



Systematic Literature Review (SLR): Implementation of the School Literacy Movement (GLS) Programme on Critical Thinking in Primary School Indonesian Learning Outcomes

Gadis Niyanti Pertiwi^{1*}, Dase Erwin Juansah^{2*}

Universitas Sultan Ageng Tirtayasa, Serang, Banten, Indonesia^{1,2}

gadissniyanti122@gmail.com^{1*}, daseerwin77@untirta.ac.id^{2*}

Abstract: Reading literacy is not just about being able to spell or read, but it is also a very important skill in learning and everyday life. By having this ability, a person can understand and then be able to obtain information more effectively, develop knowledge, and understand other people's perspectives and experiences that can enrich their thinking and broaden their scientific horizons. This research on the implementation of the GLS programme aims to conduct a literature review on the implementation of the School Literacy Movement (GLS) programme in primary schools. In this study, researchers referred to articles or journals using the keyword 'School Literacy Movement' in the Google Scholar database. This research was conducted with stages, starting from article collection, article reduction, presentation, and discussion. This article is the result of an analysis based on the literature on the subject being discussed. The research method used in this study is the SLR (Systematic Literature Review) method. The findings of the SLR study which analysed 15 articles showed that the School Literacy Movement must start early, starting from habituation development, and implementation, and the role of parents should not be ignored in the implementation of this GLS.

Keywords: Programme, school literacy movement, critical thinking.

Systematic Literature Review (SLR): Implementasi Program Gerakan Literasi Sekolah (GLS) Terhadap Berpikir Kritis pada Hasil Belajar Bahasa Indonesia Sekolah Dasar

Abstrak: Literasi membaca bukan hanya tentang bisa mengeja ataupun membaca, akan tetapi literasi membaca juga merupakan keterampilan yang sangat penting dalam pembelajaran dan kehidupan sehari-hari. Dengan memiliki kemampuan ini, seseorang dapat memahami lalu bisa memperoleh informasi dengan lebih efektif, mengembangkan pengetahuan, serta memahami sudut pandang dan pengalaman orang lain yang dapat memperkaya pemikiran dan memperluas wawasan keilmuan mereka. Penelitian tentang implementasi program GLS ini bertujuan untuk melakukan kajian *literatur review* terkait tentang implementasi program Gerakan Literasi Sekolah (GLS) di sekolah dasar. Dalam penelitian ini, peneliti merujuk pada artikel-artikel atau jurnal-jurnal yang menggunakan kata kunci "Gerakan Literasi Sekolah" di database Google Scholar. Penelitian ini dilakukan dengan tahapan-tahapan, mulai dari pengumpulan artikel, reduksi artikel, penyajian-penyajian, dan pembahasan. Artikel ini merupakan hasil analisis berdasarkan literatur mengenai subjek yang sedang dibahas. Metode penelitian yang digunakan dalam penelitian ini adalah metode SLR (*Systematic Literature Review*). Temuan dari studi SLR yang menganalisis 15 artikel menunjukkan bahwa Gerakan Literasi Sekolah harus dimulai sejak dini, mulai dari pembiasaan pengembangan, dan implementasi, dan peran orang tua tidak boleh diabaikan dalam dalam pelaksanaan GLS ini.

Kata kunci: Program, Gerakan Literasi Sekolah, Berpikir Keritis.

1. Introduction

Literacy that is indispensable in the 21st century education era is the ability to understand information critically, as stated by Umi Atun Sholikhah (2023). Students are not only taught to think critically, but also encouraged to develop creative, collaborative and communicative thinking skills to strengthen individual character. Character education is strengthened by the

application of Pancasila values, such as religious values, honesty, discipline, hard work, creativity, independence, democracy, curiosity, national spirit, love for the country, respect for achievement, and a spirit of togetherness. In addition, they are also encouraged to become skilled readers, writers and communicators. Character development is carried out through the School Literacy Movement, in line with

regulations Minister of Education and Culture number 20 of 2018 concerning character strengthening, as explained by Syahrianti (2022). Suryati and Evi (2018) explained that the School Literacy Movement (GLS) was introduced on the basis of the nine nawa cita agendas related to the responsibilities and roles of the Ministry of Education and Culture.

In the context of GLS, school literacy refers to the ability to access, understand and engage in language activities. Many schools have started the School Literacy Movement (GLS) programme, where schools that have implemented it become examples for other schools in the vicinity, as stated by Sulistiyarini and Ambar (2021). As mentioned by Wibayanti (2020), students' ability to summarise information from what they read is an important skill to be developed, and the role of teachers is vital in this process. Arief Arffianto (2022) highlighted the important role of teachers in the success of the School Literacy Movement, which aims to instil good character education. One of the suggested ways is to provide local wisdom-themed books, which can help reduce dependence on gadgets.

However, it is not only books about culture that need to be considered. As Wandasari (2019) points out, reading various types of reading materials, both fiction and non-fiction, as well as other varieties of reading, can help create a strong interest in reading and shape the character of fond of reading in students. Therefore, the role of teachers in facilitating access to a variety of reading materials and developing skills to summarise information from the reading is very important to achieve comprehensive literacy goals.

One important measure in assessing the competitiveness of a nation is the ability to think critically, creatively, communicate, as well as the ability to work in teams and use information technology. To achieve this, literacy is one of the practical solutions in everyday life (Mayuni, 2020). Research from the Organisation for Economic Co-operation and Development shows that Indonesia ranks lowest in terms of reading activities, indicating that educational efforts in schools have not fully fulfilled their role as learning institutions that strive to increase literacy levels for all their members, to support them in living life as lifelong students (Ahmad Syawaluddin, 2017).

The school literacy movement aims to motivate students to improve their reading skills, especially for those who still have difficulties in reading, so that they become more motivated and have a strong interest in reading (Nurabdiah,

2022). The process of the school literacy movement starts with habituation, development and implementation, and these three stages are interrelated to ensure the implementation of literacy in schools goes well (Yulianti, 2021). One important step in ensuring the success of the school literacy movement is through adequate school facilities, such as a complete library, which can create the character of students who love to read. With adequate facilities, the implementation of the School Literacy Movement can be optimally supported (Pantiwati, 2020).

This study aims to investigate and provide a comprehensive description of the literature review related to the implementation of the School Literacy Movement (GLS) programme in primary school settings. To achieve this goal, the researcher will search and analyse relevant articles using the PRISM protocol, which involves the stages of article collection, article reduction, display and discussion. The aim is to produce valid and reliable findings on GLS implementation policies in primary schools, including its habituation, development and implementation. This research will also focus on the role of parents in supporting and engaging in GLS. It is expected that the results of this study will provide a deeper understanding of the implementation of GLS in primary schools and provide valuable recommendations for policy makers and education practitioners to improve the effectiveness of the school literacy movement at the primary school level.

2. Research Methods

This study uses the Systematic Literature Review (SLR) method to identify, track and evaluate various relevant studies to answer the research question. The SLR method is used to identify, review, evaluate and interpret all available research with the topic area of the phenomenon of interest, with specific research questions relevant to qualitative research methods that refer to articles related to the topic to be discussed. With the use of the SLR Method, a systematic review and identification of journals can be carried out, which in each process follows predetermined steps or protocols (Triandini., et al, 2019).

In the step of searching for journal articles, researchers searched for journal articles in the Google Scholar database using Publish or Perish. Then the articles obtained were selected and analysed for the next, the researcher recorded the results of the analysis of the articles analysed in a table. The researcher then reviewed and reviewed the article in detail and intensively, especially in the research findings section. In the final part of

the study, the researcher compared the results of several articles and drew conclusions from them. By using keywords in Indonesian such as ‘School Literacy Movement’. All data collected was primary data published in the form of national and international articles and journals. After data collection, the next step was to sort the articles based on the inclusion criteria, where only relevant articles that met the inclusion criteria would be used in the study.

The inclusion criteria applied in this study involved several aspects, namely: (1) focus on the School Literacy Movement; (2) writing in English and Bahasa Indonesia; (3) analysis of the implementation of the School Literacy Movement from the period 2017 to 2023; (4) involving the elementary level of education; (5) indexed in Sinta 2 and Scopus; (6) the research process excluded articles that did not meet the inclusion criteria. Researchers collected article data from Scopus using software and certain keywords such as ‘Literacy School Movement’ and ‘elementary school’ with a range of years 2017-2023. The first obtained articles were 927 from Google Scholar and 150 from Scopus, then filtered using the keyword ‘Literacy School Movement’, then further filtering was carried out with the keywords ‘literacy school movement’ and ‘elementary school’, leaving 15 articles. Of these articles, only 11 articles that met the inclusion criteria were finally included in the further analysis according to the expected keywords.

The article selection process can be sorted through several stages. first stage article selection, at this stage articles are selected based on predetermined criteria. The selection is done

by matching the content of the article with the existing criteria. After making the selection, there were 15 articles that met the criteria with details of six qualitative articles, five R&D articles, and four quantitative articles. The second stage of collecting articles that have entered the criteria are then collected and classified. The classification includes material and class, research background, type of activity, and content contained in the article. Then the third stage is the last stage, namely, filtering data after the articles are classified, they are analysed using the theoretical framework that has been prepared, namely indicators of literacy skills, namely reading comprehension. Then the results of the analysis are the basis for answering the research questions that have been made. Whether the activities of the School Literacy Movement (GLS) in Indonesia are in accordance with the indicators of the GLS programme. after the articles were classified, they were analysed using the theoretical framework that had been prepared, namely indicators of literacy skills, namely reading comprehension. Then the results of the analysis are the basis for answering the research questions that have been made. Whether the activities of the School Literacy Movement (GLS) in Indonesia are in accordance with the indicators of the GLS programme.

3. Results and Discussion

The following are the results of research based on articles that have gone through the Systemic Review stage. The discussion is as follows:

Table 1. Research Results of the School Literacy Movement (GLS) Programme on Critical Thinking in Primary School Indonesian Learning Outcomes

No	Penulis	Judul	Jurnal	Hasil
1.	(Sofa Marwati, dkk, 2023)	Optimising reading skills through the pre-learning school literacy movement in class V Sdn Kuluk Leugeut	Jurnal Ilmiah PGSD FKIP Universitas Mandiri	The results of the study show that through the pre-learning School Literacy Movement (GLS) programme, the reading skills of grade V students of SDN Kuluk Leugeut can be optimised. There was an increase in students' reading ability, where previously students still read by spelling, but after attending GLS regularly for 15 minutes pre-learning, students were able to read fluently and quickly. In addition, students' interest in reading also increased
2.	(Flaviana Yunita Moi & Ferdinandus Bate Dopo, 2023)	Implementation of School Literacy Movement Activities in Increasing Students' Reading Interest at Uptd Sdn Damu	Jurnal Citra Magang dan sekolah (JCMP)	The results showed that the implementation of the School Literacy Movement activities by reading 15 minutes before the lesson starts at UPTD SDN Damu was able to motivate and encourage students to foster interest in reading and enthusiasm for learning.
3.	(Nur Hidayah1, Dini Rahmawati2, 2023)	The Literacy Movement for 21st Century Learning Skills in Primary Schools	Pendidikan & Pembelajaran Sekolah Dasar	The school literacy movement needs to be improved in the face of 21st century learning skills. It can foster and improve cooperation in a group to solve certain problems, increase tolerance for differences in friends' opinions, strive to think critically and creatively to solve problems about connecting things.

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| 4. | (Puteri Dewi Lestari, 2023) | The influence of the literacy movement on primary school students' reading literacy skills | Jurnal Basicedu | The results of the study The literacy movement has a significant effect on the reading literacy skills of fifth grade students of SDN Sukalaksana 02. |
| 5. | (Wirda Angraiani dkk. 2022) | 'Analysis of School Literacy Programme on the Motivation and Interest of Students in Smk Kota Makassar' | Jurnal "UNM of Journal Technologyc al and Vocational". | The results showed that this study found a significant effect of learning motivation on school literacy, where motivation contributed 50% to the overall impact. |
| 6. | (Yossinta Intaniasari & Ratnasari Dyah Utami, 2022) | 'Growing Students' Reading Culture Through Digital Literacy in Learning and School Literacy Programmes' | Jurnal Basicedu Vol 6 No 3. | The results of this study show that all schools that are the subject of the study have implemented digital literacy in learning, although not yet fully optimised. Teachers use various learning media and applications such as Zoom, Google Classroom, WAG and Youtube. With digital literacy, students' reading culture can grow, especially during the pandemic. |
| 7. | (Febriaty Ni'matush Sholikhah,dk k,2023) | Analysis of the Effectiveness of the School Literacy Programme in Madrasah Aliyah Negeri Kota Batu: A CIPP Method-Based Evaluation Approach (Context, Input, Process, Product) | Jurnal Journal Of DOCUMENT ATION AND INFORMATI ON SCIENCE (JoDIS) | The results obtained show that not all aspects of the CIPP approach (Context, Input, Process, Product) have been successfully implemented, in each component there are well implemented as in the context and input components while the process and product there are still components that have not been implemented properly. |
| 8. | (Fadhli Rahmat, 2021) | Implementation of lifelong learning competencies through literacy programmes in school libraries | Jurnal Kajian Informasi & Perpustakaan Vol. 9, No. 1 | The results of this study show that librarians have organised literacy programmes that support the School Literacy Movement. In its implementation, the librarian acts as an initiator, the teacher as a facilitator and the librarian as a partner in developing the literacy programme at school. The literacy programme has a positive impact on students, including shaping character, increasing knowledge, developing interests and talents, especially those related to communication and writing, adding experience, establishing positive relationships between librarians and students, and a means of intellectual recreation. |
| 9. | (Silvia Nur Priasti, Suyatno, 2021) | Implementing Reading Character Education through Literacy Programmes in Elementary Schools | Jurnal Ke pendidikan Vol. 7, No. 2 | The purpose of the school literacy movement is to realise lifelong literate school members. One of the efforts to realise this goal is through reading for 15 minutes before the start of learning. . This condition is in line with Sobirin and Susapti's statement that literacy is believed to be the main gate to open all knowledge through various fields of study. Students with good literacy skills tend to have high self-confidence and better learning achievement. |
| 10. | (Widya ningrum Febrianti, Lilik Binti Mirnawati,M eirza Nanda Faradita. 2023) | Reading comprehension skills of fourth grade primary school students participating in the literacy programme | Jurnal Pendidikan Guru Sekolah Dasar, Volume 8 Nomor 2 | The results of the study show that in participating in the school literacy program students' reading comprehension skills are very visible, this is evidenced by the emergence of indicators of reading comprehension skills, namely the ability of students to answer questions based on the content of the answers, the ability of students to capture the content of the reading, the ability of students to summarise the content of the reading and finally the ability of students to retell the reading according to the reading that was read. |
| 11. | (Yadi Heryadi, Nurul Anriani. 2023) | Literacy Culture through the School Literacy Movement (GLS) Programme in Developing Students' Reading Interest in Elementary Schools | Jurnal Basicedu Volume 7 Nomor 6 | The results of the research findings were categorised and presented in the form of patterns of the school literacy movement identified by the researchers based on the similarities and differences in school literacy from Grade I to Grade VI.. |
| 12. | Amanda Putri Delia Wulandari , Erna Zumrotun , Aan Widiyono. 2023 | Analysis of the Implementation of the School Literacy Movement (Gls) in the Campus Teaching Programme Batch 5 | Jurnal Unimed | The results showed that the implementation of the School Literacy Movement (GLS) through the Teaching Campus programme succeeded in improving students' literacy and interest in reading at SDN 3 Bakalan. Students from various study programmes acted as intermediaries in disseminating the Ministry's literacy programme. literacy improvement in schools through the Teaching Campus programme, with a focus on |

13.	(Sintya Jay Khan , Erna Zumrotun , Aan Widiyono 2023)	Journal of Competence University of Balikpapan Vol. 16, No. 2	Analisis Gerakan Literasi Sekolah Melalui Pojok Baca Pada Program Kampus Mengajar Di Sdn 2 Pecangaan Wetan	reading circles, living libraries, and reading Tuesdays. The results of the research from the school literacy movement programme are carried out through the habituation, development and learning stages, with a Liner (Literacy Corner) programme that is arranged as attractively as possible and contains a variety of interesting children's book collections. This shows that early reading habituation and creating a conducive learning environment can improve students' literacy skills.
14.	(Pratiwi Yuliansari. Nugrahani Firdausi, Widhi Sumirat 2023)	KIDSTERATION: Health Literacy Programme for Elementary School Children as an Effort to Improve Health Knowledge in the Digital Age	Jurnal Abdimas Pamenang – JAP Vol. 1 No. 2	The results showed that the KIDSTERATION Programme aims to improve the health literacy of elementary school children through community service activities. Easy access to information in the digital era can affect children's health knowledge, so it is important to provide health literacy education from an early age. To overcome the spread of hoax information about health on social media that can affect children, it is necessary to develop a Pancasila-based literacy and information model as an effort to counteract hoaxes.
15.	(Yoelia Aisah 2022)	Improving Library Utilisation Through Rewards in the School Literacy Programme at Cibinong 05 State Elementary School	Jurnal Pendidikan dan Sosial Budaya Volume 2, Nomor 2	The results showed that the implementation of rewards had a positive impact on library utilisation by students. The research observed that students' interest in reading was still low, with many preferring activities such as watching TV over visiting the library.
16.	(Indriani & Holisah, 2022)	Evaluation of the implementation of the Teaching Campus program in elementary school: A phenomenological approach	Jurnal Penelitian dan Evaluasi Pendidikan	The results showed that there was an effect of the implementation of the GLS programme in grade IV students on students' interest in learning literacy in Natural Science Material. This has been tested through the calculation of the Homogeneity Test and Normality Test.
17.	(Khakiki & Amir, 2023)	DAPIC Problem-solving Process Towards Elementary Students' Statistical Literacy	Jurnal Ilmiah Sekolah Dasar	Based on the results of the study, it was found that there was effectiveness in the implementation of the GLS programme for fifth grade students at SD Negeri Pasar Banggi Rembang.
18.	(Emilia & Amir, 2022)	Treffinger Learning to Enhance Statistical Literacy Primary Student	Jurnal Ilmiah Sekolah Dasar	The assessment results show that there is a difference in the results of students' skills in the reading aloud process group in project-based learning online learning through conventional assignments.
19.	(Rakhmawati & Mustadi, 2021)	Examining the Necessity of Reflective Module: Literacy Numeracy Skill of Students Elementary School	Al-Ishlah: Jurnal Pendidikan	The results showed the influence of the environment on the ability to think creatively in students. This is indicated by the results of the average value higher than the Conventional model.
20	(Yuliana et al., 2022)	The New Way Improve Mathematical Literacy in Elementary School: Ethnomathematics Module with Realistic Mathematics Education	Al-Ishlah: Jurnal Pendidikan	Based on the results of the study, it turns out that the use of the GLS programme is more effective than learning done with the storytelling method without children reading directly on the critical thinking skills of elementary school students on Natural Science material.

Based on 20 articles that have been selected, researchers found 7 articles that contained explanations of the implementation of the GLS programme that had a significant impact on improving students' reading comprehension. So that this GLS programme can be used as a reference to improve students' reading comprehension and critical thinking in elementary school students which is written in table 2.

From the articles that have been selected, there are several articles that discuss that the

application of the GLS programme in Indonesian language learning really helps children have significant critical thinking

skills. Researchers found 5 articles that discussed the relationship between the application of the GLS programme on improving students' critical thinking in Indonesian language subject matter. The results of the study showed an increase in understanding of Indonesian language subject matter.

Table 2. Implementation of the School Literacy Movement (GLS) Programme on Critical Thinking in Primary School Students.

Penelitian dan Tahun	Implementasi Program GLS
(Sofa Marwati, dkk, 2023)	The implementation of the GLS programme is able to make students have a reading routine, foster a significant curiosity attitude in students, and students can solve problems.
(Flaviana Yunita Moi & Ferdi nandus Bate Dopo, 2023)	The implementation of various series of GLS programmes can be known to make students enthusiastic and excited in applying in everyday life such as reading 15 minutes has a positive impact on students being more prepared in the process of understanding the formal learning process and the ability to think critically is quite increased from before enough to make students enthusiastic and enthusiastic.
(Rahmat Fadhli, 2021)	Developing students' critical thinking skills, improving students' ability to solve complex problems, engaging students to dissect storybooks so that they can explain the meaning implied in reading books in the steel corner.
(Silvia Nur Priasti, Suyatno, 2021)	The GLS programme is more influential in improving students' critical thinking skills in B.Indonesia lessons, so they can be more thorough and creative in concluding a story that is fiction or non-fiction.
(Amanda Putri Delia Wulandari, Erna Zumrotun, Aan Widiyono. 2023)	The existence of positive and beneficial habits for students, because it leads students not to be passive and play an active role in the learning process, so as to increase student interest and learning outcomes.
(Yadi Heryadi, Nurul Anriani. 2023)	The implementation of the GLS program has made students motivated enough to realise that through reading, they will gain a lot of new knowledge.
(Widyah ningrum Febrianti, Lilik Binti Mirnawati,Meirza Nanda Faradita. 2023)	Through the implementation of the GLS programme, students are aware that reading is a window to a very, very wide world, and through the habit of reading students have a better and more developed lifestyle.

Table 3. School literacy movement (GLS) programme in Indonesian language lessons

Penelitian dan Tahun	Implementasi Program GLS
(Rahmat Fadhli, 2021)	Based on the results of research on the application of the GLS programme in Indonesian language learning for grade IV elementary schools, it can be concluded that each stage of the GLS programme has a significant impact on students in understanding fiction or non-fiction stories in Indonesian language learning.
(Silvia Nur Priasti, Suyatno, 2021)	Based on the validity test, the guidebook for implementing the GLS programme has met the standards and the average percentage obtained by 85.23% of expert validators with a very valid category. Teacher response assessment 95% and learner response assessment 85.41% (very practical). Then the student learning outcomes are known that the percentage of reading comprehension results tends to increase for three meetings.
(Amanda Putri Delia Wulandari , Erna Zumrotun , Aan Widiyono. 2023)	The results showed that the GLS programme to develop literacy in reading storybooks for grade IV elementary schools can be declared valid, practical, and effective. Learners better understand the meaning of literacy not only being able to read but also understanding the reading and applying the positive values contained in a reading story.
(Yadi Heryadi, Nurul Anriani. 2023)	The implementation of 15 minutes of reading in the literacy reading corner of the GLS programme helps the level of success of students in the field of reading poetry and rhymes with a fairly good level of mastery and understanding of the material. This can be seen from the increase in the value of Indonesian language subjects.
(Widya ningrum Febrianti, Lilik Binti Mirnawati,Meirza Nanda Faradita. 2023)	Based on the results in the field, the researchers found that the GLS programme helps teachers in instilling literacy-friendly environmental patterns and making students more fond of reading books and filling their free time with positive activities and effectively the application of this programme can improve the learning outcomes of 5th grade students of SDN Bunihayu 1 Jalancagak on the theme of creating non-fiction stories in Indonesian language learning.

4. Summary

The GLS programme stands for the School Literacy Movement, which is one of the efforts used to improve students' reading comprehension and reading literacy skills. Based on the results of the review and analysis, the researcher obtained facts based on the literature review regarding the GLS programme which was proven to be widely used by researchers to improve reading literacy comprehension in elementary schools. The GLS programme helps improve reading literacy comprehension by encouraging readers to be actively involved in the reading process, making learners aware of the importance of reading literacy skills, asking questions, and reflecting on the material they have read. And also some studies that implement the GLS programme in elementary schools discuss student learning outcomes, comparison with before implementing the programme and after implementing the GLS programme, development of reading corners, and linking the stages of reading literacy with Indonesian language lessons. And the results obtained can all increase even though it is not significant.

Thus, the GLS programme helps readers to not only be able to read but also to understand texts better, and also to remember information better and apply it in relevant contexts. So that this programme can be used as a reference in improving reading literacy skills specifically in Indonesian language learning in improving students' reading comprehension and can also improve students' critical thinking patterns.

This analysis also concluded that much of the research on reading literacy in primary schools focuses on the higher grades and learning activities. There are only seven articles that focus on the lower grades and three articles that focus on reading literacy activities outside of learning activities, be it habituation activities in the stages of the GLS programme, extracurricular activities or other activities. This illustrates the need to increase reading literacy research in the low grades and reading literacy research with activities outside the learning process.

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