin from pupils' own observations and feelings and are then developed through discussion and follow-up activities. Because no pre-test, post-test, or comparison group was used, the results do not yet demonstrate changes in pupils' knowledge, attitudes, or behaviour. Future studies should add baseline and end-line evaluation, a comparison group, continuous teacher mentoring, and implementation in other schools in riverbank areas.

Acknowledgment (شكر وتقدير)

The authors thank the principal, the classroom teacher, and the fifth-grade pupils of SDN 2 Dinoyo, Malang, for their cooperation and participation. This work was supported by the Universitas Negeri Malang internal community service funding scheme (2026).

Bibliography ((مراجع

Chandrawati, T. (2021). Pemahaman guru PAUD tentang literasi lingkungan terkait dengan pendidikan lingkungan hidup. *Prosiding Pengembangan Anak Usia Dini Holistik Integratif Era Covid-19*, 125–130.

Daniarista, M., Sarifah, I., & Yudha, C. B. (2024). Analisis faktor penyebab rendahnya pengetahuan siswa SD mengenai mitigasi banjir. *Pendas: Jurnal Ilmiah Pendidikan Dasar*, *9*(2). https://doi.org/10.23969/jp.v9i2.13735

Harianto, B. T. (2023). Rapor pendidikan: Analisis rapor pendidikan sebagai dasar penyusunan program berbasis data: Studi kasus di SMPN 3 Kualatungkal dan SMPN Satap 7 Pengabuan. *Jurnal Khazanah Intelektual*, *7*(2), 1717–1732.

Hasbiyalloh, I. F., Ulum, I., & Hakim, L. (2025). Urgensi lingkungan sebagai media dalam menunjang efektivitas pembelajaran. *IHSAN: Jurnal Pendidikan Islam*, *3*(1), 398–411.

Hastanti, V. E., Sinta, S., Fauziah, F., & Fitriansyah, F. (2026). Internalisasi etika ekologi melalui experiential learning berbasis DAS dalam mendukung edukasi mitra sungai. *JPM: Jurnal Pengabdian Masyarakat*, *7*(1), 35–46. https://doi.org/10.47065/jpm.v7i1.3232

Jaelani, A. K., Hasibuan, R. F., Trisetya, M. T., Putri, F. A. D., Puteri, R. A., Akhsani, F., Kumala, D. T., Ilmi, D. N., Hadi, A. Q., Melati, F. I., & Apriliana, E. D. (2026). Peningkatan literasi melalui modul dan sticker interaktif terkait mitigasi bencana alam. *Jurnal Pengabdian Masyarakat Nusantara*, *8*(1), 23–33. https://doi.org/10.57214/pengabmas.v8i1.1093

Kalengkongan, A. N., Burnama, B., Angeline, M., Pertiwi, S. R. K., & Perdana, N. J. (2025). Siaga sejak dini: Simulasi mitigasi upaya meningkatkan kesadaran dan kesiapsiagaan bencana siswa sekolah dasar. *Jurnal Serina Abdimas*, *3*(3). https://doi.org/10.24912/jsa.v3i3.35742

Maulana, S., & Nisa, U. N. (2025). Studi fenomenologis resiliensi dan karakter survive peserta didik di sekolah bantaran sungai Kota Banjarmasin. *CENDEKIA: Jurnal Penelitian dan Pengkajian Ilmiah*, *2*(4), 569–579.

Novianti, I., Napitupulu, N. D., Novalina, N., Mau'izah, M., Fadil, F., & Lahamado, I. (2025). Assessing environmental literacy for flood disaster mitigation in elementary school. *Sekolah Dasar: Kajian Teori dan Praktik Pendidikan*, *34*(1), 161–171. https://doi.org/10.17977/um009v34i12025p161-171

Rahmayanti, W. (2025). Literasi peserta didik: Pencapaian melalui rapor satuan pendidikan sekolah. *Didaktika: Jurnal Kependidikan*, *14*(2), 2423–2434.

Rizki, D. P., & Yuliani, R. (2026). Penguatan literasi kebencanaan melalui Program Sipandai pada siswa sekolah dasar. *Midang*, *4*(2), 38–47. https://doi.org/10.24198/midang.v4i2.64039

Susetyo, S. (2023). Optimalisasi peran pembelajaran bahasa Indonesia untuk menanamkan wawasan mitigasi bencana. *Prosiding Seminar Nasional PIBSI ke-44*, 48–66.

Syarif, E., Hasriyanti, H., & Alam, S. (2025). *Mitigasi bencana berbasis case based method*. CV Eureka Media Aksara.

Ummah, I., & Saputra, E. E. (2025). *Apresiasi sastra anak di sekolah dasar: Paradigma baru pembelajaran bahasa Indonesia di sekolah dasar*. PT Star Digital Publishing.

Widjatnarko, M. (2014). *Psikologi lingkungan*. Badan Penerbit Universitas Muria Kudus.

Wulandari, F. D., Elan, E., & Setiadi, P. M. (2025). Urgensi literasi bencana gempa bumi pada peserta didik sekolah dasar: Peran buku saku dan simulasi mitigasi. *Pendas: Jurnal Ilmiah Pendidikan Dasar*, *10*(3), 439–447. https://journal.unpas.ac.id/index.php/pendas/article/view/28116