Systematic Literature Review (SLR): Utilization of Models in Reading Literacy Learning in Elementary Schools

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Muhammad Singgih*
*Pendidikan Guru Madrasah Ibtidaiyah**,** STAI Ma'arif Kalirejo Lampung Tengah
m.singgih53@gmail.com

Sintha Sih Dewanti**
** Pendidikan Guru Madrasah Ibtidaiyah**,** UIN Sunan Kalijaga Yogyakarta
sintha.dewanti@uin-suka.ac.id

Ibrahim***
*** Pendidikan Guru Madrasah Ibtidaiyah**,** UIN Sunan Kalijaga Yogyakarta
ibrahim@uin-suka.ac.id

ABSTRACT

This research is based on the literacy crisis experienced by elementary schools in Indonesia, so that the use of learning models is one of the alternatives for educators and researchers in Indonesia to improve the literacy skills of elementary school students. The purpose of this study is to examine the use of appropriate learning models in literacy learning in schools so that it can prove that the use of learning models increases or does not increase students' literacy skills in elementary schools. Systematic literature review is the right research method in reviewing previous research. The articles that have been collected are 7 articles indexed by SINTA using the publish or perish application with the range of 2020-2025. Based on the results of the research of 7 articles studied, students' literacy ability shows that it is still relatively low, so that with the application of the model as one of the steps to improve students' literacy skills, this SLR research has never been conducted to examine more deeply the use of models in literacy learning from each research. The use of appropriate learning models such as Discovery Learn,.. ing, Talking Stick, TaRL, Cooperative Integrated Reading and Composition, Buddy Reading, Project-Based Constructivist and VCT has been proven to improve the literacy skills of elementary school students. It can be concluded that the consistent application of various learning models shows a significant improvement in the literacy abilities of elementary school students.
Keywords: Systematic literature review, learning model, reading literacy

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INTRODUCTION

Literacy is very important to be built in education. Currently, it can be said that Indonesia is experiencing a crisis and low literacy (Anisa et al., 2024) (Abidin M.Z et al., 2022). Survey results *Programme for International Student Assessment* (PISA) In 2018, the score obtained on reading literacy was 371, while in 2022 it was 359, of course, this shows a decrease in Indonesia's reading literacy score by 12 points. Based on this score, the PISA survey in 2018 ranked Indonesia 74th out of 79 countries (OECD, 2019), so based on the PISA data. Indonesia is intensively doing literacy with various programs carried out by the government and implemented in schools to improve Indonesia's scores and rankings in the next PISA survey. In 2022, PISA again conducted a reading literacy survey from various countries and placed Indonesia in 69th place out of 80 countries (Kemendikbudristek, 2023). This is in line with Law No. 20 of 2003 in article 4 paragraph 5 that education is organized by developing a culture of reading, writing and arithmetic (Kementrian Pendidikan dan Kebudayaan, 2003).

Looking at this fact that elementary school students in Indonesia certainly experience a literacy crisis, even though elementary school students are the forerunner to instill a love for literacy activities. Of course, this low literacy is caused by several factors, including lack of interest and motivation to read (Hidayati et al., 2024). Inappropriate learning methods (Hermiyati et al., 2024), the lack of diverse and interesting reading materials also affects students' low literacy (Aryani et al., 2024), and the learning process of reading in schools still does not meet good learning standards (Yunus Abidin, 2022).

In addition, the low literacy of students is also due to incorrect textbook selection, misconceptions, minimal learning media and non-contextual learning (Fuadi et al., 2020). And no less important is the implementation of teacher training and mentoring needed in literacy learning (Hanik, EU, Sintha, 2025), environment and learning climate, school infrastructure, human resources, and school management are also the causes of low student literacy (Suparya et al., 2022). In addition, the selection of the right learning model can optimize students' intellectual intelligence (Azizah et al., 2024).

This research was conducted by reviewing previous research that discussed the use of models in literacy learning in elementary schools. By analyzing similar previous studies, this research can provide a clear and comprehensive picture of the use of learning media in elementary schools (Pati & Lorusso, 2018) (Liono et al., 2021). Therefore, the initial plan in *Systematic literature review (SLR)* is formulating a problem or is called *Research question* (RQ). The researcher formulated problems related to the use of models in literacy learning in elementary schools as follows:

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

RQ 2: What are the types of learning models used in reading literacy learning in elementary schools?

RQ 3: How to improve literacy skills with the use of the learning model in elementary schools?

METHODS

Type and Design

This study uses the *Systematic literature review (SLR)* to collect, evaluate in depth, integrate and present findings from various studies reviewed (Pati & Lorusso, 2018). The research that will be studied in depth is previous research on various learning models used in literacy learning in elementary schools.

Data and Data Sources

The data of this study was collected from sinta-indexed articles published in 2020-2025, articles that were obtained and studied as many as 7 articles by selecting articles related to the use of models in reading literacy learning in elementary schools.

Inclusion	Exclusion
The type of document is an article	Document types other than articles
Articles published between 2020 and 2025	Articles published before 2020
The languages used in the publication are Indonesian and English	Other languages, other than Indonesian and English
Research topics regarding the use of learning models in reading literacy	Research topics other than the use of learning models and other than reading literacy
Articles indexed Sinta 1-4	Articles other than indexed Sinta 1-4

Technical data collection

Data was collected through journals published in sinta 3 and 4 which were taken on April 3, 2025 from the google scholar database using publish or perish. Researchers use google scholar as the main source of information because its scope is very wide.

Data analysis

Data analysis was carried out using 3 stages *Systematic literature review* Based on the theory (Kitchenham, 2004) As shown in the picture below:
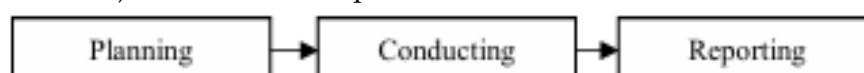

Figure 1. Systematic Review Phase by (Kitchenham, 2004)

Based on this method, the first step is planning, which is determining the criteria for the previous research article to be used and formulating the problems that have been presented in the preliminary section, namely the *research question* or *RQ.* Based on the search results, the articles obtained were 7 articles that met the criteria. These criteria include several aspects (1) focusing on the model in reading literacy learning, (2) indexed sinta 3 and sinta 4, (3) the year of publication in the 2020-2025 period. The next stage is to conduct an analysis to answer the research questions that have been made, in addition to that the researcher also records the results of the analysis of the articles and then the researcher compares the results of several articles. The last stage of reporting, the researcher presents conclusions based on the summaries that have been carried out from 7 previous research articles.

RESULT AND DISCUSSION
RESULTS

Researchers have conducted research and conducted data extraction to answer the research questions mentioned earlier. The purpose of data extraction is to obtain results for this systematic literature review based on research questions.

RQ1: What is the literacy condition of elementary school students?

Based on the findings made regarding the literacy condition of elementary school students, it can be seen in the following table:

Yes	Heading	Learning Model	Identity	Research Results/Literacy Conditions
1	Discovery Learning Learning Model with CRT Approach to Improve Critical Thinking Skills and Reading Literacy	Model Pembelajaran Discovery Learning	Achmad Arif Almahdi & Mawardi Jurnal: Fondatia: Jurnal Pendidikan Dasar, Volume 8, Nomor 3, September 2024 (Mawardi, 2024)	The critical thinking and reading literacy of grade V students at SD Tingkir Tengah 01 is relatively low. Average critical thinking skills = 61, reading literacy = 62.
2	Improving Literacy of Grade IV Students with the Help of the Talking Stick Learning Model at SD Negeri 7 Sangsit	Talking Stick Learning Model	Tancredy Ari Saputra, I Gede Suwindia, I Made Ari Winangun Jurnal: JIIP (Jurnal Ilmiah Ilmu Pendidikan), Volume 8, Nomor 1, Januari 2025 (Saputra et al., 2025)	The literacy of grade IV students at SD Negeri 7 Sangsit is still low. The average pretest score is only 66.8
3	Implementation of the TaRL Learning Model in Improving Students' Basic Reading Literacy Skills in Early Grade Elementary Schools	TaRL Learning Model	Ahyar, Nurhidayah, Adi Saputra JIIP (Jurnal Ilmiah Ilmu Pendidikan), Volume 5, Nomor 11, November 2022 (Ahyar et al., 2022)	At SDN Inpres Tolotangga, most of the early grade students could not read well. Many students are still at the level of Beginner (knowing some of

No	Title	Model	Author	Problem
				the letters) and Letters (reading only the unit of letters).
4	Cooperative Integrated Reading and Composition Model Assisted by Image Media Affects Students' Language Literacy Ability	Model Cooperative Integrated Reading and Composition	Ni Nyoman Kurniyanti Putri Jurnal: Indonesian Journal of Instruction (IJI), Volume 4, Nomor 3, 2023 (Putri, 2023)	The language literacy ability of grade IV elementary school students is quite low and motivation is also low.
5	Improving Students' Reading Literacy with ICT-Assisted Buddy Reading Model	Buddy Reading Model	Luh Suartini, I Gede Suwindia, I Made Ari Winangun (Luh Suartini, I Gede Suwindia, 2025) JIIP (Jurnal Ilmiah Ilmu Pendidikan), Volume 8, Nomor 1, Januari 2025	The reading literacy of grade III students of SD Negeri 1 Pakisan is very low.
6	Application of Project-Based Constructivist Learning Model to Improve Literacy Skills of Grade V Elementary School Students	Constructivist Learning Model	Astri Sutisnawati, Okta Rosfiani, Cecep Maman Hermawan, Muhammad Iqbal Fahrezi, Ibnu Azie, Sri Wahyuni, Aina Mardiyah, Assyifa Kamila Jurnal: Jurnal Cakrawala Pendas, Volume 8, No. 4, Oktober 2022 (Sutisnawati et al., 2022)	The literacy skills of grade V students at SDN Margawangi are still low. Learning is dominated by lectures, few active literacy activities.
7	The Influence of the VCT (Value Clarification Technique) Learning Model Based on Bojonegoro Local Wisdom on the Reading Literacy of	VCT (Value Clarification Technique) Learning Model	Suttrisno, Fitria Nely Elmuna, Dewi Niswatul Fithriyah Jurnal: JIIP (Jurnal Ilmiah Ilmu Pendidikan), Volume 7, Nomor 1, Januari	60% of fourth grade students of MI Nurul Huda have difficulty understanding the content of reading. Low reading literacy, especially

Madrasah Ibtidaiyah Students	2024 (Suttrisno et al., 2024)	in understanding the values or

RQ 2: What are the types of learning models used in literacy learning in elementary school?

Of the 7 articles studied, all articles use certain learning models to improve students' literacy skills. The highest percentage, namely 1 article (12.5%) uses the Discovery Learning model with the CRT approach, which is considered effective because it encourages students to discover their own concepts through exploration and critical reflection. Furthermore, 1 article (12.5%) applied the Talking Stick model, an interactive method that is able to increase students' activeness in speaking and understanding reading through simple games.

Next, 1 article (12.5%) chose the Teaching at the Right Level (TaRL) model, which distinguishes learning based on students' reading ability level, not based on their class, thereby increasing literacy in a more focused manner. In addition, 1 article (12.5%) implemented Cooperative Integrated Reading and Composition (CIRC) which combines reading and writing skills through collaborative group work. Then, 1 article (12.5%) applied Buddy Reading assisted by ICT (Information and Communication Technology), optimizing the use of technology to increase students' interest and ability to read in pairs.

Furthermore, 1 article (12.5%) applied the Project-Based Constructivist Learning Model which trains students to build their own understanding through integrative real projects. Finally, 1 article (12.5%) used the Value Clarification Technique (VCT) model based on local wisdom, which not only improves reading literacy, but also instills moral values based on local culture in the learning process. Based on this data, this gives us a deeper understanding that to support literacy learning, it is necessary to use the learning model in elementary schools for literacy learning.

RQ 3: How to improve literacy skills with the use of the learning model in elementary schools?

Based on the first article with the title "Discovery Learning Model with CRT Approach to Improve Critical Thinking Skills and Reading Literacy" from the results found that the Discovery Learning learning model can encourage active student involvement and improve student literacy learning outcomes. This can be seen in the results of the first cycle of data: Average critical thinking score = 68 (medium category) and reading literacy = 70. Then there was an increase in Cycle II: Average score of critical thinking = 75 (high category) and reading literacy = 78.

The second article with the title "Improving Literacy of Grade IV Students with the Help of the Talking Stick Learning Model at SD Negeri 7 Sangsit" from the results of the study shows that there is an increase in student literacy so that students are able to speak actively, read actively and come to writing. The data can be seen to increase literacy from an average pretest score of 66.8 to a posttest score of 77.1. So that the completeness of student learning reached 84.2%.

The third article with the title "Implementation of the TaRL Learning Model in Improving Students' Basic Reading Literacy Skills in Early Grade Elementary Schools" after

students are taught basic reading literacy through the TaRL model. The results of the study showed that the implementation of the TaRL learning model in the basic literacy learning of elementary reading in the early grade at SDN Inpres Tolotangga was able to improve students' reading skills. In the pretest, the reading ability level of participants was dominated at the low level of Beginners and Letters, while in the second posttest, the level of reading ability of students dominated at the high level of reading ability, namely the level of Words, Paragraphs and Stories, meaning that there was a significant increase in students' reading ability.

The fourth article is titled "The Cooperative Integrated Reading and Composition Model Assisted by Image Media Affects Students' Language Literacy Skills". With the CIRC model, language literacy skills can be improved through structured and interactive group work. The results of the pretest-posttest show that tcount = 5.2780 > ttable = 2.0003.

The fifth article is titled "Improving Students' Reading Literacy with ICT-Assisted Buddy Reading". The results found that ICT-assisted Buddy Reading effectively increased interest and reading skills through a paired approach and the use of technology. In the Pre-cycle, literacy completeness reads: 23.81%, then the Cycle I stage: 47.62% and in the second cycle: 90.48% (very good category).

The sixth article is titled "The Application of Project-Based Constructivist Learning Models to Improve the Literacy Skills of Grade V Elementary School Students". Project-based learning makes students more actively explore, analyze, and present information. Student activity and literacy skills scores increased significantly from cycle I with an average of 71.53 to cycle II with an average of 81.8.

The seventh article with the title "The Influence of the VCT (Value Clarification Technique) Learning Model Based on Bojonegoro Local Wisdom on the Reading Literacy of Madrasah Ibtidaiyah Students". The results of the study show that the VCT (Value Clarification Technique) model further improves students' reading literacy skills. In the control class, an average score of 77 was obtained with a high score of 90 while the experimental class obtained a higher average score of 85.5 with a high score of 100 while the results of the questionnaire showed the highest score of the control class of 82 with an average of 77, while in the experimental class the highest score of the questionnaire was 97 with an average of 90. The results of the research hypothesis test showed that the VCT learning model had a significant influence on reading literacy. This is evidenced by the value on the t-test which shows a significant 0.05, namely (0.000<0.05).

DISCUSSION
RQ1: What is the reading literacy condition of elementary school students?

Based on 7 studies studied, the condition of literacy at the elementary school level shows worrying results. Most students from various grade levels, from the initial grade to the fifth grade show low literacy skills, even 55% of students still have difficulty in finding information in the text at SDN 09 Merangkai (Melia Anggraeni & Muhammad Mukhlis, 2023). In some schools, students are not even able to read fluently and are still at the stage of letter recognition. In addition, literacy gaps also occur in urban and rural areas (Yudiana et al., 2023). Pretest results and literacy scores for reading and critical thinking are still below the optimal category. For example, the average reading literacy score at SD Tingkir Tengah 01 and SD Negeri 7 Sangsit only ranges from 62-66.8. Even in SD Muhammadiyah 2 Kupang City and

SDN Inpres Tolotangga, basic reading skills are very low, showing the urgency of improving learning methods.

The lack of active involvement of students in the learning process and the dominance of lecture methods also worsen literacy conditions. The study also noted that students' motivation in reading is still low, as found in grade IV students in one of the elementary schools studied. Students' difficulties in understanding the content of the reading, including the values in the text, reinforce the evidence that literacy is not only about the technical ability to read, but also a deep understanding of the content. Several uses of models such as *the Talking Stick* model, *ICT-assisted Buddy Reading*, and local wisdom-based approaches have been tested to address this issue, but the results suggest the need for the development of more comprehensive and contextual strategies.

RQ 2: What are the types of learning models used in literacy learning in elementary school?

From the results of the review of 7 articles, all of them show that the use of certain learning models plays an important role in increasing the intensity of student involvement (Ummah, 2019) and improving the literacy skills of elementary school students (Raden Roro Endang Kusripinah, 2022). Each article applies a different approach, such as *Discovery Learning* CRT-based that encourages exploration and critical reflection, and *Talking Stick* which increases active participation in understanding reading through interaction. Approach *Teaching at the Right Level* (TaRL) adapts the material to the actual abilities of the students, not just based on class. Other models such as *Cooperative Integrated Reading and Composition* (CIRC) and *Buddy Reading* ICT-based emphasis on collaborative learning and the use of technology. Meanwhile, the *Project-Based Constructivists* provide space for students to build understanding through hands-on experience, and *Value Technical Clarification* (VCT) based on local wisdom enriches literacy with cultural values. These findings confirm that the selection of the right learning model is crucial to overcome literacy challenges at the elementary school level. In addition to the learning model that has been mentioned, the RADEC learning model (Pohan et al., 2021) and LOK-R can also be used to integrate literacy learning (Rosdiah Salam, Erma Suryani Sahabuddin, 2024)(Yusrah et al., 2020)(Effrisanti, 2023).

RQ 3: How to improve literacy skills with the use of the learning model in elementary schools?

Based on the results of the 7 articles reviewed, it can be concluded that the consistent application of various learning models shows a significant increase in the literacy skills of elementary school students. Innovative learning strategies by implementing learning models can improve students' literacy (S&P 2025). Type *Discovery Learning* with the CRT approach, it is proven to encourage students to be more active and increase critical thinking scores and reading literacy from the medium to high category. So do the models *Talking Stick* Successfully improving reading, writing, and speaking skills actively with a learning completion achievement of up to 84.2%. Meanwhile, the *TaRL* shows a surge in reading ability in early grade students from elementary to advanced level. Approach *IARC* that combined reading and writing in interactive group work showed significant statistical test results, and the *Buddy Reading* ICT-based initiative has succeeded in increasing literacy completeness from 23.81% to 90.48%. In addition, the *Project-Based Constructivists* also consistently improve literacy scores,

and the *VCT* Based on local wisdom not only improves the ability to comprehend reading, but also instills local cultural values effectively, as evidenced by the results of significant hypothesis tests. All of these findings show that the right learning approach has a great influence on improving student literacy.

CONCLUSION

Based on the results of the *systematic literature review*, it can be concluded that the literacy level of elementary school students in Indonesia is still relatively low, due to a lack of interest in reading, interesting reading materials, learning models that are not appropriate and not optimal in their application, as well as environmental factors, minimal learning media and school management. To overcome these problems, various learning models are applied, such as Discovery Learning, Talking Stick, Teaching at the Right Level (TaRL), Cooperative Integrated Reading and Composition (CIRC), ICT-assisted Buddy Reading, Project-Based Constructivism, and Value Clarification Technique (VCT) based on local wisdom. Each model implemented has proven to be effective in improving students' literacy skills, as seen from the increase in literacy scores. As a follow-up, these findings emphasize the importance of choosing the right learning model to improve literacy at the elementary school level, while encouraging pedagogical innovation that is contextual and adaptive to student needs. So that these models must be introduced to teachers to implement learning models that can improve student literacy in elementary schools.

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