EFFECTIVE TEACHER STRATEGIES IN STRENGTHENING ELEMENTARY SCHOOL STUDENTS' READING LITERACY: LITERATURE REVIEW

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Abstract

The low reading literacy level of elementary school students in Indonesia is influenced by a lack of interest in reading, non-varied learning methods, and an unsupportive learning environment. This study was carried out through a literature study of eight scientific articles published in 2020–2025 that were relevant to the topic. Analysis was carried out using a thematic synthesis approach to identify effective learning strategies. The results show that project-based learning, cooperative learning, literacy discussions, use of digital technology, motivational approaches, and parental involvement have a positive contribution to improving students' reading literacy skills. The implications of this study emphasize the importance of selecting contextual and collaborative strategies, adapted to student characteristics and supported by a conducive learning environment.

Keywords: Teacher's Strategy, Reading Literacy, Elementary School.

1. Introduction

Reading literacy is a fundamental skill that is very important in the world of education, especially at the elementary school level. Literacy is not only limited to the ability to recognize letters and words, but includes understanding, analysis and reflection on the content of the text (Karmilah, 2025). This skill is the main foundation for students' academic success because almost all subjects require good reading skills (Sukijan, 2024). When students' reading literacy skills are low, understanding of subject matter is hampered, which has a negative impact on academic achievement (Safitri, 2021).

Even though literacy has an important role, various national and international assessment results show that Indonesian students' reading literacy is still relatively low. 2018 Program for International Student Assessment (PISA) data shows that more than 70% of Indonesian students have not reached the minimum proficiency level in reading (OECD, 2019). A similar thing was shown in the Minimum Competency Assessment (AKM) by the Ministry of Education and Culture (2021), which indicated that many students had difficulty understanding complex reading texts. The causal factors include low interest in reading, use of ineffective learning methods, limited interesting reading materials, and a less supportive learning environment (Sukijan, 2024).

Teachers have a central role in building and developing students' reading literacy skills from an early age. Not only teaching reading techniques, teachers also need to guide students in understanding reading content, developing critical thinking skills, and forming sustainable reading habits (Safitri, 2021). Therefore, choosing the right learning strategy is a crucial aspect in increasing the effectiveness of literacy learning in elementary schools. Commonly used strategies include experience-based learning, the use of innovative media, and the application of digital technology in the learning process (Sukijan, 2024).

A number of studies have examined the effectiveness of certain strategies in improving elementary school students' reading literacy. For example, digital reading applications have been proven to increase students' interest and understanding (Rahmawati, 2023), while discussions and questions and answers help develop critical thinking skills (Sari, 2022). On the other hand, parental involvement in creating a reading culture at home has also proven to be important (Putri, 2024). However, these studies tend to focus on a single approach, so they do not provide a comprehensive picture of the most effective and applicable strategies. Therefore, this article aims to examine and

synthesize literacy learning strategies based on the latest literature review as a practical and theoretical reference for teachers, researchers and policy makers.

2. Literature Review

A literature review regarding strategies for increasing elementary school students' reading literacy shows that various learning approaches have been developed by teachers with varying levels of effectiveness. Several studies highlight the effectiveness of project-based learning in increasing students' engagement and understanding of texts (Dewi, 2020). This approach encourages students to actively search for information, process text deeply, and relate reading to real life. Apart from that, cooperative learning methods have also been proven to strengthen reading skills through collaboration and group discussions which enable students to build meaning collaboratively (Fauziah & Putri, 2022). Another strategy that is quite developed is the use of digital technology, such as interactive reading applications that increase students' motivation and reading frequency (Rahmawati, 2023).

Several other studies focus not only on teacher strategies, but also on student characteristics and learning environments that influence their literacy abilities. Karmilah (2025) shows that limited critical reading strategies and minimal practice in understanding nonnarrative texts are the main challenges in the classroom. This finding is reinforced by the 2018 PISA results which show that the majority of Indonesian students have not achieved basic literacy competencies (OECD, 2019), as well as AKM results which highlight students' difficulties in understanding long and informative reading (Kemendikbudristek, 2021). This condition indicates that a multimodal and adaptive learning approach is very relevant to apply.

On the other hand, the role of the family also appears as an important factor in supporting students' reading literacy. Putri's (2024) study emphasizes that parental involvement in providing time and reading resources at home has a major influence on children's motivation and reading ability. Children who are accustomed to reading with their parents show better reading performance and higher interest in reading. This reinforces the view that literacy strengthening strategies do not only rely on teachers at school, but also require support from the family environment consistently and continuously.

3. Methods

This research uses a qualitative approach with a literature review method to examine teacher strategies in increasing elementary school students' reading literacy. A total of 13 scientific articles were initially identified through searches on Google Scholar and accredited journals, with inclusion criteria in the form of topic relevance, year of publication within the last five years (2020–2025), and availability in full access. After going through a selection process and in-depth review, a total of 8 articles were declared to meet the requirements for analysis. The data analysis technique used is thematic synthesis, by identifying, grouping and arranging information from various articles into main themes that are relevant to strategies for increasing reading literacy. Data validity is maintained through strict source selection and inclusion of accurate references, following the stages of identification, filtering, eligibility and inclusion in accordance with PRISMA principles.

4. Results and Discussion

4.1 Results

Based on the results of a literature review of eight selected articles, it was found that various strategies were implemented by teachers in increasing the reading literacy of elementary school students. These strategies include project-based learning approaches, cooperative learning, class discussions, use of digital technology, and involvement of parents. A summary of the strategies and main findings from each article can be seen in Table 1 below.

Table 1. Literature Review

No.	Author (Year)	Learning Stategies	Research Results
1.	Dewi, S. R. (2020)	Project-based learning.	Increase student engagement and understanding of the text.
2.	Fauziah, S., & Putri, M. A. (2022)	Cooperative learning.	Effective in encouraging collaboration and understanding of reading content.
3.	Karmilah, N. (2025)	Adaptive and contextual strategies.	The importance of adapting strategies to students' needs and conditions.

4.	Putri, D. (2024)	Parental involvement in literacy.	Encourage the formation of a reading culture in the home environment.
5.	Rahmawati, S. (2023)	Use of digital applications.	Increasing interest in reading through interactive and digital media.
6.	Safitri, F. (2021)	Motivational approach.	Increasing students' active participation in reading activities.
7.	Sari, P. (2022	Literacy discussion.	Develop critical thinking skills and text interpretation.
8.	Sukijan, R. (2024)	combination of activity-based methods.	Increasing learning effectiveness through varied approaches.

From this table, it can be seen that the strategies that appear most often and are proven to be effective include active and collaborative learning approaches, technology integration, and involvement of the surrounding environment, both teachers and parents. These strategies show that strengthening reading literacy in elementary schools does not only depend on a single method, but rather on a combination of flexible and contextual approaches according to student characteristics and the facilities available at the school.

4.2 Discussion

One strategy that has been proven effective in increasing reading literacy is project-based learning. Dewi (2020) shows that this approach increases students' involvement and understanding of reading texts because it actively involves them in contextual activities. This finding is in line with Sukijan (2024) who also emphasizes the importance of meaningful activities in the learning process. However, this approach is different from Rahmawati (2023), which focuses more on the use of digital media as the main means to attract students' interest in reading.

On the other hand, collaborative strategies such as cooperative learning also make a significant contribution to increasing literacy. Fauziah and Putri (2022) emphasized that this method not only strengthens students' understanding of reading, but also develops cooperation and communication skills. This is supported by the findings of Sari (2022) which shows that discussions in small groups can facilitate a deeper understanding of the content of the text. However, cooperative learning requires high classroom management skills from teachers, in contrast to the more individual and flexible technology-based approach as explained by Rahmawati (2023).

Environmental aspects are also an important part of the strategy to increase literacy. Putri (2024) highlighted that involving parents in reading activities at home can form a literacy culture from an early age. This finding is in line with the views of Karmilah (2025), who emphasizes that the success of teacher strategies in the classroom is greatly influenced by the support of the learning environment. However, the focus of the two is different: Karmilah emphasizes the importance of adapting strategies to limited facilities and special needs of students, while Putri emphasizes the role of the family in building reading habits.

Furthermore, the use of digital technology in literacy learning also shows a positive impact on students' reading motivation. Rahmawati (2023) notes that interactive digital applications are able to attract students' interest in reading, especially those who are less interested in printed texts. This finding is reinforced by Safitri (2021), who underlines the importance of a motivational approach in generating student interest through the use of innovative learning media. Although both highlight the role of technology in increasing literacy, Rahmawati's approach is more technological, while Safitri emphasizes psychological and emotional aspects. Both still depend on teacher readiness and the availability of adequate facilities.

Literacy discussions also play an important role in developing students' critical thinking skills. Sari (2022) shows that through exchanging opinions, students are able to build a deeper and more reflective understanding of the text. This finding is in line with the motivational approach from Safitri (2021), but differs in emphasis: literacy discussions emphasize verbal and argumentative interactions, while the motivational approach focuses more on creating a learning atmosphere that supports and builds students' self-confidence in reading.

Overall, the results of this study confirm that there is no single strategy that is most effective for increasing reading literacy. Instead, a combination of approaches—active, collaborative, contextual, technology-based, and environmentally supported—is the key to success. Optimal strategy implementation depends on the teacher's ability to read classroom conditions and adapt learning methods to student characteristics and needs.

5. Conclusion

Based on the results of the literature review, it can be concluded that effective strategies in increasing elementary school students' reading literacy include project-based learning, cooperative methods, literacy discussions,

parental involvement, and the use of digital technology. The success of the strategy depends greatly on the teacher's ability to adapt the approach to student needs and classroom conditions. There is no single strategy that is most effective, but rather a contextual and flexible combination.

Acknowledgements

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