

# Literary Studies: Challenges and Solutions to Address Low Literacy in Primary Schools in the 21st Century

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## Abstract

Low literacy levels in elementary schools are a serious challenge that has an impact on students' academics. This study aims to analyze the challenges and solutions to deal with low literacy in elementary schools in previous studies, especially in the last 5 years. The method used in this article is *Systematic Literature Review* (SLR) with a search on Google Scholar with keywords literacy challenges and solutions in elementary schools. From the search results, 10 articles were found that met the criteria. The results of the study show that the main challenges include low interest in reading students, limited access to quality reading materials and less optimal role of teachers and parents. This low literacy has an impact on students' cognitive development so it must be addressed. Solutions that can be done to deal with low literacy in elementary schools are to provide varied reading materials, habituation of literacy from an early age, and collaborate with parents, teachers, schools and outside parties.

## Abstrak

Rendahnya tingkat literasi di sekolah dasar merupakan tantangan serius yang berdampak pada akademik siswa. Penelitian ini bertujuan untuk menganalisis tantangan dan solusi menangani rendahnya literasi di sekolah dasar pada studi terdahulu khususnya dalam 5 tahun terakhir. Metode yang digunakan pada artikel ini adalah *Systematic Literature Review* (SLR) dengan penelusuran di Google Scholar dengan kata kunci tantangan dan solusi literasi di sekolah dasar. Dari hasil penelusuran ditemukan 10 artikel yang memenuhi kriteria. Dari hasil penelitian menunjukkan bahwa tantangan utama meliputi rendahnya minat baca siswa, keterbatasan akses terhadap bahan bacaan yang berkualitas dan kurang optimalnya peran guru dan orang tua. Rendahnya literasi ini berdampak pada perkembangan kognitif siswa sehingga harus ditangani. Solusi yang dapat dilakukan untuk menangani rendahnya literasi di sekolah dasar adalah dengan menyediakan bahan bacaan yang variatif, pembiasaan literasi sejak dini, dan berkolaborasi dengan orang tua, guru, sekolah serta pihak luar.

## 1. Introduction

The development of the 21st century requires someone to compete, therefore students are required to master literacy. In the 21st century, literacy is one of the main needs that are very important for students to have as a foundation to face the development of an increasingly advanced era. Therefore, literacy ability and the progress of the times must be balanced. In the 21st century, students must contribute to the awareness of the importance of having knowledge. According to Fahrianur, literacy is the ability of individuals to understand and manage information in the process of reading and writing (Fahrianur Fahrianur et al., 2023).

According to Laila, one of the activities that is very important for a student is reading (Zalukhu, Putra, Zalukhu, Information, & Nias, 2024). Reading skills are essential to be taught and developed to students in elementary school. Student literacy, particularly at the elementary school level, plays a very important role in shaping students' academics and supporting students' cognitive, social, and emotional development, as well as preparing students for a successful future (Mutmainnah et al., 2024). With literacy, we can gain various knowledge through various points of view that will be useful for the future (Zakiah & Sukmandari, 2024). However, many students face difficulties in developing reading skills. Difficulties that often arise for students in elementary school include difficulty recognizing letters and words. According to Putra, factors such as lack of access to reading books, lack of support from parents, are challenges that need to be overcome (Afifah & Rohmah, 2025).

According to UNESCO, reading interest in Indonesia is very low, which is only 0.001%. Out of 1000 Indonesians, only 1 person is an avid reader, which proves that Indonesia is ranked second from the bottom in terms of literacy at the world level. Meanwhile, a survey by the Central Statistics Agency (BPS) in 2020 showed that only 10% of the Indonesian population was diligent in reading. This is also shown

by the still high number of illiterate people in Indonesia. Improving the literacy level of students and society is quite difficult, this is due to a lack of motivation and encouragement from oneself.

To overcome the low literacy in Indonesia, the government in 2015 designed the School Literacy Movement (GLS). According to Tazkiatul (Zalukhu et al., 2024) The literacy movement is an effort to increase the interest and reading ability as well as literacy of students and students by using e- literature, word mentoring, and word gathering. The School Literacy Movement or GLS will run effectively if it is implemented according to its criteria, with effective teachers who teach literacy skills and also libraries that provide decent and interesting teaching materials (Kartikasari, 2022).

In reality, this literacy movement did not go as expected. However, interest in reading among students and even teachers is still very low. Therefore, it is necessary to update this literacy movement to increase. This is in accordance with a survey conducted in 2017, out of 24 elementary schools, only 33% routinely carry out this literacy movement (Zakiah & Sukmandari, 2024). The implementation of literacy movements at the elementary school level is still limited, especially in the context of practical implementation in the field, as well as the challenges faced by teachers and students.

In the 21st century, literacy not only includes reading and writing skills, but also digital literacy, information literacy, and critical thinking skills. The ability of teachers to overcome the low literacy of the 21st century in elementary schools is also a challenge, as some teachers do not have adequate digital literacy and pedagogical skills. This shows that there is a gap between the demands of 21st century literacy competencies and implementation in elementary schools. In addition, support from parents and the environment as well as the integration of technology in overcoming the low literacy of elementary school students in the 21st century is also a challenge in itself.

As the times and technology develop, reading is not only done with printed books, but can be integrated with technology such as gadgets, laptops, and computers. The use of technology is expected to increase the reading interest of elementary school students. Technology can also maximize the GLS program to increase students' reading interest through digital literacy. According to Gufran(Naimah, Muhammad Fauzan Muttaqin, & Meilina, 2024) With digital literacy, students not only add insight, but also improve students' ability to use digital technology (Naimah et al., 2024).

Based on the background of these problems, there are many challenges from the implementation of the literacy movement in elementary schools. If this literacy movement is not handled properly, the literacy level in elementary schools will remain low. Therefore, effective solutions are needed to improve literacy rates in elementary schools. However, there is still little research that summarizes the challenges and solutions of elementary school literacy in the past five years. Research on the implementation of the School Literacy Movement (GLS) has not been discussed much, especially in relation to literacy in the 21st century. Therefore, this article was written with the aim of examining alternative effective solutions to improve elementary school literacy in the 21st century.

## 2. Method

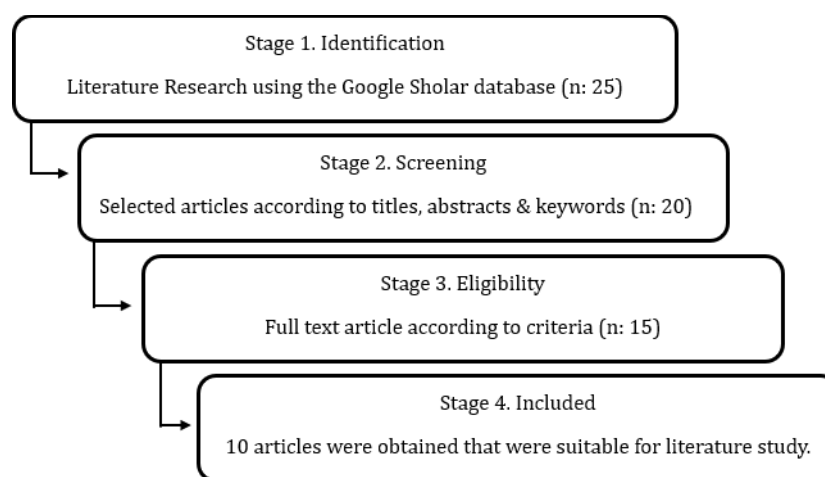
This study uses the SLR (Systematic Literature Review) qualitative method with the Preferred Reporting Items for Systematic Reviews and Meta Analysis (PRISMA) method. The researcher used an electronic database, Google Scholar used the keyword "Low Literacy in Elementary School"; "Literacy Challenges in Elementary Schools"; "Literacy Solutions in Elementary Schools". Challenges and Solutions for searching and collecting articles that have been published in the range of 2020- 2025. The criteria for the journal used for the review analysis of this article are: a) Discussing low literacy in elementary schools; b) Challenges in handling low literacy in elementary schools; c) Solutions to overcome low literacy in elementary schools.

The criteria used in the literature review of this study are: 1) The time range between 2020 to 2025, the reason for choosing the time range is to obtain the latest information; 2) The type of document used, namely journals with empirical data; 3) *Indexing sinta*, the selection of this criterion aims to use documents that meet high quality and trusted standards; 4) Indonesian or English; 5) The subject of the study is the valley of elementary school education. The outline of the article criteria in Table 1.

**Tabel 1. Inclusion and Exclusion Criteria**

| Criterion        | Inclusion                               | Exclusion                                   |
|------------------|-----------------------------------------|---------------------------------------------|
| Time Range       | Between 2020-2025                       | < 2020 and > 2025                           |
| Document type    | <i>Research Articles</i>                | <i>Review articles and books</i>            |
| Indexing         | Sinta                                   | Non-Sinta                                   |
| Language         | Speak Indonesian or English             | Non Indonesian or English                   |
| Research Subject | Primary school educational institutions | Non-primary school educational institutions |

The PRISMA method is carried out by going through the process of identification, filtering and determining the selected articles. The screening process is carried out in three stages, namely: (1) Initial identification based on titles and abstracts and keywords, (2) review of the completeness of the article, and, (3) assessment of methodological feasibility to be included in the synthesis process. This study uses sources from articles that are relevant to various challenges in dealing with low literacy in elementary schools and presents a variety of solutions that differ from one article to another. Based on the results of the PRISMA analysis, 10 research journals were obtained from 25 journals that were identified as meeting the criteria. The stages of article selection can be seen in figure 1.



**Picture 1. PRISMA Flowchart**

### 3. Results and Discussion

They should be combined. The study results should be clear and concise. Restrict the use of tables and figures to depict data that is essential to the message and interpretation of the study. The results should be presented in a logical sequence in the text, tables and illustrations. The part of result exposes the findings obtained from research data which is related to the hypotheses. The results should summarize (scientific) findings rather than providing data in great detail. The discussion should explore the significance of the results of the work. Explains the findings obtained from research data along with theory and similar research comparison. Make the discussion corresponding to the results, but do not reiterate the results. The following components should be covered in discussion: How do your results relate to the original question or objectives outlined in the Introduction section (what/how)? Do you provide interpretation scientifically for each of your results or findings presented (why)? Are your results consistent with what other investigators have reported (what else)? Or are there any differences?. Include in the discussion the implications of the findings and their limitations, how the findings fit into the context of other relevant work, and directions for future research.

Literacy according to KBBI is something related to writing. According to Suyono (in Afifah & Rohmah, 2025) Literacy can be applied to develop effective learning and can make students skilled in finding and processing the information needed in the 21st century. Literacy skills are one of the skills that students must have. This ability must be developed to improve students' reading fluency. Students in this all-digital era are required to master 16 skills in order to maintain their existence.

These basic literacy skills which include literacy, numeracy, science literacy, finance, digital literacy and culture and citizenship must be applied in daily life. Al-bidayah emphasized that literacy is an ability

that must be mastered by students, especially elementary school students, as capital to utilize science that is always developing in this modern era (in Dharma Gyta Sari Harahap, Fauziah Nasution, Eni Sumanti Etc., 2022)

Literacy in Indonesia is still a big challenge. Many students at various levels of education, especially in elementary school, show suboptimal literacy skills. The low interest of students in reading will certainly have an impact on the nation, the quality of education in Indonesia will decrease and the illiteracy rate will increase. Factors such as low literacy in elementary schools can include the scarcity of reading materials in schools, especially in remote areas that receive less attention from the Indonesian government, students' interest in reading that is still low, illiteracy facilities that are not supportive such as the existence of libraries, lack of support from parents, lack of teachers' creativity in literacy, and limited local government support (Education, 2024).

In particular, the implementation of GLS in 3T (Frontier, Outermost, and Disadvantaged) areas cannot run well, due to the lack of access to adequate learning resources, many schools do not have libraries to support effective learning, making it difficult for students to develop reading skills (Rachmaningsi, 2024). Many teachers feel unprepared to teach literacy in an interactive and engaging way for students. Environmental factors are also the cause of the implementation of this GLS because of poor infrastructure conditions, making students tired before entering class. As a result, students are not able to follow learning properly. The lack of awareness of the importance of education makes students use their time to help their parents that should be used for studying.

Finding solutions in dealing with low literacy in elementary schools. Researchers have conducted a Literature Review Study, which identified 25 articles that were relevant to the article title. The article was then analyzed and selected as many as 20 articles that discussed challenges and solutions to overcome low literacy in elementary schools. Articles are then analyzed and categorized according to the purpose of writing and the title of the article. The article selection strategy can be seen in the following Table 2:

**Table 2. Article Selection Strategy**

| No.               | Information                                   | Searcher              | Search Results |
|-------------------|-----------------------------------------------|-----------------------|----------------|
| 1.                | Article of the year 2020-2025                 | <i>Google Scholar</i> | 25             |
| 2.                | Relevant titles                               |                       | 20             |
| 3.                | Presenting different challenges and solutions |                       | 10             |
| Results discussed |                                               |                       | 10             |

The articles discussed are the results of research that has been reviewed based on categorization determined by the researcher, which focuses on challenges and solutions in dealing with low literacy. The selected articles are then presented in the form of Table 2. The following are the results of an analysis of articles related to challenges and solutions in dealing with low literacy in elementary schools.

**Table 3. Challenges and Solutions to Overcome Low Literacy**

| Article                                                                                                                                         | Research Methods        | Findings                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Solution                                                                                                                                                                                                                                        |
|-------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Analysis of Teachers' Challenges in Improving Reading Skills in Elementary School Students in Tangerang City. (Wulandari, Hadi, & Arifin, 2025) | Qualitative Descriptive | The researcher revealed that the challenges in improving reading skills in elementary school students come from internal factors and external factors. Challenges from internal factors include: 1) Low motivation and interest in reading activities, especially in the early stages of learning; 2) difficulty recognizing letters and words, especially in early grades. Meanwhile, challenges from external factors include: 1) Limited school facilities; 2) Limitations of varied reading books; 3) Lack of parental support to accompany | This article suggests that schools need to provide reading books that are more varied and appropriate to students' ability levels and interests. Schools can hold training for parents and teachers on how to accompany children while reading. |

children to read; 4) Many parents want to be supportive, but less facilitated.

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|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Problems and Solutions of Low Reading Ability and Interest in Grade 3 Students of SDN 101765 Bandar Setia. (Ali Ibrahim Pane, Adinda Khairani, & Sembiring Milala, 2024) | Qualitative with Case Study Approach | Based on the observations made by the researchers, there are challenges faced: 1) There are still students who read with stuttering; 2) There are still students who do not know the letters of the alphabet; 3) Lack of interest and desire for students to read.                                                                                                                                                            | The solutions that can be offered by researchers are: 1) Increasing parents' awareness of the importance of literacy; 2) Improving the role of teachers and schools; 3) increase access to books; 4) Develop an interest in reading from an early age; 5) Develop positive reading habits; 6) Utilizing technology.                                                                                                                                                                                      |
| Literacy as the Foundation of the Future: An Analysis of Challenges and Solutions at SDN Kolor II. (Afifah & Rohmah, 2025)                                               | Qualitative Descriptive              | The researcher revealed that literacy challenges in elementary schools include: 1) Students' interest in reading is still low; 2) Literacy facilities that do not support such as the existence of libraries and the availability of reading materials; 3) Lack of creativity of teachers in literacy; 4) Absence of library staff; 5) Lack of collaboration with other parties in supporting literacy activities in schools. | Based on the results of the interviews, the researcher suggested several solutions that must be done: 1) Rebuilding the library; 2) Reorganizing library management to make it more accessible to students; 3) Collaboration with the community, regional libraries and other parties who support literacy activities in schools; 4) Procurement of creative and innovative literacy programs; 5) Support from students' guardians to continue to motivate students to be active in literacy activities. |
| School Literacy Movement: Literacy Challenges in the Digital Era and How to Overcome Them. (Lubis, Mardianto, & Nasution, 2023)                                          | Qualitative                          | The researchers revealed that literacy challenges include: 1) Too much information flow; 2) Lack of evaluation and critical skills; 3) Digital inequality in accessing and adapting in using technology; 4) Loss of interest in reading printed books.                                                                                                                                                                        | The researcher suggests strategies to overcome literacy challenges in this digital era through: 1) Development of information literacy skills; 2) Digital ethics education to teach responsible behavior in using technology; 3) Collaboration between parents, schools and the community to create an environment that supports and facilitates the development of healthy and productive digital literacy.                                                                                             |
| Literacy Challenges in Indonesia: Facing Low Literacy Interest. (Syahida, Sulistyo, Arsanti, Islam, & Agung, 2024)                                                       | Literary Studies                     | The researcher revealed that literacy challenges in Indonesia include: 1) Lack of reading habits from an early age; 2) Educational facilities that are still minimal.                                                                                                                                                                                                                                                         | The researcher suggested that the government participate in addressing the problem of low literacy such as: 1) Creating and implementing comprehensive and sustainable education policies; 2) Provide access to books; 3) Promote the culture of reading; 4) Forming a community to help increase students' interest in reading from an early age; 5) Promote a friendly reading atmosphere.                                                                                                             |

|                                                                                                                                               |                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|-----------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Analysis of Factors Causing Low Literacy Ability of Grade 3 Students at SDN Sapit. (Hijjayati, Makki, & Oktaviyanti, 2022)                    | Qualitative Descriptive            | Researchers revealed that literacy challenges come from internal and external factors. Internal factors include: 1) Low Student Intelligence Ability; 2) Low interest in student learning; 3) Low motivation to learn. While external factors include: 1) Lack of parental attention so that students are less motivated to learn; 2) TV and mobile phone influence; 3) Influence of playmates; 4) The ability of teachers who are less creative and innovative in designing learning; 5) Inadequate facilities and infrastructure. | The researcher suggested several solutions that teachers can do: 1) Motivate both verbally and non-verbally; 2) Carry out literacy activities; 3) Improving teachers' ability to master learning design skills; 4) Cooperate with the student's parents.                                                                                                                                                                                                                                                              |
| Reading Literacy Emergency in Early Grades: The Challenge of Building Quality Human Resources. (Solihin, 2020)                                | Qualitative                        | The researchers revealed that the challenges that directly impact the quality of reading learning in the early grades of elementary school include: 1) Low teacher competence in the early grades; 2) There is no learning to read in students' books; 3) Lack of reading books.                                                                                                                                                                                                                                                    | The solutions that can be done are 1) Teachers need to be trained to be able to manage learning properly; 2) Improving the curriculum to provide a wider space for reading and writing learning; 3) Students' access to reading books needs to be expanded through BOS funding support.                                                                                                                                                                                                                               |
| Analysis of Teachers' Efforts in Improving Students' Literacy and Numeracy Skills at SD Negeri Gemah. (Riyani & Purnamasari, n.d.)            | Qualitative                        | The results of the research found by the researcher from interviews and observations show that the challenges faced by teachers include: 1) The transition from kindergarten and early childhood education to grade 1 elementary school related to the recognition of letters and numbers; 2) Students' difficulties in reading and counting in grades 2 and 3; 3) Lack of interest and variety in students' abilities in grades 4 to 6; 4) students' difficulties in facing final exams and transitioning to higher education.     | Solutions offered by the researchers: 1) Teachers collaborate with PJOK, PAI, and peer tutors to provide support; 2) Utilizing technology-based learning media; 3) Collaboration with parents to provide additional teaching at home; 4) The use of media through song counting and additional learning provisions; 5) Get closer to students to understand the challenges students face and provide personalized support.                                                                                            |
| Problems and Strategies in Improving Literacy at UPTD SDN 57 Barru. (Mut'mainna & Gratitude, 2023)                                            | Qualitative                        | As a result of the interviews conducted by the researchers, there are several challenges faced, including: 1) Difficulty in inviting children to read; 2) There is no variety of <i>e-books</i> so that students feel bored and lazy to read; 3) Limited knowledge and insight of parents in supporting literacy; 4) Lack of interest in reading students; 5) Too short a time.                                                                                                                                                     | The solutions offered by the researcher include: 1) Holding a special reading program before learning begins; 2) Read a fairy tale before the lesson to persuade students to read on their own; 3) Classroom library; 4) Reading book awards so that they can motivate students to read; 5) Discussion of the story book that is read so that students are interested in knowing the story of the book.                                                                                                               |
| Challenges in the Implementation of Literacy Learning in Target Schools of the Teaching Campus Program. (Hartatik, Astuti, & Ramadhani, 2022) | Qualitative with Case Study Design | Based on the observations made by the researcher, the results of teachers' challenges in literacy learning are 1) The difficulty of finding sources of literacy learning teaching materials; 2) Lack of availability of literacy materials; 3) Lack of support for the student's family environment; 4) Low student motivation.                                                                                                                                                                                                     | The solutions that can be offered by the researcher are 1) With the available teaching materials, teachers can take advantage of such as students are asked to do <i>Silent Reading</i> to hone students' ability to understand a reading; 2) Moral support in the form of literacy learning training for teachers; 3) Providing briefings to parents about the importance of literacy for students; 4) Providing assistance in the form of procurement of storybooks that can attract students' interest in reading. |

Based on the results of the literature review presented in the table above, it can be seen that the low literacy of students in elementary school is influenced by internal and external factors. Based on the results of the review, some articles have the same main challenges.

First, an article by Wulandari et al., (2025) and Ali Ibrahim Pane et al., (2024) shows that the lack of interest in reading the rest and the lack of motivation of students are obstacles. Due to the lack of varied reading materials and lack of support from parents. The article also mentioned that students in the early grades still have difficulty recognizing letters and stuttering, causing them to be lazy in teaching and learning activities.

Second, the lack of adequate facilities and the lack of reading materials are also challenges that need to be considered. As the article by De ella et al., (2022), lack of facilities and infrastructure are challenges faced in increasing literacy levels. This is in line with the School Literacy Movement which is only actively run in around 33% of schools, showing that the implementation of the national literacy program is still weak.

Third, the lack of creativity and teachers' ability in literacy is also a challenge that needs to be considered, because teachers are role models for their students. In the article Afifah & Rohmah, 2025 & Solihin, 2020. It is proven that teacher competence can be improved through training to improve the quality of learning carried out by teachers. Teachers must also be the driving force behind the implementation of school literacy because teachers have a good understanding of the application of literacy. A teacher must be able to keep up with the times by using technology-based learning media so that students do not feel bored and lose interest in learning.

In addition, there is a lack of support from parents, teachers and schools. Parents who are less supportive are influenced by economic backgrounds, education, and limited time to accompany children in learning. Rachman & Verawati stated that the role of parents related to literacy is to foster literacy habits at home (Roifah, Hendratno, Subrata, & Istiqfaroh, 2024). Support from teachers is also an important factor in the success of literacy activities in schools, so that students can be encouraged to have an interest in reading. In addition, digital inequality in using technology can also be an obstacle. Technology is increasingly advanced, making students follow the flow, especially in the use of Gadgets. The convenience, sophistication, and speed of information will greatly facilitate access to wider knowledge and learning resources.

The challenges faced certainly have a very high impact on the future of students and the nation. As a solution, the majority of articles emphasize the importance of providing special training for teachers to be able to manage learning well, the provision of diverse reading materials and also collaboration between parents, teachers and schools. The role of teachers and parents is essential to help increase students' interest in literacy.

Support from parents is also very important, especially to motivate their children to remain active in literacy activities. To overcome literacy challenges, schools and teachers can hold meetings to provide briefings on the importance of literacy for students to face increasingly significant changes in this era. That way, it is hoped that the literacy culture can be applied optimally. Therefore, it is important to implement a literacy culture from an early age. Parents, teachers, schools, or other parties need to work together to create a culture of literacy.

The program of providing free books for early childhood and the provision of digital libraries are efforts made by Japan to increase students' interest in reading. The habit of reading in class through reading aloud activities that are carried out every day before learning begins can help students to practice language skills and reading comprehension. Reading aloud is commonly done in Japan, which is commonly referred to as *Ondoku*. Some schools in Japan also implement *Bibliobattle*, activities that encourage students to read and present the contents of the book to their friends This activity can encourage students to think critically and public speaking skills (Saud, 2024).

In the 21st century, Indonesia can use technology-based learning models, such as the use of e-books and online learning to increase access to reading materials. In addition, by integrating digital in Education, it can also help students to be more accustomed to using digital resources to support their learning. This activity model can also be applied in Indonesia to improve reading culture among elementary school students to improve reading skills from an early age. By applying the model carried out in Japan, it is hoped that students' interest in reading in Indonesia can increase. Thus, it is hoped that

student literacy, especially in elementary schools, can develop continuously and contribute to the progress of Indonesian education

### 3.1 Conclusion

From the results of the literature review, it can be concluded that the literacy ability of elementary school students is still low. In 21st century learning, it should be easier to improve literacy culture in elementary schools. Improving literacy levels can help in facing literacy challenges, especially in the 21st century. Internal and external challenges, such as lack of teaching materials, low-quality teachers, lack of motivation and interest of students, and lack of support from parents and environment. In the context of education, the role of teachers is very important in encouraging student participation in the teaching and learning process.

Therefore, in this case, a solution is needed to overcome low literacy, especially elementary schools. Solutions that can be done such as, (1) Providing interesting reading materials that suit students' interests; (2) Improving the quality of teachers by organizing training; (3) Schools can develop school libraries in an attractive, convenient, and functional way; (4) Innovating in literacy learning such as the use of media and the use of technology; and (5) Collaborate with parents, teachers, and the government by developing policies and programs to support literacy improvement in elementary schools. Mobile library services can also be a solution for areas that are difficult to reach. Mobile libraries can be an effective solution because they can bring the necessary resources and information to remote areas that do not have good access.

This effort is expected to contribute to improving students' literacy skills in elementary schools. To enrich understanding of the challenges and solutions in dealing with low literacy of elementary school students, it is hoped that future research can be further analyzed in detail and specifically to provide more comprehensive insights.

### Author Contributions

To promote transparency, we encourage authors to provide an author statement file detailing their specific contributions to the paper using the relevant CRediT roles: Conceptualization; Data curation; Formal analysis; Funding acquisition; Investigation; Methodology; Project administration; Resources; Software; Supervision; Validation; Visualization; Roles/Writing - original draft; Writing - review & editing. Authorship statements should list authors' names first, followed by their respective CRediT role(s). For example: Nur Hudha: Conceptualization, Methodology, Software. John Smith: Data curation, Writing - Original draft preparation. Jane White: Visualization, Investigation. Bruce Buck: Supervision. Matt Jr.: Software, Validation. Peter Long: Writing - Reviewing and Editing.

All authors have equal contributions to the paper. All the authors have read and approved the final manuscript.

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### Declaration of Conflicting Interests

All authors must disclose any financial and personal relationships with other people or organizations that could inappropriately influence (bias) their work. Examples of potential competing interests include employment, consultancies, stock ownership, honoraria, paid expert testimony, patent applications/registrations, and grants or other funding. Authors must disclose any interests in two places: 1. A summary declaration of interest statement in the title page file (if double anonymized) or the manuscript file (if single anonymized). If there are no interests to declare then please state this: 'Declarations of interest: none'. 2. Detailed disclosures as part of a separate Declaration of Interest form, which forms part of the journal's official records. It is important for potential interests to be declared in both places and that the information matches.

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