Research Trends in the Indonesian Elementary School Literacy Movement: From Number of Publications, Research Approaches, to Findings

(Tren Penelitian Gerakan Literasi Sekolah Dasar Indonesia: Dari Jumlah Publikasi, Pendekatan Penelitian, hingga Temuan)

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Abstract: The implementation of literacy in Indonesian elementary schools (SD) in the era of information and technology plays a key role in equipping the younger generation with language and critical thinking skills to face future challenges. This article aims to analyze the implementation of literacy in Indonesian elementary schools from 2019 to 2023 through a literature review by understanding trends ranging from the number of publications, research approaches, subjects, sub-studies, instruments, data analysis, to findings related to literacy implementation. This research method uses a qualitative approach through a narrative literature review by grouping similar extracted data according to the results measured to answer the research objectives. The research results show that there were differences in the number of publications from year to year with a decrease in 2020 and an increase in 2021 and 2022, but decreased again in 2023. Quantitative research dominates and is followed by qualitative research. Most research subjects were fourth grade students and teachers. The most researched sub-study of literacy is scientific literacy. The data collection instruments commonly used are tests with the most frequently used data analysis method being descriptive statistics. The findings illustrate the importance of literacy in elementary school students' learning, supported by GLS and the effectiveness of inquiry learning models, interactive media, STEM approaches, and digital literacy in increasing students' literacy skills and motivation. Collaboration in developing literacy in various aspects of elementary school learning is very necessary. The research results concluded that the number of publications fluctuated, with dominant research on fourth grade students and teachers, focused on scientific literacy, used tests as the main instrument, and emphasized the importance of developing teacher digital literacy and numeracy through collaboration.

Keywords   implementation of elementary school literacy, literature review, research trends

Abstrak: Implementasi literasi di Sekolah Dasar (SD) Indonesia di era informasi dan teknologi memegang peranan kunci dalam membekali generasi muda dengan keterampilan berbahasa dan berpikir kritis untuk menghadapi tantangan masa depan. Artikel ini bertujuan untuk menganalisis implementasi literasi di SD Indonesia dari tahun 2019 hingga 2023 melalui tinjauan literatur dengan memahami tren mulai dari jumlah publikasi, pendekatan penelitian, subjek, sub kajian, instrumen, analisis data, hingga temuan terkait dengan implementasi literasi. Metode penelitian ini menggunakan pendekatan kualitatif melalui literatur review naratif dengan mengelompokkan data-data hasil ekstraksi yang sejenis sesuai dengan hasil yang diukur untuk menjawab tujuan penelitian. Hasil penelitian menunjukkan bahwa ditemukan perbedaan jumlah publikasi dari tahun ke tahun dengan penurunan pada tahun 2020 dan peningkatan pada tahun 2021 dan 2022, namun kembali menurun pada tahun 2023. Penelitian kuantitatif mendominasi dan diikuti oleh penelitian kualitatif. Subjek penelitian terbanyak adalah siswa kelas IV dan guru. Sub-kajian literasi paling banyak diteliti adalah literasi sains. Instrumen pengumpulan data yang umum digunakan adalah tes dengan metode analisis data yang paling sering digunakan adalah deskriptif statistik. Hasil temuan menggambarkan pentingnya literasi dalam pembelajaran siswa SD, didukung oleh GLS dan efektivitas model pembelajaran inkuiri, media interaktif, pendekatan STEM, serta literasi digital dalam meningkatkan kemampuan literasi dan motivasi siswa. Kolaborasi pengembangan literasi di berbagai aspek pembelajaran SD sangat diperlukan. Hasil penelitian menyimpulkan bahwa jumlah publikasi fluktuatif, dengan penelitian dominan pada siswa kelas IV dan guru, fokus pada literasi sains, menggunakan tes sebagai instrument utama, dan menekankan pentingnya pengembangan literasi digital dan numerasi guru melalui kolaborasi.

Kata Kunci   implementasi literasi sekolah dasar, tinjauan literatur, tren penelitian

INTRODUCTION

A critical initiative in literacy development is the National Literacy Movement (GLN) Program launched by the Ministry of Education and Culture in 2017 (Susilawati et al., 2015; Wulandari, 2020). This program aims to improve reading, writing and numeracy skills for students at all levels of education. GLN involves various parties, including the government, schools, teachers, parents, and the community, to create a conducive environment for literacy development. Literacy is essential in facing an increasingly complex and globally connected world. Literacy skills include reading, writing, numeracy, science, digital, financial, cultural and civic literacy (Satgas Gerakan Literasi Sekolah Kemendikbud, 2019). Literacy has a vital role in the daily lives of individuals and in increasing their participation in an increasingly complex and globally connected society (Bejaković & Mrnjavac, 2020; Carroll et al., 2019; Conard, 2019). Strong literacy skills enable individuals to gain knowledge, communicate effectively, engage in the world of work, and make decisions (Boyle et al., 2019; Shaffer et al., 2019). In educational settings, literacy is an essential foundation for students' academic success and holistic development (Bomer et al., 2019; Rasi et al., 2019). By implementing effective literacy programs in schools, educators can help students build the ability to read, write, speak, and understand information critically (Tompkins, 2017). Exemplary literacy implementation can also help increase students' interest and motivation in learning, and prepare them to become skilled, critical citizens and connected to the global world (Freire & Macedo, 1987).

The importance of literacy is recognized by many countries (Rowsell, 2015), including Indonesia, which has launched various programs and initiatives to increase literacy at various levels of education, including elementary schools (El Islami & Nuangchalerm, 2020; Madani, 2019). In the Indonesian context, efforts to increase literacy in elementary schools since 2016 have become the main focus to ensure that every student has adequate reading skills to face future challenges (Satgas Gerakan Literasi Sekolah Kemendikbud, 2019). The development of literacy in Indonesia has experienced significant progress in recent years. The Indonesian government has recognized the importance of literacy in advancing education and society, and various efforts have been made to increase literacy levels in the country. Information and communication technology development has also contributed to expanding access to literacy. The broader spread of mobile devices and internet access allows Indonesian people to access various reading and information sources more efficiently. Digital books and online learning platforms have also become alternatives for promoting literacy among students and the general public. Not only that, various literacy activities have also been held at local and national levels. Literacy festivals, workshops and reading competitions are a means of increasing interest and awareness of the importance of literacy among the public. Public and school libraries also play an essential role in providing access to the public to develop reading habits.

The implementation of literacy in elementary schools has an important role in building a strong learning foundation and providing provisions for students to develop their potential optimally (Segundo Marcos et al., 2020; Sukma et al., 2020). Students can acquire the skills necessary to read, write, talk, and critically comprehend information through literacy. Excellent reading and writing abilities enable pupils to communicate ideas, expand their horizons, and obtain knowledge. Literacy also improves students' understanding and interpretation of various texts and sources of information, so that they can retrieve relevant information, evaluate the truth of the information, and relate it to the knowledge they have. With strong literacy skills, students can build a solid foundation for learning across a variety of disciplines and develop critical thinking skills that are important in facing future challenges. Apart from that, the implementation of literacy also plays a role in developing effective speaking and listening skills. Literacy helps students articulate their ideas orally and express opinions appropriately. Through literacy, students are also taught to listen well, understand other people's points of view, and communicate effectively. Good speaking and listening skills help students interact

well in school and community settings, and prepare them to participate in discussions, collaborate on team projects, and build healthy social relationships. Thus, the implementation of literacy provides a strong foundation for students in developing important communication skills throughout their lives. Therefore, educators, those involved in education policy, and other relevant parties might benefit from having a thorough grasp of how literacy is implemented in Indonesian elementary schools.

The development of literacy in Indonesia faces by several challenges and problems (Ekawati et al., 2020; Hafifah & Sulistyo, 2020; Rosmery, 2023). Low interest in reading, limited access to reading materials, limited quality of reading materials, low literacy awareness and education, the role of parents and communities needing improvement, digital literacy, and regional disparities are the main challenges. The results of a study conducted by the Center for Policy Research study team in 2018 concluded that the Reading Literacy Activity Index (Alibaca Index) was in the low category with 37.32 points (Lukman et al., 2020). To overcome this, collaborative efforts need to be made between government, schools, communities and the private sector. Holistic literacy programs, increasing access to quality reading materials, better literacy education, strengthening the role of parents and communities, as well as attention to digital literacy are essentials steps in advancing literacy development in Indonesia (Satgas Gerakan Literasi Sekolah Kemendikbud, 2019). However, there is still hope to overcome these challenges. Full support from all parties, including government, schools, communities and families, can create an environment conducive to literacy development (Hasanah & Silitonga, 2020). By increasing access to quality reading materials, cultivating an interest in reading from an early age, and inclusive literacy education, it is hoped that literacy in Indonesia can continue to increase. Apart from that, there needs to be increased awareness of the importance of literacy and the active role of parents and communities in helping children's literacy development. With joint efforts, Indonesia can achieve better literacy development and benefit for education and societal progress significantly.

The results of previous research provide an overview of the school literacy movement in various educational contexts. This research was conducted by Napitupulu (2023), and focuses on evaluating the School Literacy Movement (GLS) at Salman Alfarisi Elementary School. The research subjects were students involved in the GLS program, with research focused on six aspects of literacy. Questionnaires and interviews were utilized to gather data, and the context input process and product assessment model (CIPP) were employed for analysis. The study's findings demonstrate that the GLS programme already has sufficient infrastructure and facilities at the input stage. Still, there are challenges about the infrastructure and facilities' completeness at this point of the project. Even so, the products of the GLS program managed to achieve a success rate of 87.5%, especially in increasing students' interest in reading by the main goal of GLS at SD Salman Alfarisi Cibinong, namely growing students' interest in reading. Furthermore, Husna & Supriyanto (2021) conducted research with a qualitative approach at the elementary school level. They use documentation and literacy studies as the main instruments. The study's findings are intended to provide an overview of how GLS was implemented in Indonesia during the Covid-19 pandemic, focusing on initiatives like Sibatu Guli and Tugu Berseri. Furthermore, this study highlights the challenges educators, parents, and students encounter implementing GLS. However, it also demonstrates how these challenges can be met by utilizing digital reading platforms like Literacy Cloud, the Story Jump online tool, and others of a similar nature. A literature study conducted by Purwanto et al. (2023) revealed that school literacy training contributes to improving literacy culture, increasing insight and improving students' skills, and helping to form a better personality. Important factors in supporting the GLS program include the availability of good book facilities, active participation of teachers in literacy activities, and commitment from teachers and school leaders. However, there are several obstacles which include poor understanding of the GLS program, suboptimal socialization, low student awareness of reading regularly, and lack of motivation. Therefore, cooperation between schools, students, parents, communities, and regional or national governments is considered important to overcome obstacles and problems in implementating of school literacy.

This article aims to analyze the implementation of literacy in Indonesian elementary schools from 2019 to 2023 through a literature review by understanding trends ranging from the number of publications, research approaches, subjects, sub-studies, instruments, and data analysis, to findings related to literacy implementation. By understanding this, a better understanding can be created about the efforts that have been made and the steps that need to be taken to improve student literacy in Indonesian elementary schools. In this article, researchers will conduct a comprehensive literature review to identify the number of publications, research approaches, subjects, sub-studies, instruments, data analysis, and findings related to the implementation of literacy in Indonesian elementary schools during the period studied. Apart from that, researchers will also explore the impact of the literacy programs that have been carried out and their implications in improving the quality of education at the elementary level. By conducting this literature review, it is hoped that we can gain a better understanding of how literacy is integrated into the curriculum and learning practices in Indonesian elementary schools. It is hoped that this research's findings will significantly impact the creation of more sustainable and successful teaching practices and policies that will raise student literacy in Indonesia.

METHOD

This type of research uses a qualitative approach through a literature review which involves content analysis and synthesis of relevant literature using a narrative research approach. This research method was chosen to explore complex concepts, explain phenomena, and identify trends and patterns in relevant literature. Next, data was collected through a manual literature search in scientific journal databases in April 2023. This research adopts a research design previously conducted by (Susetyarini & Fauzi, 2020). The author has criteria for selecting literature that will be reviewed as a limitation in the research, namely: 1) the article has been published in a journal that has the national standard Sinta 2 (https://sinta.kemdikbud.go.id/); 2) the articles used by the author are only published in the last 5 years, namely from 2019 to 2023; 3) the articles reviewed contain information about the implementation of literacy at the elementary school level in Indonesia.

In this research, a content analysis guide was used as an instrument to observe related aspects (**Table 1**). There are seven main aspects analyzed in this research, namely: (1) number of publications per year; (2) research approach; (3) research subjects; (4) literacy topics selected for study; (5) treatment; (6) data collection instruments; and (7) data analysis methods. Exceptions, and category decisions in aspects (1), (4), and (5) were not made beforehand because there were no previous studies that could be used as a reference to determine which categories should be included. Therefore, the possibility of overly general categories emerged when content analysis was performed on multiple articles. On the other hand, categories in aspects (2), (3), (6), and (7) were determined before data collection was carried out. These categories can be seen in **Table 1** which adapted from previous research (Susetyarini & Fauzi, 2020). In addition, aspect (2) is divided into two sub-aspects, namely (2a) general research approach and (2b) Quantitative research approach.

Table 1
Aspects and Categories Used for Content Analysis in the Study

Aspect	Category	
Research approach (2a)	A.1- RnD A.2- Classroom Action Research (PTK)	A.3- Qualitative Research A.4- Quantitative Research A.5- Mixed Research
Quantitative research approach (2b)	B.1- Observational Study (OS) B.2- Correlation Research (CR) B.3- Survey Research (SR) B.4- Pre-Experimental Design (PED)	B.5- True Experimental Design (TED) B.6- Quasi-Experimental Design (QED) B.7- Ex Post Facto Designs (EPFD)
Research subject	C.1- Grade 1 elementary school students C.2- 2nd grade elementary school students C.3- 3rd grade elementary school students C.4- 4th grade elementary school student	C.7- Teacher C.8- Headmaster C.9- Expert C.10- Parent

Aspect	Category	
	C.5- 5th grade elementary school students	C.11- Literacy Team
	C.6- 6th grade elementary school students	
Data collection instrument	D.1- Questionnaire	D.3- Test questions
	D.2- Observation guidelines	D.4- Interview guidelines
		D.5- Documentation
Data analysis method	E.1- descriptive statistics	E.6- ANCOVA
	E.2- triangulation	E.7- Correlation
	E.3- MANOVA	E.8- N Gain
	E.4- t-test	E.9- F-test
	E.5- ANOVA	

The research began by looking for literature sources that would be used as review sources on the official website of the national journal Sinta 2 (https://sinta.kemdikbud.go.id/). Next, the researcher searched for journals by limiting them to the keyword "basic". This was done to avoid the large number of journals appearing, and the author emphasized the concentration of basic education. After finding several suitable journal sources, the researcher opened the journal website and searched using the keyword "literacy". Based on the results of searches carried out by researchers based on data sources and obtained 57 articles sourced from 4 journals. Of the 57 articles, 29 articles were obtained that met the author's criteria. After all the articles were obtained, the researcher conducted content analysis using the provided instruments. Literature analysis and synthesis is done to obtain findings from relevant literature that will be analyzed and synthesized to present research results. Every article is assigned to one of several predefined categories according to certain pertinent factors. The information the authors provided in the article's methods, discussion, and abstract sections served as the foundation for this classification choice. Following that, a bar chart will be used to display the gathered data to facilitate a clearer visualization.

RESULTS AND DISCUSSION

Based on the analysis carried out by researchers based on data sources, content analysis and instruments that have been determined, the results obtained regarding the number of publications, research approaches, subjects, sub-studies, instruments, data analysis, and findings related to literacy implementation are as follows.
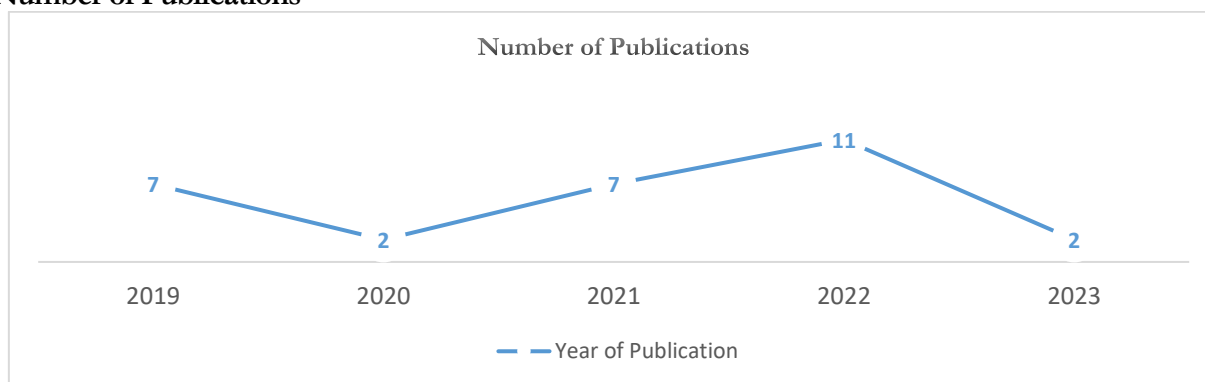
Number of Publications

Figure 1
Number of Publications

From Figure 1, it can be seen that the trend in the number of publications does not follow a consistent upward pattern, but varies from year to year. From 2019 to 2021, Indonesia and the world experienced the Covid-19 pandemic which impacted on society and the world of education (Siahaan, 2020), locking measures implemented to facilitate remote instruction (Andini et al., 2022). Additionally, Suyadi et al., (2023) clarified that children's poor academic performance and lack of life

skills resulted from learning loss. The study's findings, which indicate a drop in research during the pandemic, corroborate this. The literacy movement is an alternative for improving the standard of education, according to a growing study in 2022 (Haliz & Nanggala, 2023; Marsitah et al., 2023; Suparya et al., 2022). All parties involved in the learning process must participate to overcome the loss of learning outcomes. In this case, this means strengthening ties with the community and parents to raise the instruction standard with the aid of cutting-edge learning models (Kertih et al., 2023).
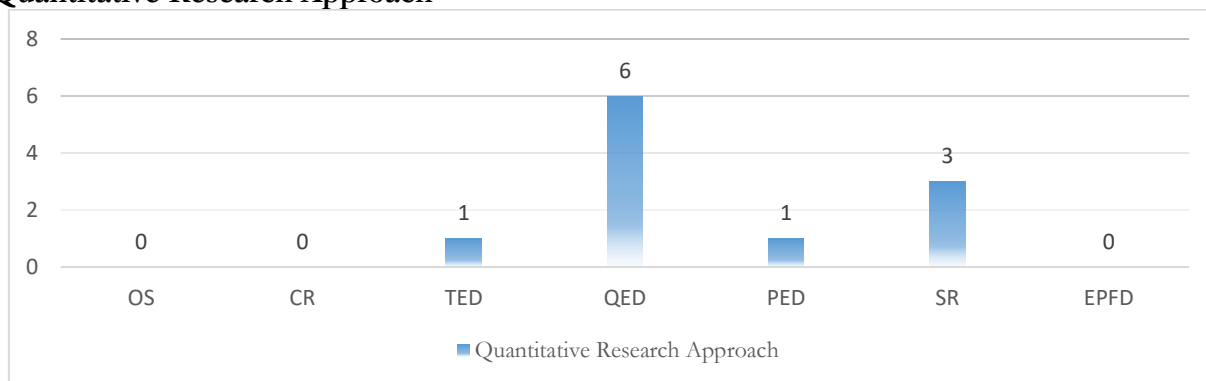
Research Approach
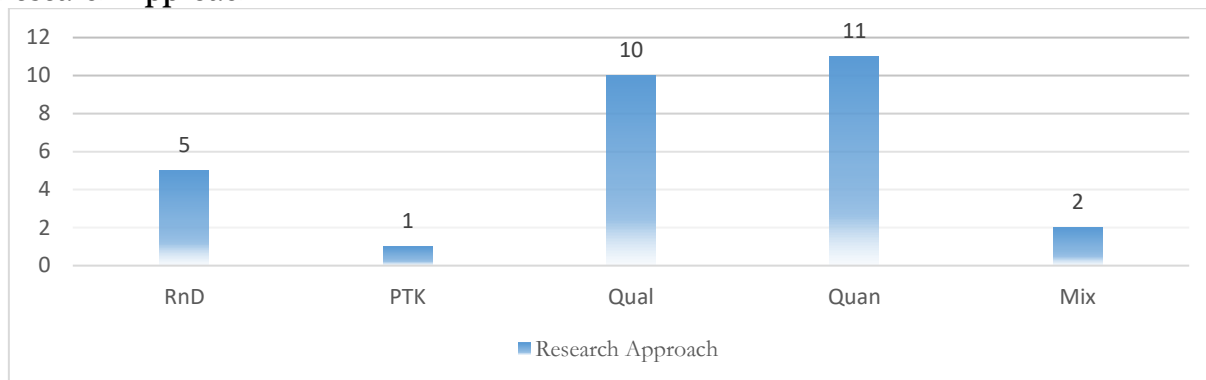
Figure 2
Research Approach

The data in Figure 2 provides an overview of research approaches in various research contexts. This information can assist researchers in understanding trends using of certain types of research and selecting research methods appropriate to the research objectives and questions being asked. In line with Sendari (2023) indicates that statistical analysis may be used to analyse quantitative data. As statistics is founded on mathematical ideas, the quantitative approach is regarded as a rational and scientific entity. Furthermore, Singer (2019) explained that one of the main reasons why quantitative research is in great demand is because it uses data and has a fairly rapid impact on research in general. Then, classroom action research becomes research that is very rarely carried out, this is in line with Daud & Kaleka (2020) which explains that teachers have difficulty dividing teaching time with conducting classroom action research, teachers have difficulty determining problems that occur in the classroom to be used as research, teachers still have difficulty starting the background for a structured and systematic classroom action research proposal, teachers do not understand it well. Cycles in Classroom Action Research, teachers still have difficulty understanding research methodology, and lack understanding of Classroom Action Research.

Quantitative Research Approach

Figure 3
Quantitative Research Approach

This provides an overview of researchers' preferences and focus in conducting quantitative research in various fields. Figure 3 provides initial information about the types of quantitative research that have been conducted and can be used as a basis for looking at trends and preferences in quantitative research. Based on research conducted by Abraham & Supriyati (2022) explained that this quasi-experimental research does not have strict limits on randomization and at the same time can control threats to validity. This is of course one of the reasons why researchers choose quasi-experiment as the method most often used in research, especially regarding the literacy movement. Furthermore Gopalan et al.,s (2020) give a summary of the popular quasi-experimental research techniques in this expanding body of work, focusing especially on papers from prestigious educational research publications, such as those published by the American Educational Research Association. Furthermore, research results from Osmanović Zajić & Maksimović (2022) highlight the significance of using a unique epistemological and methodological approach to investigate the source and effect of educational phenomena, which is quasi-experimental research.
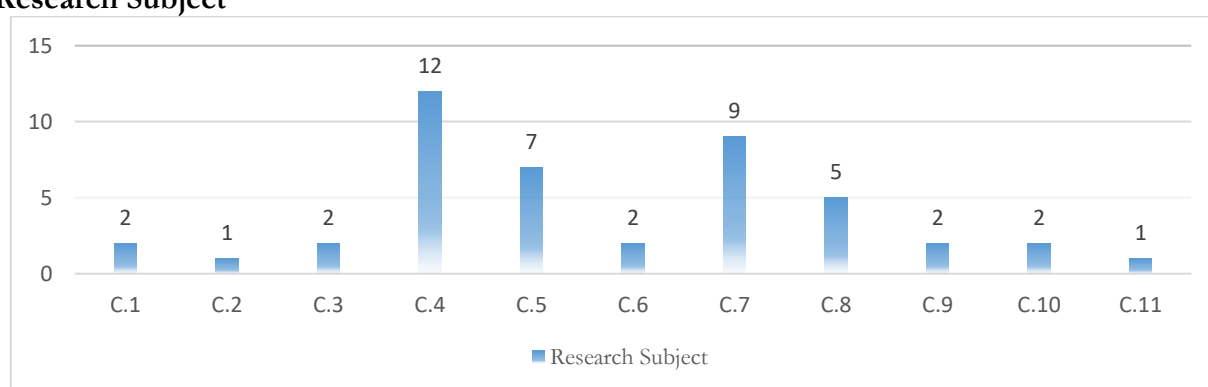
Research Subject

Figure 4
Research Subject

Research conducted by Yıldız et al., (2009) shows that 40% of grade 4 students have reading skill problems. In addition, life skills education can be provided at a younger age (4th grade of elementary school). It can make a positive contribution to students' individual, social, academic, professional and moral development (Akfırat & Kezer, 2016). Winarni et al., (2020) also explained that language and scientific literacy skills are important because they encourage higher-level thinking in fourth-grade students and enable students to understand the meaning of what they read and apply it in everyday problem-solving. There is evidence linking the importance of reading fluency in predicting reading comprehension in 4th-grade students, but the role of reading fluency during development remains uncertain (Rodriguez Brito et al., 2023). Figure 4 provides an overview of the frequency distribution of research based on research subjects. This information can be used to see the interest or focus in a particular research subject.

Sub Literacy Studies
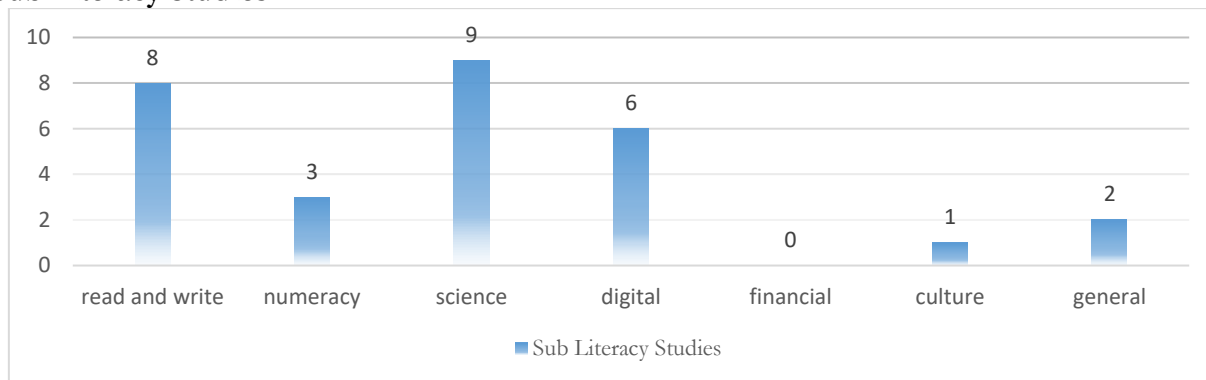
Figure 5
Sub Literacy Studies

Figure 5 shows that the Science literacy sub-study has the largest number of studies, followed by Literacy, Digital, Numeracy, Culture and General. However, no research has been recorded in the financial literacy sub-study. Reporting from ojk.go.id, development of good quality human resources can start from government intervention at the stages of human development, one of which is early childhood. In this way, financial literacy from an early age will produce Indonesian human resources that will be financially literate in the future (OJK, n.d.). Williams et al. (2022) offer several suggestions that can help students achieve the two key learning objectives of financial literacy, which are: (1) increasing student involvement in program management, and (2) enhancing record keeping. According to research conducted in Shanghai, most young people prefer to pay with digital devices and have positive attitudes towards mobile payments, However, some children expressed concerns about their ability to use this method appropriately (He et al., 2023). In contrast to financial literacy, scientific literacy is ranked first in the number of studies, this is in line with research conducted by Smith et al., (2012) which explains that scientific literacy is generally valued and recognized among educators as a desired learning outcome. A socio-scientific issue (SSI)--based teaching approach can increase epistemic engagement and increase students' scientific and environmental literacy (Kinslow et al., 2019). This data provides initial information about the focus of research in the field of literacy and can be used to discern trends and preferences in literacy research. The research focus in a particular literacy sub-study may reflect specific needs or interests in literacy development in various fields.

Instrument Data Collection
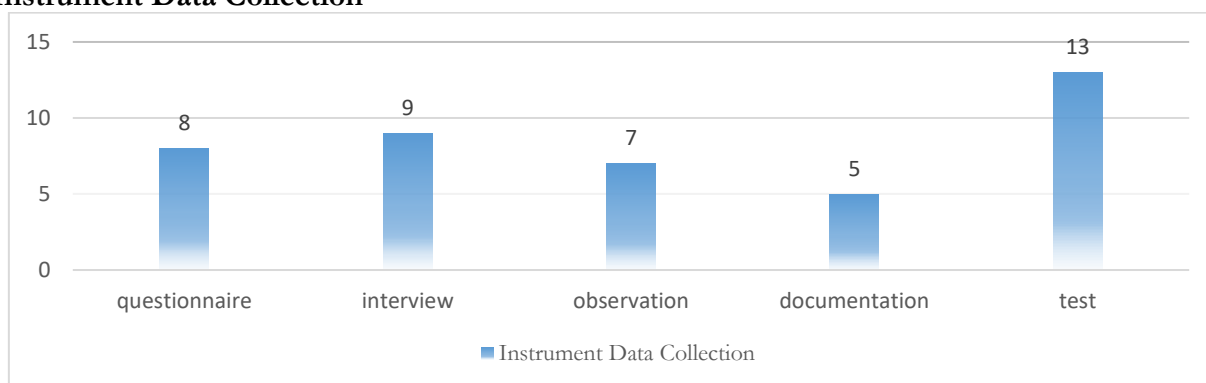
Figure 6
Instrument Data Collection

Tests are used as a tool to collect data in a significant number of studies. This is because tests are a method used to measure a person's ability level (Sukendra & Atmaja, 2020). Tests can quantify the knowledge, skills, aptitudes, and capacities of people or organizations (Kurniawan & Puspitaningtyas, 2016). The test was carried out to increase student literacy through the GLS program

(Solihin et al., 2020), Apart from that, other data collection instruments such as questionnaires, interviews, observation, and documentation were also used in varying amounts, with the number of studies being 8, 9, 7, and 5 respectively. Figure 6 provides an overview of the preferences for using data collection instruments in the study. This information can help researchers understand trends using certain instruments and select instruments that suit their research needs. Using appropriate instruments will ensure valid and relevant data collection to answer the research questions.
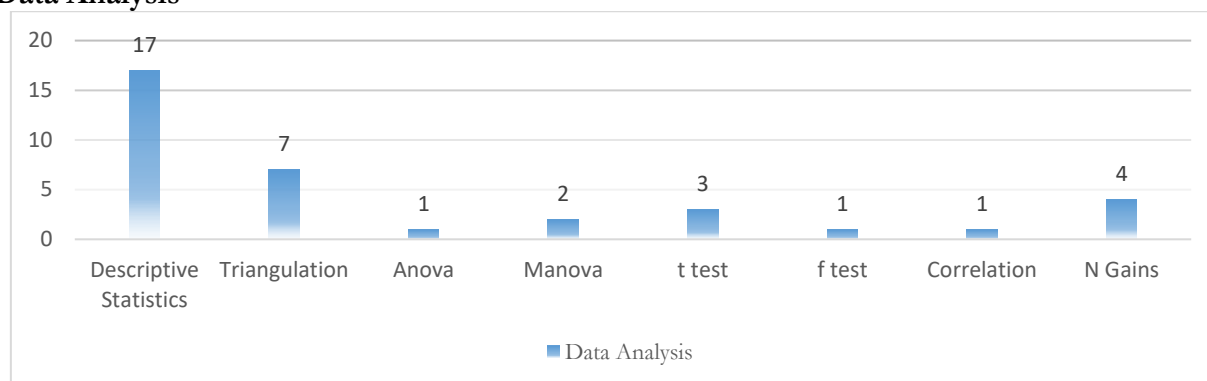
Data Analysis

Figure 7
Data Analysis

Nasution (2017) explains that descriptive statistics data is easier to understand or read. Murphy (2021) also explains that significance tests become obvious in very large or very small samples, and all that matters is descriptive statistics. The triangulation method was also used in a significant number, namely 7 studies. Meanwhile, the Anova, Manova, t test, f test, correlation, and N Gain methods are used in a smaller study. Figure 7 provides an overview of preferences in selecting data analysis methods in research. This information can help researchers understand trends in the use of certain analytical methods and select methods that suit their research needs. Choosing the right analysis method will ensure accurate and relevant results to answer the research questions. In addition, an understanding of various data analysis methods can also help researchers better interpret and present research findings.

Findings

The conclusions of the numerous research outcomes can be regarded as follows, based on the analysis that has been done. Elementary school students' learning is significantly impacted by literacy. With the dedication of administrators, teachers, students, and other school personnel, the School Literacy Movement (GLS) has been effectively implemented in several schools (Yunianika & Suratinah, 2019; Anindya et al., 2019). Apart from the important role of schools in GLS, the role of the family is also an aspect that must be remembered. Sajawandi et al. (2021) states that there are four principles for a literate family, namely: 1) Availability of sufficient reading material. 2) A variety of texts tailored to the needs of young readers. 3) Interaction with literacy. 4) Sustainable and integrated operations. According to these guidelines, family literacy contacts are generally very high and are solely connected to official educational objectives; they have yet to be developed in an integrated or long-lasting manner. Although there are obstacles such as limited books and infrastructure and it has not been built in an integrated and sustainable manner (Mumpuni et al., 2021; Sajawandi et al., 2021; Sari et al., 2022; Yasa et al., 2022), GLS can increase students' reading interest and their literacy skills (Apriliana et al., 2022; Arini et al., 2020). Research conducted by Ekayani & Suwedawati (2023) added that students' need for reading material, their act of looking for it, their enjoyment of it, their interest in it, and their drive to read constantly may all be developed through GLS. Furthermore, it has been demonstrated that utilising interactive multimedia and inquiry-based learning models with scaffolding approaches can enhance students' scientific literacy and improve their science learning results

(Muliastrini et al., 2019; Suprianti et al., 2021). Apart from literacy skills, the inquiry learning model with scientific literacy has been proven to improve students' critical thinking skills with very good classification (Sutiani et al., 2021). STEM-based learning media and digital literacy also help increase student motivation and understanding in learning (Maula & Fatmawati, 2020; Sari et al., 2022), and this is consistent with the study. According to Mudra (2020), the advantages of digital literacy include enhancing the young students' writing, reading, speaking, and listening skills as well as their familiarity with real-world content, increased frequency of digital technology use, and increased online collaboration between teacher- and student-learners.

When considering both traditional ecological knowledge and Indonesian language literacy, field trip experiences and the adoption of an independent literacy curriculum substantially impact on students' literacy (Khofiyya et al., 2023; Sumarwati et al., 2021). According to Rijal et al. (2018) research, over 79% of students rated each field trip activity favourably, and assessments showed that students' environmental literacy was generally at a medium level. In the meanwhile, average behaviours and attitudes outweigh the knowledge and cognitive skill components. However, environmental education and distance learning through field trips need to be held in small groups as alternative learning during the pandemic (Kuswendi & Arga, 2020). Apart from that, increasing teacher competency in digital literacy and numeracy is a challenge that needs to be overcome (Atmojo et al., 2022; Suprawata & Riastini, 2022). Teachers need to develop digital literacy skills to be able to integrate technology in learning (Atmojo et al., 2022, 2023), while numeracy learning strategies and literacy assessments need to be considered in planning curricular activities (Rini et al., 2021; Rohmah et al., 2022).

In terms of developing reading materials and literacy media, it is proven that a balanced literacy approach, the use of Songung Jula-Juli media, and the use of digital literacy-based learning videos are effective in increasing student literacy (Cahyani & Jayanta, 2021; S. Ekawati et al., 2022; Ermerawati, 2019; Hamna & Ummah Bk, 2022; Limiansih et al., 2021; Naila et al., 2022; Primaniarta & Subrata, 2022; Setiyadi et al., 2019; Wijaya et al., 2019). To gain a deeper comprehension of the literacy movement's implementation and the impact of the Covid-19 pandemic on students' reading motivation, it is imperative to gather a varied range of data (Aziz et al., 2021; Mumpuni et al., 2021). The study's overall findings highlight the significance of literacy development across a range of primary school curriculum areas. Schools, instructors, students, and other relevant parties must work together to improve kids' literacy, awareness, and comprehension in the language, science, and technology.

Based on the research results presented, several findings can be drawn. First, in the analysis of the number of publications per year, we can see fluctuations in the number of publications from year to year. It can be seen that in 2020 there was a drastic decline in the number of publications, but in 2021 and 2022 there was a significant increase before decreasing again in 2023. Then, in the analysis of research types, quantitative research (Quan) is the type of research that is most frequently carried out, followed by qualitative research (Qual) and research with a mixed approach (Mix). RnD and PTK research has fewer numbers than other types of research. In the analysis of quantitative research types, TED and QED research are the most frequently conducted types of research, followed by SR and PED research. However, no studies have used OS, CR, and EPFD research types. Furthermore, in the analysis of research subjects, the research subjects of class IV students and teachers were the most researched research subjects. Other research subjects have fewer studies.

In the analysis of literacy sub-studies, the Science literacy sub-study is the focus of most research (Apriyani et al., 2021), followed by Literacy, Digital, Numeracy, Culture and General. However, no research focuses on the financial literacy sub-study. In the analysis of data collection instruments, it can be seen that tests are the most widely used instruments in research, followed by questionnaires, interviews, observation, and documentation. Finally, in analyzing data analysis methods, the descriptive statistical method is the most used.

However, in implementing GLS, there are obstacles such as limited books and infrastructure (Purwandari et al., 2020; Rasyidah et al., 2021; Wahyuningsih & Mustadi, 2019; Wijayanti et al., 2023). This indicates that schools need more to increase students' access to books and reading resources.

Additional studies demonstrate that enhancing students' scientific literacy abilities and science learning outcomes can be accomplished through interactive multimedia and inquiry learning models with scaffolding strategies (Muliastrini et al., 2019). Apart from that, STEM-based learning media and digital literacy can also help increase students' motivation and understanding in learning (Maula & Fatmawati, 2020; Sari et al., 2022). Apart from that, field trip experiences and the implementation of an independent literacy curriculum also have a significant influence on student literacy, both in the context of Traditional Ecological Knowledge (TEK) literacy and Indonesian (Khofiyya et al., 2023; Sumarwati et al., 2021). However, it is necessary to provide environmental education and distance learning through field trips in small groups to obtain optimal results. Environmental education can help students understand the importance of protecting the surrounding environment and make them agents of change who care about environmental issues (Kuswendi & Arga, 2020).

The study's conclusions offer insightful information about the significance of literacy in educational settings. By putting the School Literacy Movement into practice and utilizing inquiry-based learning approaches, STEM-based media and digital literacy, as well as field trip experiences, students can improve their literacy skills and gain a better understanding in various subjects. Apart from that, the implementation of an independent literacy curriculum and environmental education also makes a significant contribution in developing student literacy.

It is important to remember that the results of this study only include a number of articles that fit the author's criteria. There may be other studies that were not included in this analysis. Therefore, to gain a more comprehensive understanding, it is recommended to involve wider data sources and look at more research related on literacy in the context of student education at the elementary school level, followed by the triangulation method. Other methods such as Anova, Manova, t test, f test, correlation, and N Gain are used in smaller quantities.

These results support the notion that literacy is significant in elementary school student learning. Students' interest in reading and literacy levels has increased thanks in part to the School Literacy Movement (GLS). It has also been established that integrating interactive multimedia and inquiry-based learning models with scaffolding tactics can improve students' scientific literacy and science learning results. Digital literacy-based and STEM (science, technology, engineering, and mathematics) based-learning resources further improve students' motivation and understanding for learning. Field trip experiences and the implementation of an independent literacy curriculum also significantly influence student literacy.

CONCLUSION

Many inferences can be made based on the research findings and the discussion provided, including the following: First off, there is annual variation in the quantity of research papers. 2020 had a significant drop, which was followed by increases in 2021 and 2022 before another dip in 2023. The number of publications is increasing, although at an uneven pace. Second, the most common kind of research undertaken is quantitative research, followed by qualitative research. Research with a combined approach between qualitative and quantitative has a relatively small number of studies. Third, the research subjects most researched were fourth-grade students, followed by teachers. Some research subjects have a limited number of studies. Fourth, the most researched literacy sub-study is science, followed by reading and writing, digital and numeracy. No research was recorded in the financial literacy sub-study. Fifth, the most widely used data collection instrument is tests, followed by questionnaires, interviews, observation and documentation. Sixth, descriptive statistics is the most commonly used data analysis method, followed by triangulation. Other analytical methods are used in smaller quantities. Seventh, Literacy has a vital role in student learning at the elementary school level. GLS has been successfully implemented with the committed support of all parties at the school. The inquiry learning model, use of interactive media, and STEM and digital literacy approaches effectively increase students' literacy skills and motivation. Field trip experiences and the implementation of an independent literacy curriculum also positively effect on student literacy. Finally, teachers need to develop digital literacy and numeracy competencies, as well as pay attention to learning strategies and

literacy assessments. Developing reading materials and literacy media also plays an important role in increasing student literacy. Collaborative efforts are needed to develop literacy in various elementary school learning aspect.

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