



A Systematic Review: Development of Literature Capacity in Elementary School

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Abstrak

Literasi menjadi salah satu kebutuhan pokok dalam bidang pendidikan terutama pada pembelajaran abad 21. Kemampuan literasi memiliki peranan penting bagi peserta didik sekolah dasar untuk menjadikan peserta didik yang literat dan sebagai pembelajaran sepanjang hayat. Gerakan literasi sekolah dapat dijadikan solusi dalam meningkatkan kemampuan literasi peserta didik sekolah dasar. Oleh karena itu, tinjauan sistematis ini berfokus pada menganalisis gerakan literasi di sekolah dalam mengembangkan kemampuan literasi di sekolah dasar. Analisis dilakukan berdasarkan metodologi tinjauan item dengan memilih artikel untuk tinjauan sistematis. Sebanyak 15 artikel terpilih yang membahas terkait pengembangan kemampuan literasi di sekolah dasar yang diterbitkan dari tahun 2018 sampai 2022 diidentifikasi menggunakan database dari software publish or perish 8. Metodologi PRISMA 2020 digunakan dalam tinjauan ini. Berdasarkan hasil yang diperoleh melalui sintesa beberapa artikel dengan menjawab pertanyaan peneliti sehingga mendapatkan lima temuan gerakan literasi yang dapat diterapkan di sekolah dasar, yaitu (1) Strategi budaya literasi, (2) Pemanfaatan teknologi digital, (3) Pengadaan bacaan buku, (4) Pengembangan fasilitas perpustakaan dan pembentukan karakter, dan (5) Mengikuti asesmen nasional. Oleh karena itu, dampak dari temuan artikel ini yaitu berkontribusi bagi penyelenggara gerakan literasi di sekolah dalam mengembangkan kemampuan literasi peserta didik di sekolah dasar.

Kata kunci: Literasi, Gerakan Literasi Sekolah, Sekolah Dasar, dan Literatur Sistematis

Abstract

Literacy is one of the basic needs in education, especially in 21st-century learning. Literacy skills are essential for elementary school students, making students literate and lifelong learning. The school literacy movement can be used to improve elementary school students' literacy skills. Therefore, this systematic review focuses on analyze the literacy movement in schools in developing literacy skills in elementary schools. The analysis was carried out based on the item review methodology by selecting articles for systematic review. A total of 15 selected articles discussing the development of literacy skills in elementary schools published from 2018 to 2022 were identified using the database from the publish or perish 8 software. The PRISMA 2020 methodology is used in the review. The five findings of the literacy movement can be obtained based on the results obtained through the synthesis of several articles by answering research questions. Implemented in elementary schools, namely (1) Literacy culture strategy, (2) Utilization of digital technology, (3) Procurement of reading books, (4) Development of library facilities and character building, and (5) Following the national assessment. Therefore, the impact of the findings of this article is to contribute to the organizers of the literacy movement in schools in developing students' literacy abilities in elementary schools.

Keywords: Literacy, School Literacy Movement, Elementary Schools, and Systematic Literature.

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1. INTRODUCTION

Literacy is an essential ability in the world of education because this ability requires students to be able to think critically and solve problems in everyday life. Especially for elementary school students, literacy skills are essential in developing knowledge and skills when implementing learning because it is a lifelong learning process (Rachmaningtyas et al., 2022; Widodo & Umar, 2021). In addition, literacy skills instill good character values in the development of a literacy culture for elementary school students (Tabieh et al., 2020; Widiastuti et al., 2022). In this regard, the opinion that reveals that the urgency of literacy activities plays an essential role in 21st-century learning because it can increase creativity, provide meaningful learning experiences, and higher competitiveness (Shara et al., 2022). Based on this, it can be concluded that literacy has the ability that is needed to provide

educational service facilities to elementary school students so that it can provide meaningful learning experiences as 21st-century learning and instilling character education. Literacy in elementary schools is seen as an essential basic ability in the learning process at school because it is a means for students to know, understand, and gain knowledge. However, the results obtained are different from the achievements acquired by Indonesia regarding the literacy level of elementary school students at the international level (Haryanto et al., 2022; Suebsing & Nuangchalerm, 2021). This is proven based on the results of an assessment to determine the reading literacy level of students in elementary schools conducted by The Progress in International Reading Literacy Study (PIRLS) in 2011, and it was revealed that Indonesia was ranked 45th out of 48 countries by obtaining a score of 428 out of an average score of 500 (Foy & Drucker, 2011; Mullis et al., 2006). Other facts were also disclosed by The Trends in International Mathematics and Science Study (TIMSS) in 2015, which revealed that mathematical and scientific literacy ranked 44th and 45th out of 49 and 48 countries by obtaining a score of 397 out of an average score of 500 (Foy, 2015; Syaifuddin, 2022). In this regard, in the national context, held Indonesia Nasional Assessment Program (INAP) in 2016 to measure literacy skills in reading, mathematics, and science of elementary school students, obtaining results of 46.83% in the poor category, 47.11% in the medium category, and 6.06% in the excellent category (Afriyanti et al., 2018; Mitra & Purnawarman, 2019). Based on survey results obtained at the international and national levels, there has been no significant change from year to year, so special attention is needed to increase the potential literacy skills of elementary school students.

Overcoming the above problems regarding the survey results requires habituation to a literacy culture that can be carried out in the school environment. To improve a literacy culture in elementary schools, the government must develop strategies to increase elementary school students' interest in reading and reading abilities (Nuryana et al., 2020). Furthermore, to support literacy activities for elementary school students, the Ministry of Education and Culture designed the School Literacy Movement (GLS) program based on Permendikbud Number 23 of 2015 concerning the Growth of Character and Character (Ermerawati, 2019). The purpose of forming GLS, according to previous study is that students have a habit of reading and writing activities so that they become literate students and lifelong learning (Effendi et al., 2019). Then, the opinion of other study revealed that the application of literacy for elementary school students, namely being able to realize literate students, being able to bring students to face challenges in the future and facilitating students to obtain information and solution to the problem (Marmoah & Poerwanti, Suharno, 2022). Producing a quality literacy culture not only involves mastering reading and writing skills but can be added by accessing knowledge and information as well as problem-solving in the form of evaluating, analyzing, and communicating in the broader scope (Salamah et al., 2022; Wuyckens et al., 2022). Therefore, to equip students with a literacy culture in 21st-century learning through GLS by using basic literacy skills in the form of literacy, numeracy, science, digital, finance, and culture and citizenship. Thus, implementing a literacy culture through GLS in elementary schools can critically formulate information so that they can access science and technology to improve their quality of life.

Based on the results of relevant research conducted argues that the implementation of GLS in a structured and systematic manner has a positive impact on the growth of literacy achievements for students (Ermerawati, 2019; Pratiwi et al., 2022; Purwaningrum et al., 2021; Ramandanu, 2019; Widodo & Umar, 2021). Based on this relevant research, three components can be used in developing literacy programs in schools: good management practices, facilitating students to build a culture of literacy and integrating 21st-century skills in learning (Effendi et al., 2019; Nuryana et al., 2020; Wahab & Amaliyah, 2021). GLS implementation according to previous study is three stages: the habituation stage, the

development stage, and the learning stage (Yunianika & Suratinah, 2019). Thus, for the GLS program to be implemented in elementary schools, schools need to pay attention to the components or settings in its implementation. Schools need to pay attention to the inhibiting factors of the GLS that are implemented in these schools, such as environmental conditions, the attitude of students in participating in the literacy movement, and the availability of the number of books read (Yasa et al., 2022; Yunita Anindya et al., 2019). Therefore, the inhibiting factors can be used as a guide for teachers in planning and managing literacy movements to produce quality GLS. This systematic review aims to synthesize study findings related to the literacy movement used in schools to develop literacy skills in elementary schools and overcome inhibiting factors. Then, the general objectives of this article can also be used as a guideline for school literacy movement makers, principals, teachers, and students in understanding the urgency of literacy culture as lifelong learning. This research aims to answer research questions in the form of information to find out what school literacy movements can be used by elementary schools in covering the six basic literacy skills.

2. METHODS

This article uses a systematic review method to analyze the quality of articles using the PRISMA 2020 guidelines. The purpose of this study, namely this article, aims to determine the literacy movement implemented in schools to develop the literacy skills of students in elementary schools. This systematic review begins with a search for articles using the publish or perish software 8. The systematic review consists of four phases: identification, screening, eligibility, and inclusion.

This article is filtered to determine whether it meets the criteria in accordance with the provisions. Literature screening uses the software publish or perish with articles published from 2018 to 2022. The publish or perish 8 database is software that can be accessed for free, covering a variety of scientific literature from various disciplines. These articles are then identified through related keywords using the publish or perish 8 software. Various articles are then identified through keywords related to using software *publish or perish* 8, namely "Literacy AND Elementary School Program" and "Literacy AND Elementary School Development". Then, a search using keywords found 101 articles and continued with analysis based on inclusion criteria and criteria exclusion to ensure that the selected data was by the studies required for the literature review. Inclusion criteria and exclusion criteria is show is in [Table 1](#).

Table 1. Inclusion Criteria and Exclusion Criteria

Inclusion Criteria	Exclusion Criteria
- Using scientific articles	- Do not use sources based on proceedings, books, or papers.
- Articles published from 2018 to 2022	- Do not use articles published between 2018 and 2022.
- Discussion on the development of literacy skills in elementary schools	
- Respondents used	

The results obtained through the database using the publish or perish 8 software filter the articles after the duplicates are removed. The filtering of the articles is based on the title and abstract. Screening titles and abstracts that have been read are adjusted again according to the inclusion criteria and exclusion criteria. In the third phase, articles are analyzed and checked for feasibility according to the topic of discussion regarding the development of literacy skills in elementary schools. Then, the eligibility of the articles was adjusted again according to the inclusion criteria and exclusion criteria. In this feasibility phase, complete

articles are downloaded to meet the requirements to be able to design a high-quality study. The last phase, after the feasibility phase, is the exclusion phase. The exception articles used in this study are articles that do not use sources based on proceedings, books, or papers. The articles searched for and used were not published between 2018 and 2022. The exclusion phase is the last stage to refine the process of searching for articles relevant to the development of literacy skills in primary schools, and then the details are summarized using a chart as show in [Figure 1](#).

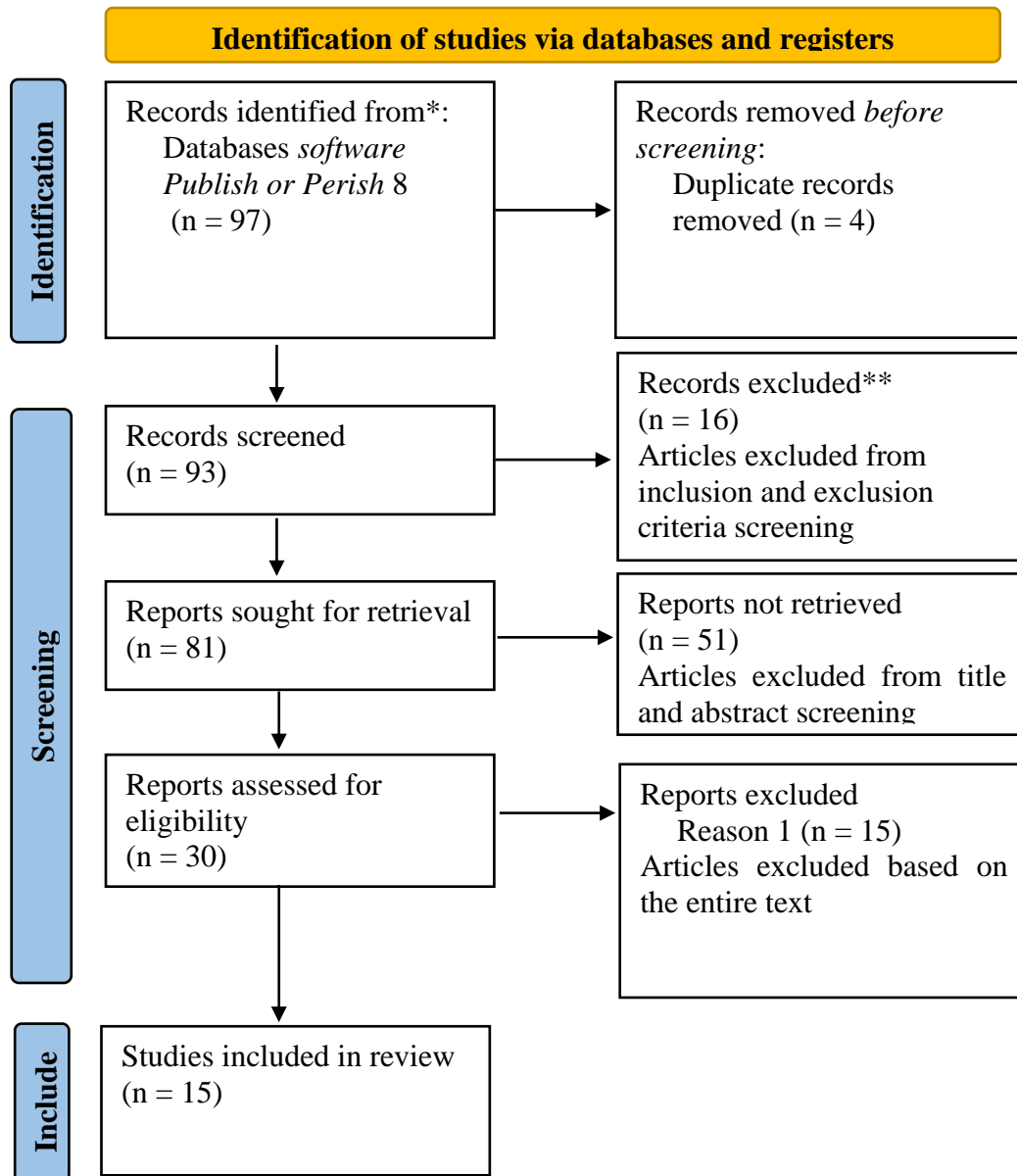


Figure 1. Flowchart of the Search and Filtering Process

There are 15 articles selected based on the criteria for developing literacy skills in elementary schools. Overall, the article is reviewed with the findings of empirical studies relevant to the intended research. The most common research method found in the findings of the above studies is the research method there are 4 quantitative studies, 7 qualitative studies, and 4 mixed methods studies. The table above shows that the qualitative research method is the most widely used. This literature review will compare and analyze the findings of

empirical data on previous research on using the school literacy movement to develop literacy skills in elementary schools.

3. RESULTS AND DISCUSSION

Results

This study reviews as many as 97 articles on the development of literacy skills in elementary schools from 2018 to 2022 using the publish or perish 8 software databases. The keywords used aim to filter and collect several articles related to the intended research. 4 duplicate articles were removed in the screening process, leaving 93 articles. The results were then filtered, and 16 articles were excluded based on the inclusion and exclusion criteria, leaving 81 articles. Then, 51 articles were filtered by title and abstract leaving 30 articles. 15 articles were filtered based on the entire text leaving 15 articles eligible for use. [Table 2](#) shows an overview of research studies by the first author, year, country, and research method.

Table 2. Characteristics of Research Studies

No.	Author	Year	Country	Research Methods
1.	Marmoah et al.	2022	Indonesia	Mixed Methods
2.	Imran et al.	2021	Indonesia	Qualitative
3.	Liansari et al.	2021	Indonesia	Qualitative
4.	Hymana et al.	2020	Kanada	Quantitative
5.	Intansena & Nuangchalerm	2022	Thailand	Quantitative
6.	Su & Ma	2021	China	Qualitative
7.	Mumpuni et al.	2021	Indonesia	Qualitative
8.	Izhar et al.	2022	Indonesia	Mixed Methods
9.	Murti et al.	2020	Indonesia	Qualitative
10.	Senen et al	2021	Indonesia	Quantitative
11.	Yasir et al.	2021	Indonesia	Mixed Methods
12.	Mulyani et al.	2021	Indonesia	Mixed Methods
13.	Farikah	2019	Indonesia	Qualitative
14.	Subur et al.	2022	Indonesia	Qualitative
15.	Hendrowati & Faelasofi	2021	Indonesia	Quantitative

Based on the [Table 2](#), 15 articles identified the use of the literacy movement as an effort to develop literacy skills in elementary schools. Specifically, 5 literacy movements can be used as an effort to build literacy skills in elementary schools, namely literacy culture strategies ([Hyman et al., 2020](#); [Imran et al., 2011](#); [Liansari et al., 2021](#); [Marmoah & Poerwanti, Suharno, 2022](#); [Nuangchalerm & Intasena, 2022](#); [Su & Ma, 2021](#)), use of digital technology ([Izhar et al., 2022](#); [Mumpuni et al., 2021](#); [Murti et al., 2020](#)), procurement of reading books ([Senen et al., 2021](#); [Sri et al., 2021](#); [Yasir et al., 2022](#)), development of library facilities and character building ([Farikah, 2019](#); [Subur et al., 2022](#)), take part in a national assessment ([Hendrowati & Faelasofi, 2021](#)). The number of research articles found in software Publish or Perish 8 with systematic objectives can be detailed in the [Table 3](#).

Table 3. Implementation of the School Literacy Movement

School Literacy Movement	Study Frequency
Literacy Culture Strategies	6
Use of Digital Technology	3
Procurement of Reading Books	3

School Literacy Movement	Study Frequency
Development of Library Facilities and Character Building	2
Take Part in a National Assessment	1

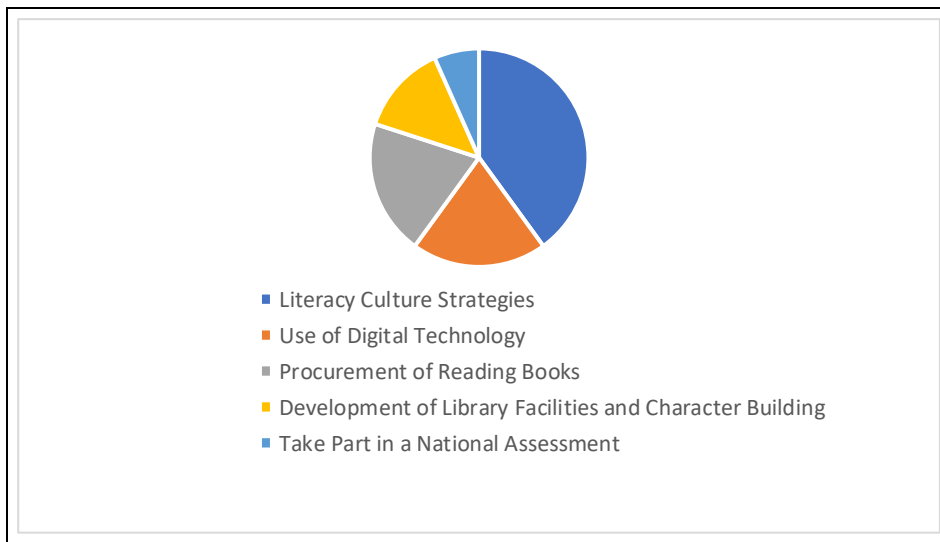


Figure 2. Study Frequency in Implementing the School Literacy Movement

Discussion

This section focuses on answering the research question, what are the school literacy movements that can be used to develop literacy skills in elementary schools? This study found 5 findings from the synthesis of articles regarding activities schools can do to build literacy skills in elementary schools through GLS. This literacy movement is a program organized by the government to optimize a literacy culture in schools to foster multiliteracy skills and improve the quality of life of elementary school students. In addition, these findings can be used as a foundation for shaping activities by aligning with 21st-century learning. The following is an explanation of the 5 findings obtained through article synthesis.

The first finding, as many as 6 studies discussing literacy culture strategy planning conducted (Hyman et al., 2020; Imran et al., 2011; Liansari et al., 2021; Marmoah & Poerwanti, Suharno, 2022; Nuangchalerm & Intasena, 2022; Su & Ma, 2021). Planning a strategy for fostering literacy skills in elementary schools is a necessary part of creating a literate school environment, so it is essential to familiarize elementary school students with literacy activities. Based on the six studies that have been reviewed, the literacy culture strategy that schools can carry out as an effort to increase the habituation of literacy activities for elementary school students, such as reading books 15 minutes before starting learning, holding a reading corner, visiting the library at least once a week, and appreciate students' written work by providing a display board to show the written work that has been made (Hyman et al., 2020; Liansari et al., 2021; Marmoah & Poerwanti, Suharno, 2022; Nuangchalerm & Intasena, 2022). This is in line with research conducted by previous studies that implementing GLS by implementing reading activities 15 minutes before class starts can increase students' interest in reading and reading ability with literacy activities carried out, such as compiling short essays, analyzing text content, and appreciating the written work that is made (Bungsu & Dafit, 2021; Yunita Anindya et al., 2019). In this regard, it is reinforced by the results of research conducted that using reading corners can give students the ability to think critically (Nuzulaeni & Susanto, 2022). In addition, based on the studies that have been reviewed, teachers can also design learning strategies in class to improve student's literacy skills by teaching multiliteracy to elementary school students to help accelerate, increase

enthusiasm, and promote diverse literacy learning (Imran et al., 2011; Su & Ma, 2021). This is in line with research that new strategies teachers create can optimize students' literacy abilities to help improve critical thinking processes and hard skills (Yasdin et al., 2021). The second finding, as many as 3 studies discussing the use of digital technology conducted (Izhar et al., 2022; Mumpuni et al., 2021; Murti et al., 2020). The Covid-19 pandemic has forced every education policy to be implemented online. In the end, the implementation of the GLS must be carried out under any circumstances. The pattern of GLS implementation which eventually adapts to circumstances and utilizes technology that is part of 21st-century education. Technology is related to increasing digital literacy to meet the needs of 21st-century learning styles. Digital literacy skills can improve the knowledge and skills of elementary school students in finding information from various sources, selecting appropriate references, and filtering information wisely.

Therefore, digital literacy helps elementary school students think critically, analytically, reflectively, imaginatively, and creatively. Based on the three studies that have been reviewed, the GLS program can be carried out during a pandemic and post-pandemic by providing a variety of digital-assisted reading information sources to improve the literacy skills of elementary school students. Use mobile *learning* Android-based learning can enhance elementary school students' literacy abilities and skills because it contains educative learning media (Izhar et al., 2022; Mumpuni et al., 2021). This is in line with the results of research conducted which states that the use of mobile *learning* android-based makes a significant contribution to the world of education in developing the technology because it provides enormous benefits for accessing and using information so that it can increase the digital literacy of elementary school students (Özcan, 2021; Winarni & Purwandari, 2019). In addition, based on the studies that have been reviewed, it can be done using blogs that help elementary school students to express their written works and obtain various sources of information from the results of others (Saltan & Faruk, 2017). This is in line with research conducted which states that using blogs in learning activities can give students the freedom to study independently by discussing reading together and improve students' reading skills (Bal, 2018; Özok & Çelic, 2022).

The third finding, as many as 3 studies discussing the provision of reading books, was conducted by (Senen et al., 2021; Sri et al., 2021; Yasir et al., 2022). One of the factors that influence the low reading literacy of elementary school students, namely the availability of types of reading books that need to follow the level of development of elementary school students. Thus, schools must provide types of reading books according to their level of development, because elementary school students are more interested in reading story books than reading textbooks. In addition, elementary school students remember the contents of the reading better by using pictures as task guides.

Based on the three studies that have been studied, to increase students' reading literacy teachers can provide lessons in the form of comics or other picture storybooks (Senen et al., 2021; Sri et al., 2021). This is in line with research which shows that the use of comics and story-reading books can increase elementary school students' reading literacy, especially if presented with local wisdom values so that they can teach character values in elementary schools (Murti et al., 2020; Wahab & Amaliyah, 2021). In addition, so that students are interested in reading textbooks, an innovation is needed to improve participants' reading skills by adopting digital-based books augmented reality or picture textbooks (Mcgeown et al., 2016; Yasir et al., 2022). This is in line with research showing that augmented reality as a medium used to collaborate digital book-based reading materials can foster students' interest in reading because it is made according to the development of elementary school students (Meletiou-Mavrotheris et al., 2020; Sari et al., 2022).

The fourth finding, studies found by previous studies discusses the development of library facilities and character building (Farikah, 2019; Subur et al., 2022). Supporting GLS really requires improving library facilities as a means of providing information and reading resources. The library, as a means of supporting reading needs and fostering students' interest in reading, is supported by the availability of reading books in accordance with elementary school students' development. Based on the two studies that have been studied, there are three stages in developing library facilities. First, the habituation stage can be done by getting used to literacy culture. *Second*, libraries can organize literacy activities such as reading corners, literacy ambassadors and awarding. *Third*, conducting mandatory visits to the library. This has several similarities with the results of research conducted by previous study in the form of improving library facilities and infrastructure in schools can increase students' visits to the library it has an impact on learning outcomes and the formation of good character values for elementary school students (Azhari & Ramadan, 2022). Thus, the habituation of literacy culture and mandatory visits to the library can form the excellent character of elementary school students so that the feelings that emerge are fond of reading, responsible, creative, confident, respectful, cooperative, democratic, and curious.

The fifth finding, discusses the national assessment of previous study (Hendrowati & Faelasofi, 2021). Based on the results of the PIRLS and TIMSS surveys, elementary school students' reading, and math literacy achievements are still below average. This condition is part of the reason for making regulations to improve elementary school students' literacy and numeracy skills. In addition, one of the other factors during the Covid-19 pandemic so that the government abolished the National Examination (UN) in 2021 and replaced it with a national assessment. The policy carried out by the Ministry of Education, Culture, Research, and Technology (Kemendikbud) conducts national assessments, one of which is the Minimum Competency Assessment (AKM). AKM measures literacy skills in reading and arithmetic, especially for elementary school students. In addition, AKM does not focus on results but during the learning process and does not evaluate individually but is carried out thoroughly and periodically with the aim of mapping. Based on the reviewed studies holding AKM can measure elementary school students' literacy and numeracy abilities and change the educational paradigm to align with 21st-century learning (Hendrowati & Faelasofi, 2021). This is in line with research showing that the researcher developed tests for The AKM to measure elementary school student's reading literacy and numeracy levels, but the results obtained were still relatively low (Rohmah et al., 2022; Salamah et al., 2022). The systematic review of this study found differences with the research based on the results of a comparative study (Nag et al., 2018). Different findings relate to searching data using published or perish databases 8.

The literacy movement in elementary schools can be carried out in stages by carrying out habituation, development, and learning activities to achieve students' success in improving their literacy skills. Based on the study studies described above, the school literacy movement aims to increase the capacity of elementary school students to become literate students and to form lifelong learning. This review shows that implementing the literacy movement in elementary schools by developing literacy skills can introduce and teach multiliteracy to elementary school students so that they can adapt to 21st-century learning. Introducing various kinds of multimedia so students know digital literacy makes it easier for them to access, get information, and pour out the work. In addition, providing reading sources that follow the development of elementary school students can foster students' interest in reading as an effort to improve their literacy skills. Therefore, it needs adequate school facilities and infrastructure, such as improving school library facilities so that it can increase visits to the library and be used to form good character values. The study explained that by participating in the beverage competency assessment, schools could determine the

literacy level of students and evaluate the strategies used by teachers in improving students' literacy skills. The main contribution of this systematic review is the synthesis of articles obtained through database searches publish or perish 8 and answering the researcher's questions, and there are five findings that schools can make in an effort to develop the literacy skills of elementary school students, namely (1) Literacy culture strategy, (2) Utilization of digital technology, (3) Provision of reading books, (4) Development of library facilities and character building, and (5) Following the national assessment. Through the five findings of this study, it is hoped that the results of this study will be able to contribute to the organizers of the literacy movement in schools so that it can provide an overview of what schools can do to develop the literacy abilities of elementary school students and improve the inhibiting factors of the literacy movement itself. Thus, schools can provide meaningful learning to develop the literacy skills of elementary school students so that they have multiliteracy skills and can compete with 21st-century learning.

4. CONCLUSION

Based on the results of this systematic review, analyzed 15 articles on developing literacy skills in elementary schools. Following is a discussion of the findings obtained (1) Literacy culture strategy, (2) Utilization of digital technology, (3) Procurement of reading books, (4) Development of library facilities and character building, and (5) Participating in national assessments. The findings above prove that the development of literacy skills offers organizer school literacy movement in improving the literacy skills of elementary school students to create a literate culture, lifelong learning, and mastery of multiliteracy to compete with 21st-century learning.

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