STRATEGIES FOR IMPROVING ELEMENTARY STUDENDT'S READING LITERACY IN THE DIGITAL ERA: A SYSTEMATIC LITERATURE REVIEW

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ABSTRACT

Reading literacy is an essential 21st-century skill that needs to be strengthened among elementary school students to help them access, understand, and evaluate information in the digital era. This study aims to analyze strategies for improving reading literacy based on previous research and identify the most effective approaches for digital-age learning. A Systematic Literature Review (SLR) method was employed by analyzing articles published in Google Scholar and national journals from 2021 to 2025. After the identification and selection process, 24 relevant articles were included in the analysis. The findings indicate that reading literacy strategies can be grouped into five main categories: digital technology and artificial intelligence, visual and multimedia-based learning media, literacy ecosystem development through the School Literacy Movement and reading corners, collaboration among teachers, parents, and communities, and active learning models. Digital technology was the most frequently examined strategy and consistently showed positive effects on students' reading interest and engagement. However, no single strategy was found to be universally effective. A hybrid approach that combines digital technology with literacy culture, active learning, and support from schools and families is considered the most appropriate strategy for improving reading literacy in the digital era.

Keywords : *Strategies, Reading Literacy, Primary School Students, Digital Era*

INTRODUCTION

Reading literacy is an essential 21st-century skill that enables students to access, understand, and apply knowledge in various aspects of life (Syahidin, 2020, Reading literacy is an essential 21st-century skill that enables students to access, understand, and apply knowledge in various aspects of life Mahardhani et al., 2021). In the digital era, rapid advances in information technology have increased access to information, making the strengthening of reading literacy in schools increasingly important to help students navigate and evaluate information effectively (Dewi, 2024). This issue has become a global concern, as UNESCO recognizes literacy as a fundamental competency for everyday life and the workplace (Afia et al., 2024). Furthermore, the OECD's Programme for International Student Assessment (PISA) reports that Indonesian students' reading performance remains below the OECD average, highlighting the need to improve basic literacy skills in formal education (Marris & Azizah, 2025).

Reading literacy in elementary education refers to students' ability to understand and process information through reading (Fahrianur et al., 2023). Reading literacy in elementary education refers to students' ability to understand and process information through reading (Bungsu & Dafit, 2021). Beyond improving academic achievement, literacy also supports students' moral and social development (A. M. Putri et al., 2025). However, its implementation still faces challenges, including low reading interest, limited reading habits, low learning motivation, and insufficient environmental support (Muti'ah et al., 2025). Therefore, reading literacy should be fostered from an early age to equip students with the knowledge and skills needed for future challenges (Noeraeni et al., 2025).

Several previous studies have explored strategies to improve reading literacy among elementary school students. Differentiated instruction has been shown to enhance reading comprehension and increase students' engagement in literacy activities (Pratama, 2022). Classroom reading corners also effectively foster reading interest by providing a comfortable reading environment (Angraeni & Rahma, 2024). In addition, digital literacy through media such as animated videos, e-books, and educational games has been found to improve students' motivation and participation in reading activities (Sajidah et al., 2023). The read-aloud method is another effective strategy, particularly for young learners, as it enhances vocabulary, reading comprehension, and early reading habits in an interactive learning environment (Fahrel et al., 2025).

Previous studies indicate that strategies for improving reading literacy among elementary school students are diverse and continue to evolve. As digital technology transforms how students access and process information, literacy practices must adapt to the demands of digital-age learning (Arifin et al., 2024). Digital literacy, which includes the ability to access, evaluate, and use information effectively through digital media, has emerged as a promising approach to strengthening reading literacy (Rany et al., 2025). Technology-based learning resources, such as digital applications and online platforms, provide engaging reading experiences through multimedia content and improve reading comprehension (A. A. Putri et al., 2025; Suruambo, 2025). In addition, easy access to digital reading materials supports sustainable reading habits and complements strategies such as differentiated instruction, reading corners, and read-aloud activities (Hasanah et al., 2025; Nurdyana, 2024).

The effectiveness of reading literacy strategies varies depending on students' characteristics and learning environments. Therefore, teachers should adopt approaches that not only improve reading skills but also foster students' interest and motivation to read (Rahmadhani & Suriani, 2024). Student-centered learning further enhances reading comprehension by encouraging active participation,

discussion, and critical thinking (Izzatunnisa et al., 2024). Consequently, selecting appropriate instructional strategies is essential for the success of reading literacy programs (Karmilah & Yuniarti, 2025). As technology continues to shape education, integrating digital media and interactive learning resources has become increasingly relevant for 21st-century learning. Previous studies have shown that technology can increase reading interest, broaden access to learning resources, and provide reading materials tailored to students' needs (Arrahman et al., 2024; Dakhi et al., 2025). These findings suggest that combining conventional and digital literacy strategies offers the greatest potential for improving students' reading literacy.

A supportive school environment is also essential for improving reading literacy. Programs such as the School Literacy Movement (SLM), reading corners, pre-class reading activities, and the availability of diverse reading materials help foster sustainable reading habits among elementary school students (Khusna et al., 2022). In addition, collaboration among teachers, parents, schools, and communities plays a significant role in strengthening students' reading interest and literacy development (Ardilla et al., 2022; Putra et al., 2025). Despite the implementation of various literacy strategies, their effectiveness varies depending on students' characteristics, teachers' readiness, learning facilities, and environmental support (Viantho et al., 2024). At the same time, advances in digital technology have expanded students' access to information, creating opportunities for more innovative and interactive literacy practices. However, technology integration should also promote students' ability to access, evaluate, and use information critically and responsibly (Rany et al., 2025). Previous studies have examined differentiated instruction, digital media, read-aloud activities, reading corners, and the School Literacy Movement. However, most have focused on individual strategies within specific contexts (Rifa'i et al., 2024). Therefore, a comprehensive review is needed to identify effective and relevant strategies for improving elementary students' reading literacy in the digital era. This study aims to synthesize previous research to identify effective literacy strategies, the factors influencing their implementation, and their relevance to 21st-century learning (Firiyanti & Anggoro, 2024).

METHOD

This study employed a Systematic Literature Review (SLR) to examine previous research on strategies for improving reading literacy among elementary school students in the digital era. SLR is a method used to systematically identify, evaluate, and synthesize relevant studies to answer specific research questions (Habibi & Manurung, 2023). Data were collected from Google Scholar and relevant national journals using the keywords "Strategy," "Reading Literacy," "Elementary School Students," and "Digital Era." Articles published between 2021 and 2025 were selected based on predetermined inclusion criteria, including relevance to the research topic and study objectives. The review process included literature searching, article screening, selection, analysis, and synthesis of the findings.

The research procedures followed in this Systematic Literature Review (SLR) are presented in the figure below.

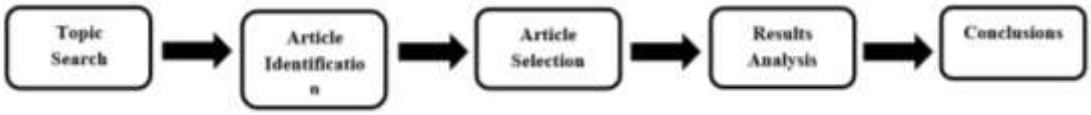


Figure 1. Stages of systematic literature review (SLR) research method

Research articles were selected based on predefined inclusion and exclusion criteria.

Table 1. Research Inclusion and Exlucion Criteria

No	Kriteria Inklusi	Kriteria Eksklusi
01	Articles related to strategies for improving reading literacy among elementary school students in the digital era.	Articles or books that are not relevant to the article title.
02	Discussing the scope of elementary schools.	Covering the scope of elementary school education.
03	Articles published from 2021-2025.	Article published prior to the 2021.
04	The sources include scientific journal articles and books relevant to the research topic.	Blogs.

The initial search using the keyword "Strategy" (2021–2025) yielded 648,000 records. Adding the keywords "Reading Literacy," "Elementary School Students," and "Digital Era" progressively narrowed the results to 11,000, 2,520, and finally 453 articles, which were selected for further analysis.

The diagram below illustrates the research stages guided by eligibility criteria, which include identification, screening, eligibility, and inclusion.

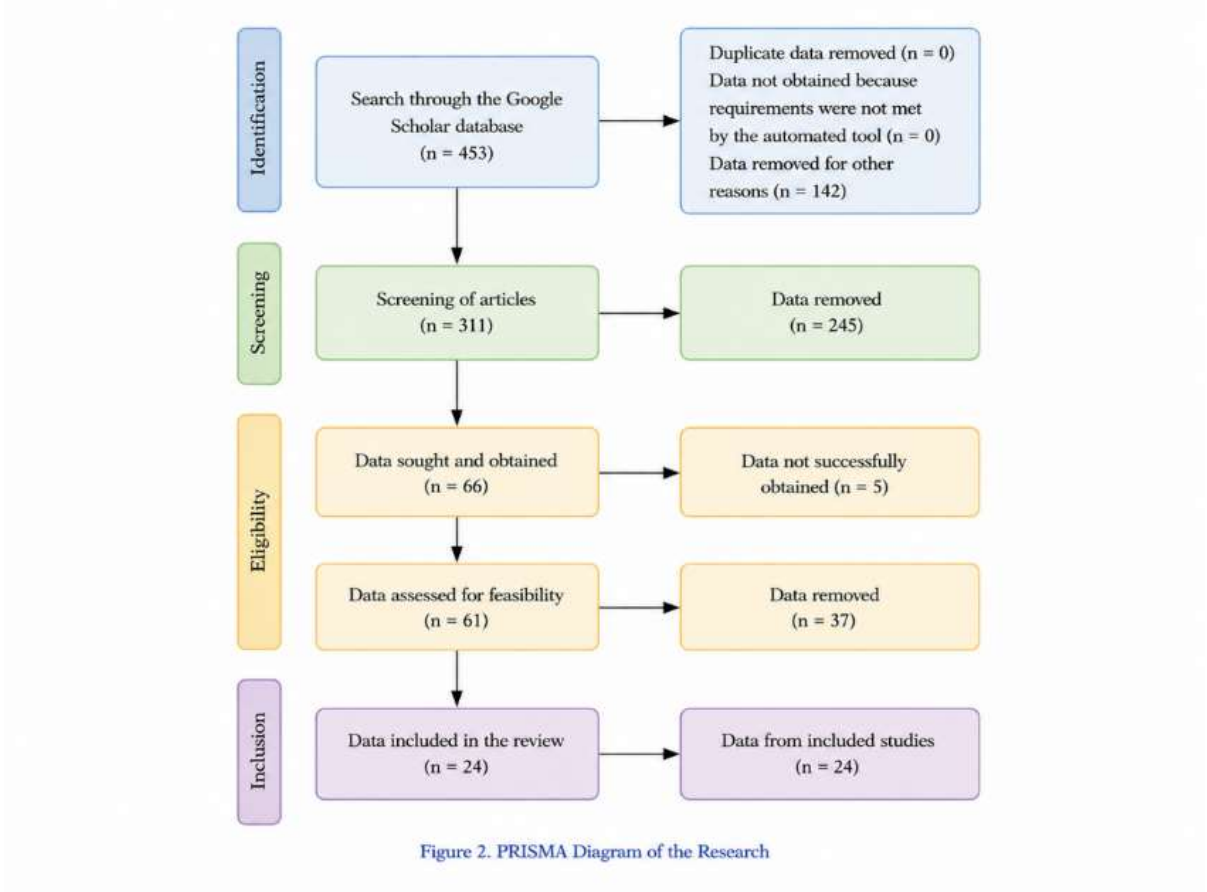


Figure 2. PRISMA Diagram of the Research

Identification Stage

During the identification stage, 453 articles were retrieved from Google Scholar. No duplicate records or records removed by automated tools were identified (n = 0). After the initial screening, 142 irrelevant articles were excluded, leaving 311 articles for the screening stage.

Screening Stage

During the screening stage, 311 articles were assessed based on their titles and abstracts. Of these, 245 articles were excluded for not meeting the inclusion criteria, leaving 66 articles for full-text assessment. However, five full-text articles could not be retrieved and were excluded from further review.

Eligibility Stage

A total of 61 full-text articles were assessed for eligibility. Of these, 37 articles were excluded because they did not meet the eligibility criteria, including inappropriate research methods, different research subjects, or discussions irrelevant to the study focus.

Inclusion Stage

After the selection process, 24 articles met the inclusion criteria and were included in the systematic literature review for data analysis.

RESULTS AND DISCUSSION

Results

The Google Scholar search shows the publication trends of studies on strategies for improving reading literacy among elementary school students in the digital era from 2021 to 2025. The distribution of these studies is presented in the following figure and table.

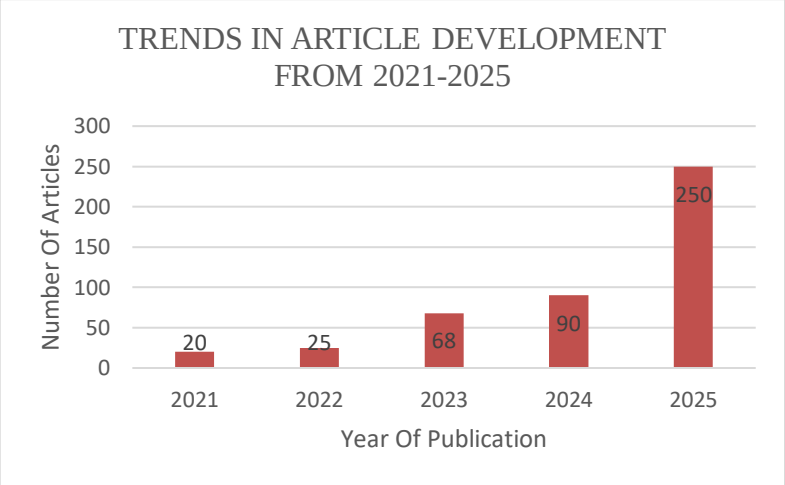


Figure 3. Graph Of Article Development from 2021-2025

The publication trend from 2021 to 2025 shows a steady increase in studies on strategies for improving reading literacy among elementary school students in the digital era. The highest number of publications was recorded in 2025, while the lowest was in 2021, indicating growing research interest in this field. Table 2 summarizes the analyzed articles, including their titles, publication details, and main findings.

Table 2. Article Development from 2021-2025

No	Article Title and Authors	Article Identity	Research Results
1.	Collaborative Development of a Literacy Culture in the Digital Era for Elementary School-Aged Children in Pamarayan Village (Helmi et al., 2025).	Jurnal Pengabdian Kepada Masyarakat Serumpun Melayani, Vol. 3, No. 1, March (2026).	A gradual approach from visual media to educational applications effectively strengthens literacy, digital literacy, and learning motivation.
2.	Synergy Between Teachers and Parents in the Digital Era: Strengthening Early Reading Literacy in Elementary Schools (Suhaeni, 2025).	Jurnal Dieksis ID: Pustaka Digital Indonesia, Vol. 6, No. 1 (January–June 2026). National Journal (SINTA 5).	Teacher–parent collaboration effectively strengthens students' early reading literacy through consistent support at school and home.
3.	Implementation of the BUNGAS Strategy to Improve Elementary School Students' Literacy and Numeracy Skills (Rahmi et al., 2025).	Jurnal Ilmiah Pendidikan Citra Bakti, Volume 12, Number 1, 2025. National Journal (SINTA 4).	The BUNGAS strategy integrates digital books and differentiated learning to improve literacy and numeracy.
4.	Development of an Interactive Storytelling Learning Model Integrated with Artificial Intelligence (AI) and Gamification to Improve Elementary School Students' Reading Literacy (Meirisa & Yulianti, 2025).	Publication Information Jurnal Muara Pendidikan, Volume 10, Number 2, 2025. National Journal (SINTA 4).	The study demonstrated that an AI-integrated interactive storytelling and gamification model effectively improves elementary students' reading literacy through an interactive, adaptive, and engaging reading experience.
5.	Accelerating Literacy: Interactive Learning Through Fairy Tale Video Presentations Using Technology Adaptation in Arjasa Elementary Education (Fajria et al., 2024).	BERSATU: Jurnal Bhineka Tunggal Ika, Vol. 2, No. 4, July 2024.	The study found that using fable stories and technology-based storytelling media effectively enhances elementary students' reading literacy and learning engagement.
6.	Implementation of the Problem-Based Learning (PBL) Model Through Game-Based Methods to Foster Literacy Skills in	Seminar Nasional Pendidikan Profesi Guru, Vol. 1, No. 2, December 2023.	The study found that game-based Problem-Based Learning (PBL) effectively improves

	Grade 2 Students (Maharani, 2023).		second-grade elementary students' reading literacy.
7.	Flipbook Media Improves Elementary Students' Reading Literacy in Fairy Tales (Yolanita et al., 2025).	Indonesian Journal of Innovation Studies, Vol. 26, No. 3, July 2025. National Journal (SINTA 3).	Flipbook applications effectively improve elementary students' reading literacy.
8.	Development of an Android-Based Alphabet Construction Learning Media to Improve Reading and Digital Literacy (Nurhikmah et al., 2023)	Cokroaminoto Journal of Primary Education, Volume 6, Number 1, April 2023. National Journal (SINTA 4).	Android-based alphabet media effectively improves reading and digital literacy.
9.	Development of ADDIE-Based Interactive Digital Media to Improve Reading Skills of Upper-Grade Elementary School Students (Masrini et al., 2025).	Jurnal Ilmiah Wahana Pendidikan, Vol. 11, No. 12, 2025. National.	ADDIE-based digital media effectively improves reading skills.
10.	Enhancing Reading Interest and Learning Motivation Through the Optimization of the School Literacy Movement at SDN Tipo (Ramadhan et al., 2025).	Jurnal Pengabdian Kolaborasi dan Inovasi IPTEKS, Volume 3, No. 4, August 2025.	Literacy corners and libraries strengthen students' reading literacy.
11.	The Impact of the School Literacy Movement on Elementary School Students' Reading Interest in Southwest Sumba Regency (Daga et al., 2025).	PAEDAGOGIE, Vol. 20, No. 2, 2025. National Journal (SINTA 4).	GLS improves students' reading interest and reading habits.
12.	Elementary School Students' Perceptions of Read-Aloud Activities: A Case Study (N. T. A. Sari et al., 2022).	METODIK DIDAKTIK: Jurnal Pendidikan Ke-SD-an, Vol. 17, No. 2, 2022. National Journal (SINTA 4).	Read-aloud activities effectively improve elementary students' reading literacy.
13.	Integrating Digital Literacy to Enhance Elementary School Students' Reading Enthusiasm (N. P. Sari & Evanirosa, 2025).	Jurnal Kolaborasi Akademika (JKA), Vol. 3, No. 1, 2026.	Digital literacy enhances students' reading enthusiasm through interactive learning.

14.	The Influence of Learning Styles and Quizizz-Assisted Digital Learning Media on Elementary School Students' Reading Literacy (Rahmadani et al., 2025a).	Jurnal Ilmiah Global Education, Vol. 6, No. 3, 2025.	Quizizz-assisted media effectively improves students' reading literacy.
15.	An Analysis of Teachers' Strategies for Improving Reading Literacy in Indonesian Language Learning at SDN Rada (Ningsi & Kurniawati, 2024).	Diksi: Jurnal Kajian Pendidikan dan Sosial, Vol. 5, No. 1, 2024.	The study found that pre-, while-, and post-reading activities improved students' reading literacy and comprehension.
16.	The Use of the PINTAR Flipbook to Enhance Literacy Interest Among Elementary School Students (Bhayangkari et al., 2024).	Al-Madrasah: Jurnal Ilmiah Pendidikan Madrasah Ibtidaiyah, Vol. 8, No. 3, 2024.	The study found that pre-, while-, and post-reading activities improved students' reading literacy and comprehension.
17.	The Effect of Local Wisdom-Based E-Comic Learning Media on the Reading Literacy Skills of Fifth-Grade Students at SDN Karangduak II (Rasyika et al., 2025).	Jurnal Ilmiah Research Student, Vol. 2, No. 1, March 2025.	The study found that local wisdom-based e-comics improved students' reading literacy through increased motivation and engagement.
18.	Optimizing Reading Literacy Through Educational Programs at SDN 56 South Bengkulu (E. N. Sari et al., 2025).	Jurnal Pendidikan dan Pengabdian Masyarakat, Vol. 8, No. 1, February 2025.	The study found that integrated strategies effectively improved students' reading literacy.
19.	Promoting Reading Literacy Through the AKUR Program at Ngambar Outdoor Rental, East Lombok (Hariry et al., 2025).	Jurnal Ilmiah Profesi Pendidikan, Vol. 10, No. 2, May 2025.	19. The study found that the AKUR program improved reading literacy by increasing reading interest and literacy culture.
20.	Implementation of the School Literacy Movement (GLS) Program in Increasing Reading Interest of Students at SD Negeri Cipondoh 1, Tangerang	Dirasah: Jurnal Pemikiran dan Pendidikan Dasar Islam, Vol. 7, No. 2, 2024.	20. The study found that the School Literacy Movement (GLS) improved students' reading literacy and interest.

	City (Agustin & Oktavera, 2024).		
21.	The Effect of Reading Literacy Improvement Through Digital Storytelling-Based Learning at SDN 3 Ledok, Blora Regency (Astuti, 2024).	Jurnal Pengabdian kepada Masyarakat, Vol. 1, No. 01, 2024.	Digital storytelling improves students' reading interest and literacy.
22.	Optimization of Literacy Reading Corners to Foster a Reading Culture at SDN 05 Keagungan Tamansari, West Jakarta (Nahda & Syah, 2024).	Didaktik: Jurnal Ilmiah PGSD FKIP Universitas Mandiri, Vol. 10, No. 02, June 2024.	The study found that optimizing reading corners increased students' reading interest and reading culture.
23.	Development of the "Ciko Gemar Literasi" Media to Improve Reading Literacy in Elementary Schools (Cahyani et al., 2023).	Journal of Instructional and Development Researches, Vol. 3, No. 6, December 2023.	The study found that the "Ciko Gemar Literasi" illustrated storybook improved elementary students' reading literacy and engagement.
24.	The Role of Reading Corners in Fostering Reading Interest Among Students at SDN Jati 2 Masaran (Saputri et al., 2022).	Jurnal Ilmiah Kampus Mengajar, Vol. 2, No. 2, 2022, 103–111.	The study found that attractive reading corners increased students' reading interest and daily reading enthusiasm.

Discussion

The review of 24 articles indicates that strategies for improving reading literacy among elementary school students in the digital era involve various complementary approaches. Although digital technology is the most frequently examined strategy, effective literacy improvement also depends on strengthening school literacy culture, family and community involvement, and student-centered learning. These findings suggest that reading literacy should be developed by integrating technology with a supportive literacy ecosystem.

These approaches reflect the multidimensional nature of reading literacy, encompassing cognitive, affective, and environmental aspects. Based on the synthesis, the identified strategies were classified into five themes: digital technology and artificial intelligence, visual and multimedia-based media, literacy ecosystem strengthening through the School Literacy Movement (GLS) and reading spaces, collaboration among teachers, parents, and communities, and active, interaction-based learning. Together, these themes demonstrate that improving reading literacy requires a comprehensive and integrated approach in the digital era.

1) Utilization of Digital Technology and Artificial Intelligence.

The first and most dominant cluster focuses on digital technology-based learning media. found that AI-integrated storytelling and gamification improve reading experiences. Similar results were reported by (Masrini et al., 2025) through ADDIE-based media and (Nurhikmah et al., 2023) through Android-based alphabet media, while (Rahmadani et al., 2025) (N. P. Sari & Evanirosa, 2025) (Astuti, 2024) and (Astuti, 2024) showed that digital platforms and storytelling enhance reading literacy, interest, and learning engagement. These findings are supported by (Rulik Setiani et al., 2023) who emphasized active student participation, (Helmi et al., 2025) who highlighted a gradual transition from visual media to educational applications, and (D et al., 2021), who stressed the importance of technological adaptation. Together, these studies suggest that digital media support both reading literacy and digital competence. Most studies in this cluster used Research and Development (R&D) methods, mainly ADDIE, whereas. (Rahmadani et al., 2025) applied a correlational design. Although the studies consistently reported positive effects on student engagement, most evidence was based on product validation rather than standardized reading outcomes. In addition, unequal access to digital devices and internet connectivity limits the broader implementation of these strategies.

2) Visual and Multimedia Media as a Transition Strategy

The second cluster focuses on visual and multimedia-based media. (Yolanita et al., 2025) and (Bhayangkari et al., 2024) found that flipbooks improve reading literacy, while (Rasyika et al., 2025) showed that local wisdom-based e-comics enhance reading skills, particularly among students with moderate reading ability. Similar findings were reported by (Cahyani et al., 2023) through picture storybooks and (Fajria et al., 2024) through fable-based video learning, both of which increased students' literacy engagement. Compared with digital technology-based media, these approaches are easier to implement because they require minimal technology and internet access. However, most studies measured reading interest rather than standardized reading achievement. Their effectiveness is supported by dual coding theory, while contextual content, such as local wisdom (Rasyika et al., 2025) and child-friendly stories (Fajria et al., 2024), further enhances students' engagement in reading.

3) Strengthening the Literacy Ecosystem: School Literacy Movement and Optimization of Reading Spaces

The third cluster focuses on strengthening literacy through the School Literacy Movement (GLS) and reading spaces (Daga et al., 2025) and (Agustin & Oktavera, 2024) found that GLS and 15-minute reading activities effectively improve students' reading interest. Likewise, (Ramadhan et al., 2025; Saputri et al., 2022), (Nahda & Syah, 2024) and (Nadhifa et al., 2024) emphasized that reading corners, libraries, varied reading materials, and book exchange activities foster a supportive literacy environment. (E. N. Sari et al., 2025) further highlighted the importance of teacher training, book donation partnerships, digital reading applications, and continuous evaluation to strengthen literacy programs. These strategies are supported by the national School Literacy Movement (GLS) policy, making them practical, low-cost, and applicable across different school settings. However, their effectiveness depends on consistent implementation and long-term institutional support. Without continuous innovation, including digital integration (E. N. Sari et al., 2025), students' enthusiasm for literacy activities may gradually decline.

4) Multi-Stakeholder Collaboration: Teachers, Parents, and Communities

The fourth cluster emphasizes collaboration among teachers, parents, and communities in strengthening reading literacy. (Suhaeni, 2025) found that teacher parent collaboration supports early reading development, while (Ningsi & Kurniawati, 2024) showed that pre-reading, while-

reading, and post-reading activities improve students' reading comprehension. Beyond the classroom, (Hariry et al., 2025) demonstrated that the AKUR program successfully promoted reading through community-based outdoor activities, whereas (Helmi et al., 2025) highlighted village level collaboration in supporting literacy development. These findings suggest that reading literacy is strengthened through support from families, schools, and communities. Although this collaborative approach extends literacy beyond formal education, its implementation depends on community participation, local cultural contexts, and institutional capacity, making it difficult to apply uniformly across different regions.

5) Active Learning Models and Direct Interaction

The final cluster focuses on active learning approaches that emphasize direct interaction. (Maharani, 2023) found that Problem-Based Learning (PBL) combined with game-based methods improves students' literacy skills. Similarly, (N. T. A. Sari et al., 2022) showed that read-aloud activities enhance reading fluency and comprehension, while (Rahmi et al., 2025) reported that the BUNGAS strategy effectively improves reading skills through integrated literacy and numeracy activities. Unlike technology-based approaches, these strategies highlight the teacher's role in creating meaningful reading experiences and remain practical for schools with limited technological resources.

6) Relevance to 21st-Century Learning

Across the five clusters, students' motivation and engagement emerge as key factors in improving reading literacy. Whether through digital technology, flipbooks, reading corners, teacher–parent collaboration, or read-aloud activities, these strategies encourage students' interest in reading and support the development of 4C competencies and digital literacy (N. P. Sari & Evanirosa, 2025). Overall, digital technology is the most widely studied strategy and consistently increases students' reading interest and engagement. However, technology alone is insufficient. The School Literacy Movement (GLS), reading corners, read-aloud activities, and collaboration among teachers, parents, and communities remain essential. Therefore, improving reading literacy in the digital era requires integrating digital innovation with a strong literacy culture and supportive learning environments.

CONCLUSION

Based on the systematic literature review of 24 articles, improving elementary students' reading literacy in the digital era requires complementary strategies, including digital technologies (e.g., interactive media, Android applications, flipbooks, digital storytelling, gamification, and AI), school literacy programs, and support from teachers, parents, and the community. The findings suggest that no single strategy is universally effective; instead, a hybrid approach combining digital technology, literacy culture, active learning, and school–family collaboration is the most effective in enhancing reading skills and 21st-century literacy competencies. Future research should examine these strategies directly in elementary schools and develop integrated literacy models tailored to different grade levels.

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