



Reading Comprehension Literacy of Students in Indonesian Language Learning: A Systematic Literature Review of Factors, Impacts, and Intervention Strategies

Figgo Fajar Aprian¹, Nurlaksana Eko Rusminto¹, Munaris¹, Sumarti¹, Siti Samhati¹

Faculty of Teacher Training and Education, Universitas Lampung, Lampung, Indonesia

Corresponding Author: figoaprian280@gmail.com

Abstract

This systematic literature review aims to examine the problems of low reading comprehension literacy among students in Indonesian language learning, identify the causal factors, analyze its academic and social impacts, and synthesize evidence-based intervention strategies. A total of 42 articles published between 2019 and 2025 were retrieved and screened from multiple databases including Google Scholar, Garuda, SINTA, DOAJ, and national journal repositories. After applying inclusion and exclusion criteria, 28 articles were selected for thematic synthesis and analysis. The selection process followed the PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) protocol to ensure transparency and rigor. The results reveal that low reading comprehension literacy is a systemic and multidimensional problem substantiated by both international comparative data—PISA 2022 score of 359 (OECD average: 476) and national assessment data indicating that only 49.3% of elementary students meet minimum literacy competency thresholds. The analysis identifies internal factors (motivation, metacognition, vocabulary) and external factors (instructional quality, reading material access, digital media exposure) as primary contributors. Impacts extend beyond academic performance to broader social consequences such as susceptibility to disinformation. Effective interventions include differentiated instruction, School Literacy Movement (GLS), Question Answer Relationships (QARs), and Cooperative Integrated Reading and Composition (CIRC). The theoretical framework integrates the Duke and Cartwright (2021) Active View of Reading model. This review contributes a novel conceptual model synthesizing factors, impacts, and strategies, filling a gap in prior reviews that addressed these dimensions separately. Implications are provided for teachers, school administrators, researchers, and policymakers.

Keywords: Indonesian language, reading comprehension literacy, systematic literature review, intervention strategies, PISA 2022

INTRODUCTION

Reading comprehension literacy is a fundamental skill that is a prerequisite for student success not only in academics but also in national and state life (Abdul Kholiq, 2020). It is important to distinguish three terms that are often used interchangeably but have different conceptual scopes: (1) *reading literacy* refers to the basic ability to decode written symbols (Tarigan, 2008); (2) *reading comprehension* is an active cognitive process of extracting and constructing meaning from text; and (3) *reading comprehension literacy* is an integrated ability that includes understanding texts in complex social, cultural, and digital contexts (Sari & Mahendra, 2025). In the context of Indonesian language learning, reading comprehension literacy is a core competency that directly influences student learning outcomes across all subject areas (Marnola, 2020).

International data shows a concerning situation. According to the 2022 *Programme for International Student Assessment* (PISA) conducted by the OECD, Indonesia ranked 69th out of 80 participating countries with an average reading proficiency score of 359 points—still far below the OECD average of 476 points and lagging behind other Southeast Asian countries such as Singapore (543 points) and Vietnam (462 points) (Sarika, 2024). At the national level, the 2021 National Assessment report (Gildore et al., 2025) shows that only around 49.3% of elementary school students achieve minimum literacy competencies, with significant gaps

between urban and rural areas and between public and private schools.

Although several studies have discussed the factors causing low reading literacy (Sulistiyarini et al., [2021](#)) there are research gaps that have not been filled: (1) previous studies generally discuss factors, impacts, or strategies separately and partially, without integrating them into a cohesive conceptual model; (2) most studies focus on a specific educational level; and (3) there has been no systematic literature review that explicitly uses the PRISMA protocol and the Active View of Reading theoretical framework as a basis for analysis in the context of Indonesian language learning (Prasetyo & Amalia, [2025](#)). Therefore, study (Nabila, [2025](#)) aims to fill these gaps by offering an integrated synthesis that is cross-level and multidimensional.

The theoretical basis of this study uses *the Active View of Reading model* developed by (Ramona & Cholimah, [2025](#)) This model is an update of the classic Simple View of Reading, which views reading ability as the product of only two components: decoding and language comprehension (Pertwi & Juansah, [2024](#)) also describes reading as a web of interacting skills, while (Cartwright et al., [2024](#)) emphasizes the importance of the reader, text, and activity in building comprehension. Duke and Cartwright expanded the model by including active components such as *self-regulation*, activation and use of background knowledge, vocabulary, and higher-order cognitive processes (Mappe et al., [2025](#)). In this model, reading comprehension is viewed as a dynamic and multicomponent process influenced by both internal and external factors simultaneously. This model serves as a relevant analytical framework for understanding why a single intervention is often insufficient to address multidimensional literacy problems (Mudjiyanto et al., [2025](#)).

The novelty of this article lies in three aspects: first, the explicit use of the PRISMA protocol in the selection and synthesis of literature; second, the integration of the Active View of Reading model as an analytical framework; and third, the construction of a new conceptual model that simultaneously depicts the relationship between causal factors, impacts, and intervention strategies in one integrated chart—something that has not been found in previous literature reviews in the field of Indonesian language learning.

Based on the background and research gaps that have been described, this article has three explicit objectives: (1) identifying and synthesizing internal and external factors that cause low reading comprehension literacy in Indonesian language learning; (2) analyzing the academic and social impacts of low reading comprehension literacy; and (3) synthesizing evidence-based strategies and interventions that have been proven effective in improving students' reading comprehension literacy.

METHODS

Research Design

This study employed a Systematic Literature Review (SLR) design, which differs from conventional library research in its transparency of procedures, explicit selection criteria, and use of standard protocols (Yan et al., [2025](#)). Tia et al. ([2025](#)) explains that systematic library research requires structured identification, evaluation, and interpretation of sources. SLR requires replicable procedures for searching, selecting, assessing quality, and synthesizing, thus minimizing the subjective bias common in narrative studies (Sugiyono, [2020](#)). This approach was chosen because it allows for a comprehensive synthesis of scattered literature from various sources and databases.

Database and Data Sources

A systematic literature search was conducted in the following databases and repositories: Google Scholar, Garuda (Garuda Ristekdikti Portal), SINTA (Science and Technology Index), DOAJ (Directory of Open Access Journals), accredited national journal repositories, and two international databases: Scopus and ERIC.

Search Keywords

The search keywords used included the following combinations: (1) "reading comprehension literacy", (2) "reading comprehension" AND "Indonesian language", (3) "reading comprehension" AND "Indonesian language", (4) "literacy problems" AND "schools", (5) "reading strategies" AND "students", and (6) "reading literacy" AND "factors" AND "impacts". The Boolean operators AND/OR were used to broaden or narrow the search results according to relevance.

Year Range and Inclusion/Exclusion Criteria

The year range used is 2019–2025. The inclusion and exclusion criteria are set as follows:

Table 1. Inclusion and Exclusion Criteria

Inclusion Criteria	Exclusion Criteria
Published 2019–2025	Published before 2019
Written in Indonesian or English	Languages other than Indonesian and English
Focusing on literacy/reading comprehension in the context of Indonesian education	Not relevant to the topic of reading literacy
Peer-reviewed scientific journal articles, proceedings, official reports, or textbooks	Popular opinion, blogs, or non-peer-reviewed sources
Full text available	Only abstract available

Article Selection Process and PRISMA Diagram

The article selection process was conducted systematically by adopting the PRISMA protocol developed by Page et al. (2021). This protocol was used to ensure transparency, accuracy, and replicability in identifying, screening, assessing eligibility, and determining the final articles included in the review. The selection process involved several academic databases, including Google Scholar, Garuda, SINTA, DOAJ, Scopus, and ERIC. Each stage of selection was carried out based on predetermined inclusion and exclusion criteria to ensure that only relevant, methodologically sound, and contextually appropriate articles were analyzed. The complete flow of the article selection process is presented in Figure 1.

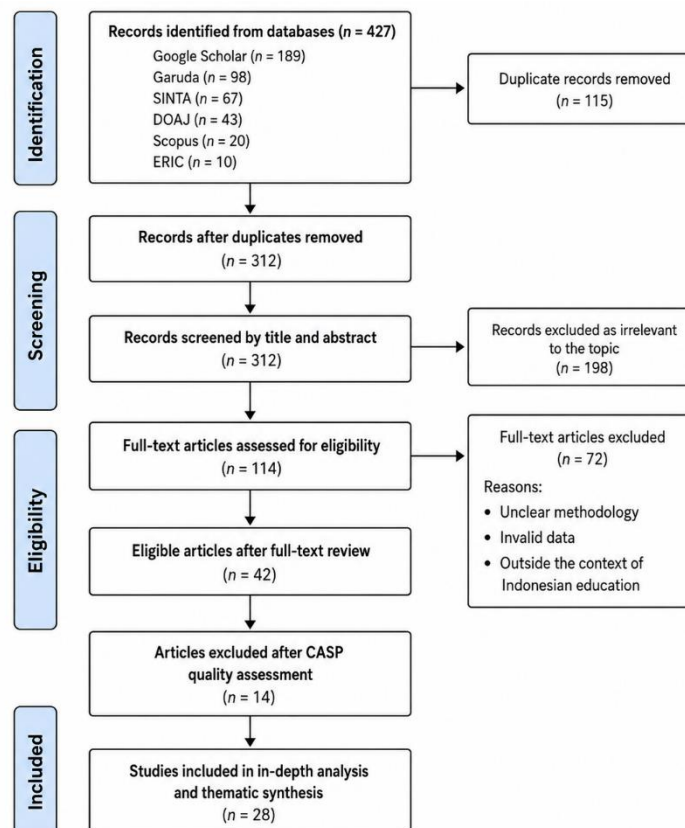


Figure 1. PRISMA Article Selection Process

Article Quality Assessment

Article quality assessment was conducted using the CASP (Critical Appraisal Skills Programme) instrument adapted for qualitative, quantitative, and literature review research. Each article was assessed based on: (1) clarity of research objectives; (2) appropriateness of methodology; (3) transparency of data collection; (4) depth of analysis; and (5) relevance of findings to the context of this research. Articles with scores below 60% of the total CASP points were excluded from the final analysis.

Data Extraction and Synthesis Techniques

Data were extracted using an extraction matrix that included: author name, year of publication, educational level, research method, main variables, and key findings. Data synthesis was conducted using thematic synthesis techniques (Thomas & Harden, 2008) which included three steps: (1) coding free text from each article; (2) forming descriptive themes; and (3) developing analytical themes that answered the research questions. A table of the characteristics of the articles analyzed is presented in the Results section.

RESULT AND DISCUSSION

Results

Table 2. Presents the general characteristics of the 28 articles analyzed in this study

No	Author (Year)	Level	Method	Main Variables	Key Findings
1	(Nyoman et al., 2025)	Elementary School	Qualitative	Reading comprehension skills	Elementary school students' reading comprehension abilities are still low in all cognitive dimensions.
2	(Sarika, 2024)	Elementary School	Descriptive	Reading metacognition	The majority of students do not have a systematic reading strategy
3	(Nyoman et al., 2025)	Elementary School	Correlational	Inferential & evaluative understanding	The average understanding of elementary school students is in the low category.
4	(Anjani, 2025)	Elementary School	Experimental	GLS & reading interest	GLS significantly increases reading interest and comprehension
5	(Marnola, 2020)	Elementary School	PTK	CIRC Method	CIRC improves reading activity and comprehension
6	(Al, 2023)	Elementary School	PTK	Picture story book	Quality reading materials improve understanding
7	(Simanungkalit, 2022)	Junior High School	Descriptive	HOTS reading ability	49% of junior high school students have difficulty understanding HOTS texts
8	(Lutfiyani, 2020)	Senior High School	Descriptive	High school reading comprehension	The average reading ability of Lamongan High School students is 48.62 (very low)
9	(Arsyad Et Al, 2022)	Senior High School	Experimental	QARs Strategy	QARs effectively increase reading engagement and comprehension.
10	(Prasetyaningrum, 2019)	Elementary School	Correlational	Motivation & reading comprehension	Positive correlation between motivation and reading ability
11	(Gildore et al., 2025)	Elementary/Middle School	Literature review	Differentiated learning	Differentiation improves reading and literacy
12	(Manurung et al., 2025)	Elementary School	Correlational	Vocabulary & comprehension	Vocabulary mastery is strongly correlated with text comprehension
13	(Sulistiyarini et al., 2021)	Multi-level	Theoretical review	Reading literacy factors	Digital technology reduces the ability to read in depth
14	(Yani et al., 2025)	Multi-level	Systematic review	Reading & academic achievement	Reading comprehension correlates with achievement across subjects
15	(Yuli et al., 2025)	Multi-level	Conceptual study	Critical reading & the digital age	Low critical reading increases vulnerability to disinformation
16	(Wahdaniyah et al., 2025)	Multi-level	Community service	Village library & literacy	Limited books in rural areas hinder reading habits
17	(Durroh, 2025)	JUNIOR HIGH SCHOOL	Correlational	Social media & procrastination	Social media use >5 hours is negatively correlated with

No	Author (Year)	Level	Method	Main Variables	Key Findings
					academics
18	(Priyana, 2025)	PT	Descriptive	Student literacy interest	Students' interest in reading is still low even at PT
19	(Rizkiah, 2025)	Elementary-High School	National data	National Literacy Assessment	49.3% of elementary school students have not achieved minimum literacy competencies
20	(Damayanti et al., 2025)	Multi-level	Theoretical review	Active View of Reading	Integrated model: decoding, comprehension, self-regulation
21	(Umi Astuti, Nyimas Triyana Safitri, 2025)	15 years	International data	PISA 2022 reading	Indonesia scores 359, ranked 69/80 countries
22	(May Yati, Feni Febrianti, 2025)	Multi-level	Literature review	Interest in reading in the digital era	Digital entertainment is shifting children's interest in reading
23	(Gazela & Mukminin, 2025)	Multi-level	Literature review	The role of librarians & teachers	Librarian-teacher collaboration is important for literacy in 3T regions
24	(Kholipah et al., 2025)	Multi-level	Policy documents	GLS Design	Literacy includes deep understanding and critical thinking.
25	(Sartika, 2023)	Multi-level	Curriculum documents	Independent Curriculum & Literacy	Literacy as a key element of the Pancasila Student Profile
26	(Ramona & Cholimah, 2025)	Multi-level	Systematic literature review	SLR Methodology	SLR requires systematic and transparent procedures.
27	(Mappe et al., 2025)	Elementary School	Experimental	Digital media & literacy	Interactive digital media can improve literacy if used in a structured manner.
28	(Mudjiyanto et al., 2025)	Junior High School	Mixture	Social factors & literacy	The family environment has a significant influence on students' reading habits.

The state of students' reading literacy can be viewed from two main perspectives: international comparative data and national assessment data. Based on the 2022 PISA, Indonesia achieved an average score of 359 points in the reading domain—the official figure published by the OECD ([2023](#))—placing Indonesia in 69th place out of 80 participating countries. This achievement is still far from the OECD average (476 points) and below other Southeast Asian countries such as Singapore (543 points) and Vietnam (462 points). It should be noted that Indonesia was not registered as a participant in the 2021 PIRLS, so claims about PIRLS data in the previous manuscript cannot be verified and are omitted from this study.

At the national level, the 2021 National Assessment report (Kemendikbudristek, [2023](#)) shows that only around 49.3% of elementary school students achieved minimum literacy competencies. Education Report Card data also reveals significant disparities between provinces and between urban and rural areas. Research by (Tia et al., [2025](#)) reinforces this data by finding that elementary school students' reading comprehension skills remain low, particularly in the inferential and evaluative dimensions. (Hafsari & Utama, [2025](#)) found that 49% of junior high school students had difficulty understanding HOTS texts.

Referring to the Active View of Reading model (Firharmawan, [2025](#)) three main internal factors were identified. First, low student motivation and interest in reading. Syifa et al. ([2022](#)) demonstrated a significant positive correlation between reading motivation and comprehension ability. (Gildore et al., [2025](#)) and (Sulistiyarini et al., [2021](#)) identified negative perceptions of reading and the dominance of digital entertainment as the main causes of low motivation. Second, limited metacognitive abilities. (Wahdaniyah et al., [2025](#)) found that the majority of students read linearly without strategies—not previewing, not setting reading goals, and not using recovery strategies when encountering obstacles. Rizkiah ([2025](#)) emphasized that executive function, including the ability to plan and monitor the reading process, is a strong predictor of reading comprehension that is often overlooked in learning practices. Third, limited vocabulary and background knowledge. Prasetyo & Amalia ([2025](#)) showed that vocabulary mastery is closely correlated with reading comprehension ability; students with limited vocabulary exhaust their cognitive capacity to understand word meaning, so that higher-level understanding cannot develop. This finding is in line with the theory of Perfetti and which states that word knowledge

is a critical component in reading comprehension competence.

Three main external factors were also identified. First, ineffective learning practices. (Damayanti et al., 2025) found that reading instruction at the elementary school level is still conventional and teacher-centered, without facilitating active and reflective reading strategies. Second, the limited availability of quality reading materials. Ahmad (2025) reported that school libraries in rural areas have very limited collections, hindering the development of reading habits. (Yumna et al., 2025) found that 31% of students who access social media for more than 5 hours per day are classified as having high levels of academic procrastination. The distribution of each journal is presented in the following figure:

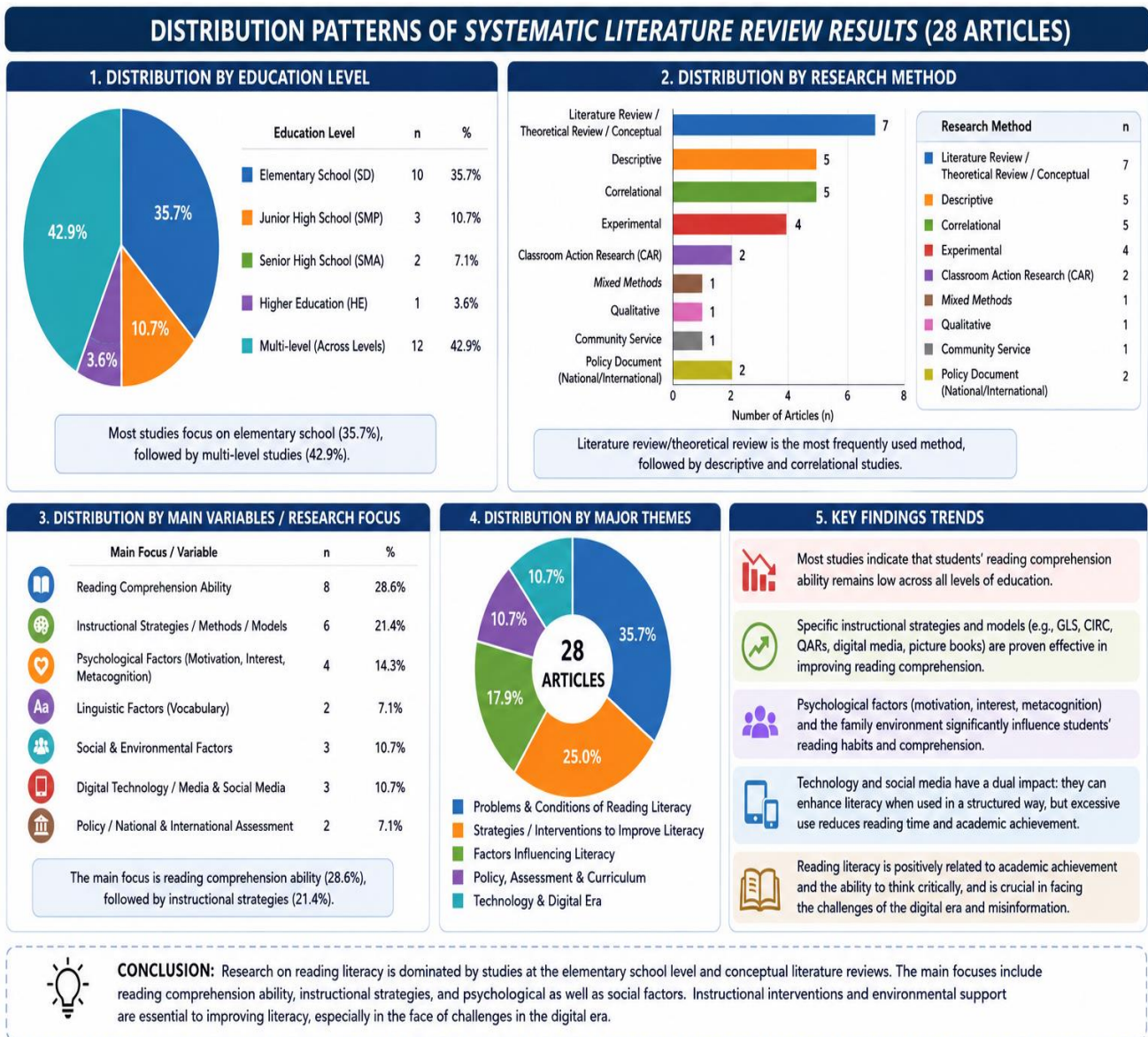


Figure 2. Journal Analysis Results

Low reading comprehension literacy impacts two main domains. In the academic realm, Suprihadi and (Moghadam et al., 2023) demonstrated that reading comprehension ability is closely correlated with academic achievement in almost all subjects, given that school learning activities rely heavily on text comprehension. In the broader social realm, (Suci et al., 2023) explained that students who are not trained in critical reading are vulnerable to information manipulation and have difficulty distinguishing credible sources from non-credible ones—a serious consequence amidst the rapid flow of digital information.

A synthesis of 28 articles identified four key intervention strategies that have proven effective. First, differentiated learning, which includes familiarization, development, and literacy-

based learning stages. Arsyad (2022) noted that this strategy increased students' reading ability from 5–10 minutes to 15–30 minutes per session. Second, the School Literacy Movement (GLS). Anjani et al. (2019) demonstrated that GLS implementation consistently increased reading interest and reading comprehension skills through familiarization, development, and literacy-based learning stages. The GLS implementation guide published by the Ministry of Education and Culture provides an operational framework that can be adapted across various school levels and contexts. Third, the Question Answer Relationships (QARs) strategy combined with Think Aloud. Arsyad et al. (2022) found that this interactive and structured approach was proven to encourage deep engagement and enhance understanding through four types of questions: Right There, Think and Search, Author and Me, and On My Own. This approach is rooted in the reciprocal teaching tradition developed by Palincsar and Brown (1984), which emphasizes structured dialogue between teachers and students in building understanding. Efriza et al. (2023) added that teachers need to understand the difference between reading skills and strategies so that interventions can be designed appropriately. Fourth, the Cooperative Integrated Reading and Composition (CIRC) method. Rahmi and Marnola (2020) demonstrated that CIRC not only improves final grades but also changes students' learning behavior, making them more active, confident, and collaborative.

Discussion

Comparisons between studies in this study reveal a consistent pattern: low reading comprehension literacy is not caused by a single factor, but rather by the interaction of internal (motivation, metacognition, vocabulary) and external (learning quality, access to reading materials, exposure to technology) factors. This pattern is consistent from elementary to high school levels, although its manifestations vary. At the elementary level, vocabulary and motivation factors dominate (Fitria & Husaeni, 2022) while at the junior high and senior high school levels, metacognition and the influence of digital media become more significant (Chin & Hashim, 2022).

These findings align with the Active View of Reading model (Kartikasari & Nuryasana, 2022), which emphasizes that reading comprehension cannot be understood from a single component. This study reinforces this theoretical position with empirical evidence from the Indonesian educational context, while also indicating that effective interventions must be multicomponent. Abidin (2015) emphasized that multiliteracy learning, which integrates various modalities and strategies, is the answer to the challenges of 21st-century education in Indonesia. Meanwhile, Nurgiyantoro (2018) emphasized the importance of authentic, competency-based assessments in comprehensively measuring students' literacy achievements. Previous studies that focused solely on a single strategy—for example, only GLS or only CIRC—tended to produce less sustainable effects in the long term.

Based on a synthesis of 28 articles and framework, this study proposes an integrated conceptual model that illustrates the relationships between causal factors, the reading process, impacts, and intervention strategies. This model positions the components of the Active View of Reading—decoding, language comprehension, self-regulation, and background knowledge—as the core of the reading comprehension process. Internal and external factors interact to strengthen or weaken these core components. The resulting impacts, such as low academic achievement and social vulnerability, can be minimized through the implementation of multicomponent intervention strategies: GLS (addressing interest and access), QARs/CIRC (addressing metacognition and strategies), differentiated learning (addressing ability heterogeneity), and structured digital literacy (addressing technological distractions). This model has novelty value because it integrates the four dimensions—factors, processes, impacts, and interventions—in one conceptual diagram that has not been found explicitly in previous literature studies in the field of Indonesian language learning.

Previous literature reviews discussing reading literacy in the Indonesian context have generally been narrative and thematic without the PRISMA protocol, and have discussed factors, impacts, or strategies separately. This study differs in three aspects: (1) it explicitly uses the

PRISMA protocol; (2) it integrates the Active View of Reading theoretical framework; and (3) it presents an integrated conceptual model. Furthermore, this study emphasizes the conceptual distinction between reading literacy, reading comprehension, and reading comprehension literacy, which have often been used interchangeably without elaboration.

CONCLUSION

This systematic literature review confirms that low reading comprehension literacy in Indonesian language learning is a systemic, multidimensional, and cross-level problem. Evidence from PISA 2022 data (Indonesia's score of 359 vs. the OECD average of 476) and the 2021 National Assessment (only 49.3% of elementary school students achieved minimum literacy competencies) indicates that this problem has persisted for a long time and requires a comprehensive response. A thematic analysis of 28 articles identified that internal factors—particularly low reading motivation, limited metacognitive skills, and limited vocabulary—interact in a complex manner with external factors, including ineffective learning practices, limited access to quality reading materials, and the negative influence of digital technology. This interplay of factors has far-reaching consequences: not only impacting academic achievement but also weakening students' critical thinking skills in navigating the flow of information in the digital age. Proven effective intervention strategies—GLS, differentiated learning, QARs, and CIRC—demonstrate that approaches that actively and structuredly engage students yield better results than conventional approaches. This study also contributes an integrated conceptual model based on the Active View of Reading that can serve as a reference for developing more holistic literacy interventions.

REFERENCE

- Abdul Kholiq, D. L. (2020). Reading comprehension level of high school students in Lamongan Regency. *4*, 17–32.
- Ahmad, N. Y. (2025). Teaching reading in English as a foreign language: A systematic literature review of recent approaches (2020–2025). *1*(1), 30–37.
- Al, R. E. (2023). Quality reading materials improve understanding. *4*(4), 1081–1088.
- Anjani. (2025). GLS significantly increases reading interest and comprehension. *11*(2), 654–665.
- Arsyad et al. (2022). QARs effectively increase reading engagement and comprehension. *8*(1), 72–82.
- Arsyad, S. (2022). Exploring the effect of digital literacy skill and learning style of students on their meta-cognitive strategies in listening. *15*(1), 527–546. <https://doi.org/10.29333/iji.2022.15130a>
- Cartwright, K. B., Barber, A. T., Zumbrunn, S. K., & Duke, N. K. (2024). Self-regulation and executive function in language arts. 312–332. <https://doi.org/10.4324/9781003334392-18>
- Chin, L. Z., & Hashim, H. (2022). A systematic literature review of current reading strategies employed among primary students in reading. *12*(11), 1894–1907. <https://doi.org/10.6007/IJARBS/V12-111/15702>
- Damayanti, R. V., Inawati, I., Ilahude, F. F., & Martina, C. (2025). Reading comprehension challenge on English language faced by students: A systematic review. *September*, 153–161.
- Durroh, L. A. (2025). Classroom environment and metacognitive strategies to support beginning reading skills: A systematic literature review. *4*(3), 485–496. <https://doi.org/10.56916/jirpe.v4i3.1360>
- Efriza, D., Deswarni, D., & Sepyanda, M. (2023). What can reading motivation do for improving student's reading comprehension? Implications for reading instruction in the school. *May*. <https://doi.org/10.29240/ef.v7i1.4344>
- Firharmawan, H. (2025). The effect of using question-answer relationship (QAR) on students' reading comprehension abilities in procedure text. *16*(2), 368–379. <https://doi.org/10.26877/bxy11x44>
- Fitria, D., & Husaeni, A. (2022). How language and technology can improve student learning quality in engineering? Definition, factors for enhancing students comprehension, and computational bibliometric analysis. *6*(4), 445–476. <https://doi.org/10.26858/ijole.v6i4.53587>
- Gazela, A. L., & Mukminin, A. (2025). A systematic literature review of English reading strategies. *10*(2),

3149–3164.

- Gildore, P. J. E., Aryanto, S., & Denatara, E. T. (2025). Effective reading intervention strategies for primary grade students in Indonesia: A systematic review. *Cogent Education*, 12(1). <https://doi.org/10.1080/2331186X.2025.2482470>
- Hafsari, N. F., & Utama, C. (2025). Literature review: Analysis of differentiation learning towards individual needs of elementary school students.
- Kartikasari, E., & Nuryasana, E. (2022). School literacy movement program in elementary school, Indonesia: Literature review. 16(3), 336–341. <https://doi.org/10.11591/edulearn.v16i3.20383>
- Kholipah, N., Sulistyowati, P., & Sakdiyah, S. H. (2025). Analysis of students' cultural literacy in social science using the structure of the observed learning outcome taxonomy. 5(2), 53–67.
- Lutfiyani, K. (2020). The average reading ability of Lamongan high school students is 48.62. 4(3), 662–672. <https://doi.org/10.31004/basicedu.v4i3.406>
- Manurung, R., Sitohang, T., Reynhat, M., Gusar, S., Girsang, N. P., & Purba, E. R. (2025). An analysis of learning difficulties in Indonesian language among elementary, junior high, and. 4(8), 2157–2166.
- Mappe, S. A. A., Yaumi, M., Nur, M., & Rasyid, A. (2025). Learning principles for enhancing early childhood learners' literacy skills: Students' literacy proficiency scores (OECD average). 9058, 189–202.
- Marnola, R. (2020). CIRC improves reading activity and comprehension. 6.
- Moghadam, B., Moghadam, Z. B., Narafshan, M. H., & Tajadini, M. (2023). The effect of implementing a critical thinking intervention program on English language learners' critical thinking, reading comprehension, and classroom climate.
- Mudjiyanto, B., Yanuar, F., & Lusianawati, H. (2025). Cybersecurity threats: The impact of cybercrime on citizen data privacy and the integrity of election processes in the context of modern democracies. 02(02), 650–673.
- Nabila, U. P. (2025). Innovative learning strategies for optimizing literacy competencies in elementary Indonesian language instruction: A systematic literature review. 4(4), 3412–3421. <https://doi.org/10.56916/jirpe.v4i4.2444>
- Nyoman, N., Triana, E., Suarjana, I. M., & Antara, P. A. (2025). The average understanding of elementary school students is in the low category. 8(2), 334–344. <https://doi.org/10.23887/jp2.v8i2.99591>
- Pertiwi, G. N., & Juansah, D. E. (2024). Systematic literature review (SLR): Implementation of the school literacy movement (GLS) programme on critical thinking in primary school Indonesian learning outcomes. 9(3), 1948–1956. <https://doi.org/10.51169/ideguru.v9i3.1179>
- Prasetyaningrum. (2019). Positive correlation between motivation and reading ability.
- Prasetyo, T., & Amalia, R. (2025). Strengthening elementary students' reading skills through metacognitive strategies: Insights from a systematic review. 9(4), 708–715.
- Priyana, J. (2025). The effectiveness of supplementary reading materials in improving students' reading comprehension: A systematic literature review. 4778. <https://doi.org/10.24256/ideas>
- Ramona, N., & Cholimah, N. (2025). Instructional media in early moral education: A systematic review on the cultivation of religious and moral values in children aged 4–6. 10(March), 149–161. <https://doi.org/10.14421/jga.2025.101-12>
- Rizkiah, D. (2025). Reading workshop and self-regulated learning integration for elementary reading literacy: A systematic review. 4(3), 1307–1315. <https://doi.org/10.56916/jirpe.v4i3.1537>
- Sari, M. R., & Mahendra, Y. (2025). The use of digital media to improve reading skills in Indonesian language learning in elementary schools: A literature review. 8(2), 232–242. <https://doi.org/10.23887/jlls.v8i2.92970>
- Sarika. (2024). The majority of students do not have a systematic reading strategy.
- Sartika, H. (2023). Elementary school experimental digital media and literacy: Interactive digital media can improve literacy if used in a structured manner.
- Simanungkalit. (2022). 49% of junior high school students have difficulty understanding HOTS texts.
- Suci, N., Anggraini, M. P., Setya, A., Ningrum, B., Nadifah, I., & Marhumah, Q. (2023). The effect of

- integrating Socratic and KWL on students' academic reading comprehension. *11*(4), 846–856. <https://doi.org/10.33394/jollt.v11i4.8910>
- Sugiyono. (2020). *Metodologi penelitian kuantitatif, kualitatif, dan R&D*.
- Sulistiyarini, A., Training, T., & Maret, U. S. (2021). School literacy movement (SLM) as a solution to increase reading interest of Indonesian students. *20*(1), 1324–1334. <https://doi.org/10.17051/ilkonline.2021.01.127>
- Syifa, Q. A., Al-Baekani, A. K., & Srisudarso, M. (2022). Junior high school students' difficulties in writing descriptive text. *5*, 4470–4474. <https://doi.org/10.54371/jiip.v5i10.1044>
- Tia, P. H., Agustina, Y., Suherman, A., & Nazri, M. A. (2025). The relationship between vocabulary mastery and reading ability. *8*(1).
- Umi Astuti, Nyimas Triyana Safitri, R. N. M. (2025). A systematic review of reading strategies for EFL learners. *10*(1), 1969–1984.
- Wahdaniyah, R., Fadillah, A. N., Andriana, R. P., & Tarihoran, N. (2025). Real-life reading: A systematic review. *3*(1), 1–15. <https://doi.org/10.24176/simple.v3i1.14173>
- Wahyuni, T., Prawati, A., & Azhar, F. (n.d.). The correlation between reading motivation and reading comprehension ability of the second year students' of SMA PGRI Pekanbaru. *6*, 1–9.
- Yan, Zhang, C., Zhang, S., & Shen, J. (2025). TikTok in higher education: A systematic review of disciplinary applications, learning outcomes, and implementation factors. *Interactive Learning Environments*, *4820*, 1–21. <https://doi.org/10.1080/10494820.2025.2564736>
- Yani, J. A., Kartasura, K., Sukoharjo, K., & Tengah, J. (2025). Instructional strategies and their impact on EFL students' reading comprehension: An empirical study at Champasack University.
- Yati, M., Febrianti, F., & A. A. M. (2025). Primary school students' reading comprehension ability. *14*(01), 1–9.
- Yuli, I., Dewi, M., Nursalim, M., & Rahmasari, D. (2025). Self-efficacy: Fostering student creativity in problem-solving in elementary schools. *17*, 5078–5088. <https://doi.org/10.35445/alishlah.v17i3.6833>
- Yumna, N., Zakiah, L., & Yunus, M. (2025). Learning factors affecting social literacy of elementary school students: A systematic literature review. *6*(1), 97–112. <https://doi.org/10.37680/basic.v6i1.9388>