



The Literacy Crisis of Elementary School Students in Indonesia: A Systematic Literature Review

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Keywords

Literacy
Literacy crisis
Elementary school

Abstract

Motivated by the current low literacy of elementary school students, this research aims to analyze the literacy crisis in elementary school students in Indonesia through the systematic literature review (SLR) method by collecting data from previous research results within the last eight years related to low literacy, elementary school literacy, and literacy crisis. The search for research articles uses publish or perish application with the google scholar database and is carried out with three SLR stages starting from planning, implementation, and reporting. The results of this study show that low literacy can be a literacy crisis in the younger generation. Therefore, the solution offered to overcome the literacy crisis in elementary schools starts with the Gerakan Literasi Sekolah (GLS).

1. Introduction

Literacy is done with a willingness to read or a penchant for activities that encourage critical thinking. The reading aspect of literacy is to improve the quality of reading and knowledge so that individuals who often do literacy have better intelligence and mind. Reading is not only about reading a passage, but reading activities can be carried out by applying reading situations, reading the world, reading the environment, and so on. Meanwhile, elementary school students in Indonesia seem to show a literacy crisis characterized by a delay in knowledge caused by a thin interest in reading to add insight. The literacy crisis is very influential on the progress of interest in reading in Indonesia, this is shown by the attitude that from an early age lacks interest in reading.

One of the problems that remains unresolved is the low interest in reading among school students in Indonesia (Suragangga 2017). Referring to this fact, elementary school students in Indonesia experience a literacy crisis, namely a lack of willingness, interest and passion for reading. Many studies have been conducted by researchers who explore the low literacy in Indonesia. The research shows the results of how low the literacy of Indonesian society is, the case is one of the problems that show the literacy crisis of elementary school students.

Followed by the World's Most Literate Nations Ranked released by Central Connecticut State University in 2016 which shows data that Indonesia is in the 60th position out of 61 countries shows that the result of low literacy in society is starting to become a literacy crisis in Indonesia. Adjusted to the results of the Program for International Student Assessment (PISA) survey conducted by the Organization for Economic Co-operation and Development (OECD) from 3 survey categories namely mathematics performance, reading performance, and science performance

A survey conducted on students from various countries incorporated, in 2018 showed that Indonesia's average reading performance score was ranked in the bottom 10 of a list of 79 countries, which was 371 at level 1a of 6 levels determined by OEDC Indonesia was in 13th position out of 18 countries in the level 1 category (OECD 2019). In 2022, Indonesia's reading performance shows that it is below the average level determined by the OECD, in terms of overall reading ability, Indonesia is ranked 70 out of 81 countries that are members of the OEDC (OECD 2023). Students in Indonesia can be said to be less competitive when compared to other countries (Nirmala 2022). The low literacy of Indonesian students reflects on Indonesian society (Kharizmi 2019). This means that even after 5 years, literacy in Indonesia is still low and needs to be improved again to overcome the literacy crisis in students in Indonesia.

The purpose of this discussion is to analyze the literacy crisis in elementary school students in Indonesia through research literature that has been conducted by previous researchers. Discussing this, the research was conducted by reviewing previous researchers' research that discussed the low literacy of elementary school students. For this reason, one of the initial planning steps in Systematic Literature Review (SLR) is to formulate a problem or Research Question which can be referred to as RQ. The author formulates the problem related to the low literacy of elementary school students in Indonesia which can become a literacy crisis as follows:

RQ 1: What is the literacy condition of elementary school students in Indonesia?

RQ 2: What are the factors that influence the literacy crisis of elementary school students in Indonesia?

RQ 3: What is the impact of the literacy crisis on elementary school students in Indonesia?

RQ 4: What suggestions are offered to overcome the literacy crisis in elementary schools in Indonesia?

2. Method

In line with the research objective, which is to analyze the literacy crisis in Indonesian elementary school students, the researcher used the systematic literature review method. A systematic literature review or SLR (often referred to as a systematic review) is a way to identify, evaluate and interpret all research relevant to a particular research question, or topic area, or phenomenon of interest (Kitchenham and Charters 2021). The research method was conducted by reviewing and analyzing scientific articles that have relevance to the issue of literacy crisis in elementary school students in real time. The targeted articles are the results of previous researchers' research in the range of 2017 to 2023. The search for scientific articles uses the publish or perish application with the google scholar database, while the attached reference manager will use the mendeley application.

The analysis will be conducted using the 3-stage systematic review method by (Kitchenham 2004) shown in chart 1 that follows:

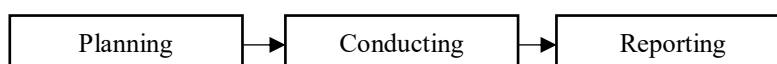


Chart 1. Systematic Review Phase

According to this method, the first step, planning, is to determine the criteria for previous research articles that will be used and formulate the problems that have been presented in the introduction, namely the Research Question or RQ, then conducting to determine scientific articles related to elementary school student literacy. The last stage is reporting: includes writing the results of a systematic literature review in written form according to a predetermined format (Choifah, Suyitno, and Pujiastuti 2022). In the reporting stage, the author chose to present the results of the literature study descriptively regarding the problems and results that are in accordance with related research.

These articles are the data that will be analyzed to find the existence of a literacy crisis in elementary schools. The issue is correlated with the low interest in reading and literacy in Indonesia since the last nine years which shows the existence of low literacy as a form of literacy crisis since elementary school which will lead to the low level of literacy of Indonesia's young generation. The final stage is to summarize the results of previous research literature found.

3. Results and Discussion

The criteria used in the planning stage were using the keywords low literacy, elementary school literacy in Indonesia, and literacy crisis. The search was limited to 400 papers for each keyword, so the results of previous research discussing low literacy in Indonesia from all the search keywords that have been determined are more than 400 papers. From all of these studies, researchers took

eight studies related to student literacy in elementary schools. The retrieval of eight relevant studies was supported by the existence of low literacy in low grades, namely grades one, two and three, further research was also taken on the basis of research conducted in high grades, namely grades four, five and six and specifically one study in the middle, namely low literacy in grade four. Other studies using the same keywords were drawn on the basis of low literacy broadly from the elementary school and community audiences. This research was found in a national journal with the keywords low literacy, elementary school literacy in Indonesia, and literacy crisis and the results are as follows:

Table 1. Literature Results

No	Information	Indicator	Article Title	Result
1	Sri Cacik, Wendri Wiratsiwi, Ifa Seftia Rakhma Widiyanti (Cacik et al. 2023)	Literacy at elementary school literacy in Indonesia	Analisis Kemampuan Awal Literasi Membaca Siswa SD Kelas Rendah di Kabupaten Tuban An Analysis of early reading literacy skills of low-grade elementary school students in Tuban District	This study was conducted on 266 low-grade students, including 88 students in grade 1, 86 students in grade 2, and 92 students in grade 3 by giving test questions to determine reading literacy skills. The result is that grade 3 students are the class that has the lowest literacy category at 96% followed by grade 1 whose low literacy reaches 88%, and grade 2 which shows a low literacy percentage of 77%.
2	Anita Dian Pratiwi, Aryo Andri Nugroho, Rina Dwi Setyawati, Susilo Raharjo (Pratiwi et al. 2023)	Literacy at elementary school literacy in Indonesia	Analisis Kemampuan Literasi Numerasi Pada Siswa Kelas IV Di SD Negeri Tlogosari 01 Semarang An Analysis of Numerical Literacy Skills of Grade IV Students of SD Negeri Tlogosari 01 Semarang	The article shows research conducted at SD Negeri Tlogosari 01 Semarang on grade 4 students, the results of which show that the literacy and numeracy skills of grade 4 students are still low, indicated by the number of wrong answers to questions and interviews conducted related to difficulties in literacy and numeracy questions.
3	Mas Roro Diah Wahyu Lestari, Tiyas Dwi Septianingrum (Lestari and Septianingrum 2019)	Literacy at elementary school literacy in Indonesia	Program Gerakan Literasi Sekolah di SD Dharma Karya School Literacy Movement Program at Dharma Karya Elementary School	The results of research conducted on grade 5 elementary school students using observation, interview, and documentation methods show good results because the school itself encourages to increase interest in reading, writing, speaking, and listening by facilitating libraries and reading habits before starting learning.
4	Dewi Tryanasari, Septi Aprilia Winda Ayu Cahya (Tryanasari, Aprilia, and Cahya 2017)	Literacy at elementary school literacy in Indonesia	Pembelajaran Literasi di SDN Rejosari 1 Kecamatan Kawedanan Kabupaten Magetan Literacy learning at SDN Rejosari 1, Kawedanan sub-district, Magetan District	This article describes research conducted at SDN Rejosari 1, Kawedanan, Magetan district, in the lower grades which shows that literacy barriers in this elementary school depend on an unplanned literacy program.
5	Lukman Solihin, Indah Pratiwi, Genardi Atmadiredja, Bakti Utama (Solihin et al. 2020)	Low literacy	Darurat Literasi Membaca di Kelas Awal: Tantangan Membangun SDM Berkualitas Reading Literacy Emergency in the Early Grades: The Challenge of Building Quality Human Resources	The article discusses the problems that cause reading literacy emergencies in the early grades which lie in access to education, the learners themselves, the lack of teacher competence, book learning resources that do not have a lot of reading (ed. if the current independent curriculum already has quite a lot of reading), and the few reading book facilities available at school.
6	Azmi Rizky Anisa, Ala Aprila Ipungkarti, Kayla Nur Saffanah (Anisa, Ipungkarti, and Saffanah 2021)	Literacy crisis	Pengaruh Kurangnya Literasi serta Kemampuan dalam Berpikir Kritis yang Masih Rendah dalam Pendidikan di Indonesia The Influence of Lack of Literacy and Low Critical Thinking Skills in Education in Indonesia	The article presents the results of a survey of students and university students, which found that 63.2% of 100% of respondents liked reading and 57.1% liked fiction stories. The article also points out that various internal and external factors can lead to low literacy skills in elementary schools, the article also presents efforts to improve literacy skills.

7	Tia Amaliah, Sundawati, Tisnasari, Sigit Setiawan (Amaliah, Tisnasari, and Setiawan 2023)	Literacy crisis	Kesulitan Membaca dan Menulis Pada Siswa Bojong Baru Reading and Writing Difficulties in Bojong Baru Students	This article discusses research conducted on grade 4A and 4B students at SDN Bojong Baru regarding reading and writing skills in the high grades. The results of the study, which used qualitative research methods with interviews with teachers and students and observations, showed that grade 4 students had difficulties in letter and sound relationships, visual perception and memory disorders, and reading difficulties. Factors that can influence reading disabilities are also presented.
8	Fatimah Nur Ismiyasari, Utama, Choiriyah, Widayasari, Zaenal Abidin (Ismiyasari et al. 2020)	Low literacy	Problematika Pembelajaran Literasi Siswa Sekolah Dasar di Era New Normal Problematics of Literacy Learning for Primary School Students in the New Normal Era	Researchers conducted a case study of data collected from interviews, observations, and documentation regarding literacy problems in the new normal era for students in grades IV, V and VI at MI Muhammadiyah PK Kartasura. The results obtained by researchers were conveyed from teachers and students. First, what was obtained from the teacher was the problem of access to e-books and other learning resources, low student interest in reading, lack of parental participation at home to educate literacy, and students are difficult to regulate in playing gadgets. Meanwhile, from the students' side, the problems that arose were limited access to learning, limited internet network, boredom reading books at home, lack of parental participation, and lack of feedback when studying at home.

3.1. Discussion

In accordance with the results found, these articles will be used to answer the research questions set out in the introduction. The discussion will be written descriptively in order from RQ1 to RQ4 and continued with the next section.

3.1.1. RQ 1: What is the literacy condition of elementary school students in Indonesia

The first research question refers to the condition of literacy in Indonesian elementary schools based on previous research that has been reviewed by researchers. First, the article (Cacik et al. 2023) entitled Analysis of the Literacy Skills of Beginning Reading of Low Grade Elementary School Students in Tuban District. The result is that students in grades 1, 2, and 3 of elementary schools in Tuban District, show quite low literacy, even when compared between grades 1 and 3, grade 1 students have higher literacy scores than grade 3 students. The researchers conducted a test by giving literacy-based essay test questions, namely giving essay questions with long readings and then analyzing them. The result was that grade 1 students had weaknesses in reading and listening to animal names, while grade 2 students had weaknesses in matching information, while grade 3 students had weaknesses in understanding information in reading. Thus the condition of low-grade students at SD Tuban is still weak in literacy.

The second study that can describe the literacy conditions of elementary school students in Indonesia is a study (Pratiwi et al. 2023) entitled Analysis of Numerical Literacy Skills in Grade IV Students of SD Negeri Tlogosari 01 Semarang, in the article shows that there are students who experience obstacles in working on story problems in mathematics subjects. This is motivated by various things.

The next condition was taken from a study (Tryanasari et al. 2017) entitled Literacy Learning at SDN Rejosari 1 in Kawedanan sub-district, Magetan district. The article shows that literacy activities in elementary schools do depend on the organizers of these literacy activities, which will be discussed in the next discussion. Through this literature, it was found that literacy was not optimal because the management was still not good so that literacy activities in elementary schools were still not well implemented.

Furthermore, in a study (Amaliah et al. 2023) entitled Reading and Writing Difficulties in Bojong Baru Students, which found that the student learning process was hampered because high grade students, namely grades 4, 5 and 6, there were still students who experienced literacy difficulties in the aspects of reading and writing. Through interviews and observations conducted by researchers, students in grades 4, 5, and 6 have a number of students who still have difficulty reading and writing, 9 children, 11 children, and 10 children respectively. This means that grade 5 students have the highest number of students experiencing reading and writing difficulties. Among them are grade 4 students who still cannot read at all because they have difficulty recognizing letters.

It can be concluded that the literacy crisis can arise due to several factors such as low interest in reading and willingness to develop themselves by learning as well as a lack of support from other parties so that if the literacy crisis is not resolved, there is a lack of support.

3.1.2. RQ 2 : What are the factors that influence the literacy crisis of elementary school students in Indonesia?

After knowing the condition of student literacy in elementary schools, which is not optimal for various reasons, this discussion includes what factors hinder literacy from being well implemented, the discussion material comes from the literature of research articles.

The first external factor is the lack of teacher competence to implement literacy well at school. This can happen when teachers still cannot understand the importance of literacy for students so that the urgency for literacy activities at school is not implemented even though literacy is very important for children to add insight. In addition, teachers as role models must also familiarize themselves with literacy so that students are motivated to read and write.

Secondly, the GLS or School Literacy Movement has not been implemented optimally. This factor is influenced by the inconsistent implementation of literacy activities and the team that handles literacy that is not routine so that GLS is not well implemented. GLS is a government policy to foster a literacy culture of writing and reading. In the absence of administrators who organize GLS routinely at school, literacy will not be carried out well, it is necessary to take the time to organize literacy activities at school.

The third factor is inadequate facilities and infrastructure to support literacy. This can be seen in elementary schools that currently neglect libraries and the availability of reading books. This can also be caused by the education office not making efforts to check the availability of reading books so that literacy can run well evenly in schools.

The internal factor of low literacy depends on students who have no interest in reading or writing. One of the factors behind the lack of ability or interest in reading in students is the weak ability in critical thinking (Pratiwi et al. 2023). Students who have the awareness to do a lot of literacy have awareness in thinking to add insight so that interest in doing literacy arises.

In another case, this lack of interest can be caused by the surrounding environment that is not cultured to do literacy so that students do not have the motivation within themselves to encourage interest in reading and writing at school and at home. It will be different if students who are accustomed to reading and writing by the environment where they live, then these students will have a good interest in literacy. This lack of interest in literacy will become a literacy crisis from an early age, therefore literacy must be familiarized with reading and writing since elementary school.

In fact, fostering interest in reading in children is a more essential phase before instilling speed reading skills in children (Sumitra and Sumini 2019). Therefore, various factors in the child's growth and development environment must have positive literacy energy. Reading culture in Indonesia is most visible when access to reading is adequate and close to where children live. As a place of education that educates at a crucial phase, primary school is one of the keys to fostering children's interest in reading. Children's intellectual development also begins to develop when entering elementary school, where children are in the concrete operational phase, aged seven to 12 years (Agustina, Suhaili, and Irdamurni 2021). Formal education in primary school with teachers and

school environment should support children's needs (Hasibuan et al. 2024). Therefore, the facilities provided to foster student literacy are very important.

3.1.3. RQ 3: What is the impact of the literacy crisis on elementary school students in Indonesia?

The impact of the literacy crisis in elementary schools is that the understanding of reading is minimal and it is difficult to accept new knowledge because it is far from literacy activities. Low interest in reading certainly has a huge impact on low reading literacy skills (Sadli 2019). A society that has an advanced perspective is cultivated from literacy (Kanusta, Sahertian, and Soraya 2021). In addition, literacy is very important for improving the quality and standard of one's life, therefore when literacy is rarely carried out and interest in reading and writing does not exist, it will cause a decline in development, the knowledge possessed will be stagnant and not receive other knowledge. Students will find it difficult to receive other education or enter the realm of education because literacy is the key to learning and learning. In addition, this rapid proliferation of information will be increasingly difficult to control if students do not explore literacy (Fauziah et al. 2020). Therefore, literacy is very important to do early on to prevent things that are not expected, namely the existence of a literacy crisis in students.

Even the results released by PISA since 2018 students in Indonesia are only able to take in simple information from short readings and still struggle to recognize a concept in questions that provide clear and general guidance and context (Putrawangsa and Hasanah 2022). The low level of student reading ability in Indonesia can be a crucial problem that is very important for various parties (Anisa et al. 2021). The impact of low literacy in Indonesia affects living conditions and the environment that cannot be separated from reading interest.

In addition, low literacy is one of the keys in the development of children's thinking, therefore literacy in terms of reading and writing, arithmetic, science, digital, finance, culture and knowledge is so important in considering the future for both children and the nation (Nudiati 2020). Nowadays, literacy is very important for elementary school children because literacy of various types builds critical thinking skills, especially in this digital era (Harliani, Dewi, and Hayat 2024).

3.1.4. RQ 4: What suggestions are offered to overcome the literacy crisis in elementary schools in Indonesia?

From the description of the conditions, factors and impacts of low literacy of elementary school students in Indonesia that can become a literacy crisis, suggestions that can be offered to overcome these problems can start from reading facilities and infrastructure in each school. Schools can provide and start managing libraries and reading corners properly. As in the research conducted by Lestari and Septyaningrum (2019) schools provide reading corners in each class and organize literacy hours 10 minutes before learning to read starts every day accompanied by the teacher. In this way, students are cultured to read every day because it is done regularly and the school has good literacy management.

This activity is one of the manifestations of the School Literacy Movement or GLS, which is a literacy activity that includes reading, writing and counting to cultivate students to read starting with directing them to read in a certain portion of time. GLS can help students to improve their higher-order thinking skills from the insight of reading books. Apart from all components to implement GLS, schools must also be ready to manage GLS.

This readiness includes the readiness of the school's physical capacity (availability of literacy facilities, facilities, and infrastructure), the readiness of the school community (principals, teachers, students, parents, and other community components), and the readiness of other supporting systems (public participation, institutional support, and relevant policy tools) (Hayun and Haryati 2020).

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schools must also be ready to manage GLS. Reading corners in the classroom or in open spaces as a facility for implementing GLS in schools can increase students' interest in reading from various types of books such as textbooks, knowledge, fiction, history, and nature (Kurniawan et al. 2020). In addition, good library management will certainly also invite students to spend time in the library to read books because the various types of books available are in accordance with students' interests (Hermawan, Hidayat, and Fajari 2020).

In accordance with this, schools need to improve the ability of principals and teachers by developing competencies to be able to manage the expected literacy implementation, including in managing literacy facilities, facilities and infrastructure in schools which include the availability of books and other supporting tools. GLS will involve school community in the continuity of education (Pujiati, Basyar, and Wijayanti 2022). In line with the above statement, GLS is not only engaged in the school environment but also involves the education office institution which is tasked with checking the needs and implementation of GLS in schools. Therefore, low literacy can be overcome early on and prevent the seeds of a literacy crisis and in the future, the younger generation can show good results including in improving literacy survey rankings in Indonesia and the world.

3.2. Conclusion

It could be concluded that the literacy crisis is the low literacy found in elementary school students which has the potential to become a 'disease' of the literacy crisis in Indonesia. In accordance with the literature review of several previous studies, it shows that elementary school students are still weak in literacy caused by several factors including internal and external factors.

The literacy crisis can have an impact on the students themselves and the quality of the nation. Therefore, the suggestions offered can start from small activities to the implementation of the School Literacy Movement or GLS which involves school components including principals, teachers, students, parents, communities, and educational institutions.

Author Contributions

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

Funding

No funding support was received.

Declaration of Conflicting Interests

The author declared no potential conflicts of interest with respect to the research, authorship, and/or publication of this article.

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All the references that used in the article must be listed in this part. In this part, all the used references must be taken from **primary sources** (scientific journals at least 85% from all the references) that published in the **last ten years**. Cite the main scientific publications on which your work is based. Citation and Reference are written according to the APA 6th edition style.

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