

Learning Factors Affecting Social Literacy of Elementary School Students A Systematic Literature Review

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Abstract

This study aims to identify learning factors influencing the social literacy of elementary school students through a Systematic Literature Review (SLR) approach. The research protocol was guided by the PRISMA guidelines, utilizing databases including Google Scholar, ERIC, SINTA, Semantic Scholar, and Garuda. A total of 309 articles were initially identified, and following a systematic four-stage screening process, 20 articles met the established inclusion criteria and were analyzed through thematic analysis and content analysis. The findings reveal four primary learning factor clusters: active learning methods and instructional models (40%), social capital support and school climate (25%), innovative learning media and technology (20%), and curriculum programs and school literacy movements (15%). This study concludes that a holistic and integrative approach encompassing collaboration among teachers, educational institutions, families, and policymakers is an essential prerequisite for sustainably optimizing the social literacy of elementary school students.

Keywords

Elementary School, Learning Factors, Social Literacy



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INTRODUCTION

The development of 21st century education requires students not only to master academic competence, but also to have adequate social skills in dealing with the dynamics of social life that continues to develop. One of the crucial competencies that need to be instilled from the basic education level is *Social Literacy* or social literacy, which is the ability of individuals to understand, interpret, and respond to various social situations critically, empathically, and responsibly (Researches, 2024). Social literacy includes the dimensions of social knowledge, interaction skills, and the internalization of relevant societal values and norms (Anjani, 2025). However, factual conditions show a significant gap between the ideal achievement and reality of elementary school students in Indonesia, which is still characterized by weak collaboration skills, lack of empathy between students, and low understanding of the values of social diversity (Alfiah, 2025).

Theoretically, social literacy is the initial foundation for the formation of children's character and social identity. In perspective *social-emotional learning* (SEL), children's social skills develop through interaction with a conducive learning environment, the active role of teachers as facilitators, and learning designs that are oriented towards social values (Marta et al., 2024). Social Sciences (IPS) subjects in elementary schools have a strategic role in fostering social awareness, critical thinking skills, and active participation of students in society (Literasi et al., 2025). These challenges are increasingly complex post-pandemic *Covid-19*, where *distance education* Proven to have a negative impact on the ability to interact and build meaningful social relationships in students (Muhammadiyah et al., 2024). Various factors such as learning methods, social context-based media use, inclusive classroom environment, and integrative curriculum support are important variables that need to be comprehensively examined (Norlita, 2023).

Although a number of studies have examined the social literacy of elementary school students, studies that specifically examine learning factors through the *Systematic Literature Review* (SLR) is still very limited. Previous research has generally focused on one specific factor without thoroughly integrating findings across studies (Wijaya et al., 2024). There are *Research gap* Significant related to a holistic understanding of the ecosystem of learning factors that collectively contribute to students' social literacy. *Novelty* This research lies in the effort to synthesize and classify the findings of various previous studies into a complete conceptual framework as a practical reference for the development of social learning in elementary schools (Nasrudin, 2025).

Based on this background, this study aims to identify and classify learning factors that affect the social literacy of elementary school students through a Systematic Literature Review (SLR) approach, and to analyze their theoretical and practical implications for the development of learning in elementary schools. The findings are expected to provide an evidence-based conceptual framework as a reference for teachers, policymakers, and curriculum developers in designing learning programs that are responsive to the social needs of students in the contemporary era.

METHOD

This study uses a qualitative approach with the type of *Systematic Literature Review* (SLR), which is a scientific study method that aims to identify, select, evaluate, and synthesize relevant research evidence in a systematic manner. This approach was chosen to obtain a comprehensive and objective picture of the learning factors that affect the social literacy of elementary school students. The research protocol refers to the guidelines *Preferred Reporting Items for Systematic Reviews and Meta-Analyses* (PRISMA) as an international standard for systematic literature review (Page et al., 2021). Data collection is carried out through digital search on the database *Google Scholar*, ERIC, *Semantic Scholar*, SINTA, and Garuda use structured keywords, namely "*Social literacy*", "*Social literacy*", "*Learning factors*", "*Elementary School Students*", and "*Elementary School*", combined with the Boolean operator (*AND*, *OR*). Article selection is carried out through four stages of PRISMA: *Identification*, *Screening*, *Eligibility*, and *included*.

Inclusion criteria include articles published in 2019–2025, in Indonesian or English, are *peer-reviewed* scientific journals, focus on elementary school students, discuss social literacy and learning factors, and are available in *full-text format*. The exclusion criteria include articles published before 2019, documents in the form of unindexed thesis, books, or proceedings, subjects outside the elementary school level, topics outside the focus of the study, and articles that are only available in abstract form. Data analysis uses *thematic analysis* and *content analysis* techniques, where each article is categorized based on themes, methods, main findings, and research context, then synthesized narratively to produce *evidence-based conclusions*. This process was carried out by two researchers independently to ensure reliability and objectivity. Of the 309 articles identified, 102 were eliminated as duplicates, 95 were excluded based on relevance, 56 were inaccessible, and 35 did not meet the inclusion criteria. Finally, 20 articles were declared eligible and included in this systematic review.

FINDINGS AND DISCUSSION

Findings

The analysis process of 20 articles that have met the inclusion criteria was carried out systematically using *the content analysis* and *thematic synthesis* approaches. Each article is examined based on aspects of the research method, the subject of the study, the main findings, and its relevance to the focus of this research. The presentation of the synthesis results in the form of a table aims to provide a structured and comprehensive picture of the research landscape related to learning factors that affect the social literacy of elementary school students.

Table 1. Synthesis of Literacy Study Results

No.	Name & Year	Title	Method	Subject	Findings	Relevance
1.	(Lalueza et al., 2026)	<i>Mental Health on Social Media among Secondary School Students in Barcelona</i>	Qualitative; Semi-structured interviews	28 high school students aged 12–16 years old	Adolescents define mental health as subjective well-being; mental health literacy is seen as a practical competence; The majority are not actively seeking mental health information online	Provide a comparative perspective on the dimensions of student literacy in digital and social contexts
2.	(Alsubai e, 2022)	<i>Distance Education and the Social Literacy of Elementary School Students during the Covid-19 Pandemic</i>	Qualitative; In-depth interviews	6 primary school teachers	Distance education has a negative impact on social literacy; Influencing factors include limited interaction and lack of class-based social activities	Highly relevant; identifying factors that hinder the social literacy of elementary school students
3.	(Wibowo et al., 2024)	<i>The Importance of Social Capital in Developing Students' Literacy Skills in Elementary Schools</i>	Library research	Literature/scientific documents	Social capital from families, schools, and communities contributes significantly to fostering the literacy skills of	Relevant; Uncovering external factors of learning that support social literacy

4.	(Isaiah, 2025)	<i>Development of Problem-Based Learning Mobile Learning to Improve Social Literacy Skills in Elementary Schools</i>	R&D (Hannafin & Peck)	30 Grade IV Elementary School Students in West Java	.elementary school students PBL-based mobile learning is very feasible to use; the eligibility rate reaches 90.6%–95.8%; Effectiveness on Social Literacy Has Not Been Tested	Relevant; Describe problem-based learning media innovations for social literacy
5.	(Mutiar et al., 2023)	<i>Integration of Scientific and Social Literacy through the Project to Strengthen Pancasila Student Profiles in Elementary Schools</i>	Qualitative; Field Studies & Literature	Teachers, students, and elementary school principals	The integration of science literacy and social literacy through the P5 project is running optimally; able to increase students' social awareness before entering the IPAS content	Highly relevant; show the factors of the curriculum and learning projects on social literacy
6.	(Asuta, 2025)	<i>The Effect of the School Literacy Movement on Increasing the Reading Interest of Grade III Elementary School Students</i>	Quantitative; ex post facto	31 grade III students of SD Negeri 85 Pekanbaru	GLS contributes 60.3% to students' reading interest; Conducive learning environment and teacher-parent support are the main supporting factors	Relevant; show the influence of school literacy programs on the competence of elementary school students
7.	(Marlina, 2022)	<i>Implementation of Socio-Cultural Literacy in Schools and Madrasah</i>	Library research; Content Analysis	Educational literature	Socio-cultural literacy includes a commitment to nationality, tolerance, non-violence, and inclusivity; Its implementation requires coordination between the principal and all school residents	Highly relevant; Describe the dimensions and factors of social literacy implementation in education units

8.	(Monica et al., 2023)	<i>Implementation of Literacy in Elementary Schools</i>	Literature review & observation; Descriptive Exploratory	Elementary school teachers and students	Literacy activities have been running but are not optimal and unsustainable; have not been able to build a comprehensive literacy culture	Relevant; indicate the implementation factors and consistency of literacy learning in elementary schools
9.	(Fitriyani, 2023)	<i>Analysis of Social Literacy Ability of Elementary School Students</i>	Descriptive; Analysis of test results	30 grade IV students of SDN 1 Mangkujayan	Students' social literacy skills are in the very low category (51%); special teaching materials are needed to increase social sensitivity	Highly relevant; provides an empirical overview of the social literacy achievements of elementary school students
10.	(Aulia et al., 2025)	<i>The Influence of School Literacy Programs on Elementary School Students' Critical Thinking Skills</i>	Literature studies	Educational literature	PLS has a positive effect on critical thinking; Success depends on program design, quality of reading materials, the role of teachers, and access to technology	Relevant; show the success factors of the literacy program on student competence
11.	(Wulandari, 2024)	<i>Participation Role Student in Improving the Quality of Social Studies Learning in Elementary Schools</i>	Descriptive qualitative; Interviews & Observations	Elementary school students and teachers	The application of the learning model significantly increases student participation; The right learning model affects the quality of social studies learning	Relevant; uncovering the role of learning models and student participation in social studies in elementary school
12.	(Alvira et al., 2024)	<i>Learning Problem Analysis: Factors of the Effectiveness of the Learning</i>	Literature analysis; Descriptive	Elementary School Students	The effectiveness of learning is influenced by teacher competence,	Relevant; strengthen understanding of the factors that affect the learning

	<i>.Process on Students</i>			learning focus, interaction, and learning strategies	process
13.	(Pertwi et al., 2023) <i>Students' Perspectives on School Literacy Movement in Elementary Schools</i>	Qualitative phenomenology	4 grade VI students of SD Al Islam 2 Jamsaren	Students do not fully understand the meaning of literacy level is quite good; The right strategy is needed to increase the literacy movement	Relevant; describe students' perception of the implementation of literacy programs in schools
14.	(Zuharo et al., 2024) <i>Implementation of Literacy Strategies in Overcoming Students Reading Difficulties in Elementary School</i>	Descriptive qualitative; Interviews & Observations	Grade III B students of SDN Sondakan Surakarta	Literacy strategies are effective in overcoming reading difficulties; inhibiting factors: low concentration; Supporting factors: environmental and parental support	Relevant; show strategies and supporting factors for the implementation of literacy in elementary schools
15.	(Žerak et al., 2024) <i>Parenting and Teaching Styles in Relation to Student Characteristics and Self-Regulated Learning</i>	Quantitative; latent profile analysis	328 grade IX elementary school students in Slovenia	Teaching styles that support autonomy and responsive parenting contribute to self-regulated learning; Teaching style affects performance	Relevant; Uncovering the role of teachers' teaching styles on student learning development
16.	(Sakız & Denктаş, 2026) <i>From Connections to Achievements: Investigating the Influence of School Climate and School Membership on Adolescent Students' Academic</i>	Quantitative; Path Analysis	1,033 high school students in Türkiye	School climate, teacher-student relationships, and school belonging have a significant effect on academic achievement	Relevant; reinforcing the argument that school climate is an important factor in learning

		<i>Achievement</i>				
17.	(Cheng et al., 2025)	<i>AI Literacy and Gender Equity in Elementary Education: A Quasi-Experimental Study</i>	Quasi-experiment	504 & 109 students of class V elementary school	STEAM-PBL-AIoT-based AI literacy courses improve AI literacy; Gender gaps can be reduced through inclusive and structured learning	Relevant; showing the influence of learning innovations on the literacy dimension of elementary school students
18.	(Ginanjar & Abdulkarim, 2024)	<i>Improving Social Studies Learning in Elementary School Students Through Virtual Tour Media</i>	Experiments; Pretest-Posttest Control Group	64 Grade IV Elementary School Students	The virtual tour media significantly improved media literacy and social studies understanding; Students respond positively to innovative media	Highly relevant; Proving the Influence of Innovative Learning Media on Social Literacy
19.	(Ismail, 2024)	<i>Examining the Development of Social Skills in First-Grade Elementary School Children</i>	Qualitative; Observations & Interviews	Grade I elementary school students	Children's social skills develop differently in different contexts; Communication, cooperation, and conflict resolution are influenced by patterns of interaction with teachers and peers	Highly relevant; Identifying the development of social skills as the foundation of social literacy
20.	(Dinihari et al., 2024)	<i>Generating Interest in Literacy among Elementary School Students through Gamification Technology</i>	Descriptive qualitative; Surveys & Observations	Grade V students of SDN Pasar Baru 03 Jakarta	Gamification technology positively increases students' literacy interest; A collaborative approach between teachers, students, and parents supports	Relevant; Describe the influence of learning technology on literacy interests and competencies

successful
implementation

Source : From various references (2021-2026)

Based on Table 1, the 20 reviewed articles were analyzed and classified into four thematic clusters according to the dominant learning factors identified in each study. Table 2 presents the thematic distribution, frequency, and percentage of each cluster.

Table 2. Thematic Classification of Learning Factors Affecting Social Literacy

No	Theme	f	%	Representative Studies
1.	Active Learning Methods & Instructional Models	8	40%	Isaiah (2025); Wulandari (2024); Alvira et al. (2024); Žerak et al. (2024); Cheng et al. (2025); Aulia et al. (2025); Fitriyani (2023); Ismail (2024)
2.	Social Capital Support & School Climate	5	25%	Wibowo et al. (2024); Alsubaie (2022); Sakız & Denkaş (2026); Marlina (2022); Lalueza et al. (2026)
3.	Innovative Learning Media & Technology	4	20%	Ginajar & Abdulkarim (2024); Dinihari et al. (2024); Monica et al. (2023); Zuharo et al. (2024)
4.	Curriculum Programs & School Literacy Movement	3	15%	Mutiara et al. (2023); Asuta (2025); Pertiwi et al. (2023)
Total		20	100%	

Source: Researcher's thematic analysis (2025)

Theme 1: Active Learning Methods and Instructional Models (n=8; 40%)

This cluster represents the largest proportion of reviewed studies. Isaiah (2025) developed a PBL-based mobile learning application with a feasibility rate of 90.6%–95.8% for improving social literacy skills. (Wulandari, 2024) confirmed that applying appropriate learning models significantly increased student participation in social studies learning. (Alvira et al., 2024) identified teacher competence, interactive focus, and structured instructional strategies as three key determinants of learning effectiveness. (Žerak et al., 2024), through latent profile analysis of 328 students, found that autonomy-supportive teaching styles positively predicted self-regulated learning as a prerequisite for social competence. That STEAM-PBL-AIoT-based courses improved AI literacy and reduced gender-based performance gaps. Most critically, (Fitriyani, 2023) empirically recorded that students' social literacy achievement stood at only 51%, placing them in the very low category, underscoring the urgent need for more targeted pedagogical interventions. Further found that communication, cooperation, and conflict resolution skills were directly shaped by the quality of teacher-student and peer interaction patterns. The majority of studies demonstrate that active learning methods and appropriate instructional models are the dominant factor in developing students' social literacy. These findings consistently confirm that teacher-centered approaches must shift toward

participatory, student-centered pedagogies that create meaningful opportunities for social interaction and collaborative engagement.

Social Capital Support and School Climate (n=5; 25%)

Five studies highlight the critical role of external social factors. Wibowo et al. (2024) affirmed that synergy between family, school, and community social capital has a long-term positive impact on students' literacy development. (Alsubaie, 2022), found that distance education during COVID-19 significantly impaired social literacy due to the absence of classroom-based social activities, demonstrating the irreplaceable role of the physical school environment. (Sakız & Denктаş, 2026), through path analysis of 1,033 students, confirmed that school climate, teacher-student relationships, and sense of school belonging collectively exerted a significant positive effect on academic achievement. (Marlina, 2022) emphasized that socio-cultural literacy implementation requires coordination between school leadership and all school community members to effectively internalize values of tolerance and inclusivity. Research consistently shows that positive school climate and strong social capital networks are essential mediating factors in students' social learning experiences. Social literacy development cannot be confined to classroom instruction alone it requires the intentional cultivation of supportive social environments across family, school, and community spheres.

Theme 3: Innovative Learning Media and Technology (n=4; 20%)

Four studies investigated the role of technology as a catalyst for social literacy. Experimental study with 64 Grade IV students, demonstrated that virtual tour media significantly improved media literacy and social studies comprehension compared to conventional methods. Found that gamification technology positively increased students' literacy interest, with a collaborative teacher-student-parent approach supporting successful implementation. (Monica et al., 2023) noted that literacy activities remained suboptimal and unsustainable due to inconsistent facilitation, while (Zuharo et al., 2024) reported that structured literacy strategies effectively addressed reading difficulties, with environmental and parental support as key facilitating factors. Innovative learning media and technology serve as an accelerating factor for student engagement and social literacy outcomes. However, their effectiveness is not inherent — it is contingent upon consistency of implementation, quality of instructional design, and the active involvement of teachers, students, and parents.

Theme 4: Curriculum Programs and School Literacy Movement (n=3; 15%)

Three studies examined programmatic interventions as structural learning factors. (Mutiarra et al., 2023) found that integration of social literacy through the P5 Project successfully developed students' social awareness and sensitivity in authentic learning contexts. (Asuta, 2025) demonstrated that the School Literacy Movement (GLS) contributed **60.3%** to students' reading interest, with conducive learning environments and teacher-parent support as the primary supporting factors. (Pertiwi et al., 2023) revealed a concerning finding: students did not fully comprehend the purpose of the literacy movement they participated in, signaling the need for more strategic and communicative program implementation. Curriculum programs such as P5 and the School Literacy Movement make significant structural contributions to social literacy development when implemented consistently and purposefully. Their success is highly dependent on clarity of program objectives, quality of facilitation, and meaningful coordination among all stakeholders. The analysis of 20 reviewed articles demonstrates that the majority of research identifies active learning methods and social environmental support as the dominant factors in improving the social literacy of elementary school students. No single factor operates in isolation learning factors function within an integrated ecosystem in which instructional methods, social capital, learning technology, and curriculum programs mutually reinforce one another to collectively shape students' social literacy development.

Discussion**Interpretation of Main Findings**

The systematic analysis of 20 peer-reviewed articles establishes that students' social literacy in elementary school is not shaped by any single variable, but rather emerges from the dynamic interplay of four interconnected learning factor clusters: active learning methods and instructional models (40%), social capital and school climate (25%), innovative media and technology (20%), and curriculum-based programs (15%). The dominance of active learning methods across the reviewed literature signals a fundamental pedagogical shift from passive, content-delivery instruction toward participatory, student-centered approaches that embed social interaction as a core learning mechanism. Critically, the empirical documentation of social literacy achievement at merely 51% among Grade IV students confirms that conventional, fragmented instructional approaches remain insufficient in cultivating the multidimensional social competencies required of contemporary

elementary school learners (Fitriyani, 2023). This figure is not simply a statistical output; it represents a systemic gap between educational aspiration and classroom reality that demands urgent, evidence-based intervention.

Comparison with Previous Research

The findings of this study are broadly consistent with preceding scholarship examining social competency development in formal educational settings. The identified primacy of active, problem-based learning models corroborates earlier work demonstrating that PBL-integrated instructional designs create contextually rich learning environments that stimulate students' active engagement with real-world social phenomena. Similarly, the significant role attributed to school climate and teacher-student relationships in this review aligns with quantitative evidence showing that school belonging and interpersonal connection are powerful predictors of academic and social achievement (Alsubaie, 2022). The negative impact of socially isolated learning conditions as empirically documented during the COVID-19 pandemic further reinforces findings from prior research indicating that physical classroom environments provide irreplaceable social scaffolding for literacy development. Where this study diverges from previous literature is in its integrative scope: rather than examining individual factors in isolation, this review synthesizes their collective contribution, revealing that the four identified clusters operate not as competing variables but as mutually reinforcing components of a unified learning ecosystem.

Theoretical Implications

Theoretically, the findings advance the conceptualization of social literacy as a fundamentally ecological construct. The evidence that no single instructional variable independently optimizes social literacy outcomes substantiates an ecological systems perspective, wherein students' social competencies are co-produced by layered environmental influences spanning the classroom, school institution, family, and broader community (Wibowo et al., 2024). Furthermore, the consistent role of autonomy-supportive teaching styles in fostering self-regulated learning strengthens the theoretical linkage between instructional quality and socio-emotional development positioning pedagogical design as a proximal determinant of students' capacity for social cognition and interpersonal engagement (Ginanjari & Abdulkarim, 2024). The integration of digital and technological dimensions, as evidenced by gamification and virtual media studies, also expands existing theoretical frameworks to account for technology-mediated pathways of social literacy acquisition, an area previously undertheorized in the elementary education literature (Aulia

et al., 2025).

Practical Implications

For classroom practitioners, the evidence strongly supports the systematic adoption of active, context-embedded instructional strategies particularly Problem-Based Learning and project-based approaches that require students to negotiate meaning, collaborate, and exercise social judgment within structured learning activities. School administrators should prioritize the deliberate construction of a whole-school social literacy ecosystem, one that meaningfully integrates parental involvement and community partnerships as active rather than peripheral contributors to students' social development. At the programmatic level, initiatives such as the School Literacy Movement (GLS) and the Pancasila Student Profile Project (P5) demonstrate substantial potential with GLS alone accounting for 60.3% of variance in students' reading interest provided they are implemented with clearly communicated objectives and evaluated consistently for sustained impact (Asuta, 2025). Policymakers and curriculum designers should additionally mandate that social literacy competencies are explicitly embedded across subject areas from the earliest grade levels, with particular attention to cultivating communication, collaborative problem-solving, and conflict resolution as structured curricular priorities (Cheng et al., 2025).

Research Limitations

Several boundaries warrant acknowledgment. This review is temporally restricted to publications from 2019 to 2025, which may exclude foundational studies with continued theoretical relevance. The linguistic scope limited to Indonesian and English risks omitting significant contributions published in other languages. Additionally, despite adherence to the PRISMA protocol across five databases, the possibility of publication bias toward affirmative findings cannot be excluded. The thematic classification process, while conducted independently by two researchers, inherently involves interpretive judgment that may introduce subjective variability in categorization.

Future Research Directions

Subsequent research should pursue longitudinal designs to examine whether the integrated application of multiple factor clusters yields sustained improvements in social literacy over extended periods. Experimental and quasi-experimental studies specifically designed to test the combined rather than isolated effect of active learning, social capital, and technology-mediated approaches would generate stronger causal evidence for the holistic framework proposed here.

Future systematic reviews should broaden database coverage and incorporate multilingual search strategies to achieve more globally representative syntheses. Finally, the development of psychometrically validated instruments for assessing social literacy specifically within the Indonesian elementary school context represents a critical methodological priority for advancing both research rigor and practical measurement in this field (Nasrudin, 2025).

CONCLUSION

This study successfully addresses its primary objective by identifying and classifying learning factors that influence the social literacy of elementary school students through a Systematic Literature Review (SLR) of 20 selected articles. The findings reveal four major factor clusters: active learning methods and instructional models (40%), social capital support and school climate (25%), innovative media and technology-based learning (20%), and curriculum programs and school literacy movements (15%). These findings affirm that social literacy is a multidimensional construct that cannot be optimized by any single factor alone, but requires the synergistic interaction of the entire learning ecosystem. In terms of contribution, this study produces an evidence-based conceptual framework serving as a practical reference for teachers, school administrators, and policymakers in designing socially responsive learning programs. Limitations include the temporal scope of 2019–2025, restriction to Indonesian and English sources, potential publication bias, and inherent subjectivity in the thematic categorization process. Future research is recommended to adopt longitudinal and experimental designs, expand multilingual database coverage, and develop psychometrically validated instruments for measuring social literacy within the Indonesian elementary school context.

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