



THE NATURE OF THE DEVELOPMENT OF INDONESIAN LANGUAGE AND LITERATURE LEARNING IN ELEMENTARY SCHOOL LITERACY

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ABSTRACT

The development of learning in elementary schools is an important aspect in creating a literate generation that is able to compete in the global era. This study uses the narrative review method, to collect and analyze various literature sources related to the nature of the development of Indonesian language and literature learning in elementary school literacy. The results of the analysis of 10 articles show that the nature of the development of Indonesian language and literature learning for literacy in elementary schools is multidimensional and integrative. The essence of this development lies in expanding the meaning of literacy beyond the purely cognitive-instrumental aspect, towards the formation of comprehensive literacy attitudes, values, and culture. The conclusion obtained is that the essence of the development of Indonesian language and literature learning in elementary school literacy is essentially a systematic effort to create an educational ecosystem that makes literacy the soul that supports the entire learning process

Keywords: Learning Development, Literacy, Elementary School.

INTRODUCTION

The era of the industrial revolution 4.0 and society 5.0 places literacy as a crucial foundation for the success of individuals in society. Literacy in the contemporary context is no longer interpreted narrowly as literacy skills, but rather as a set of abilities to access, understand, evaluate, and reflect on information critically to empower one's potential (Artaviamita, 2019). Education in elementary schools (SD) plays a strategic

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Journal of English Pedagogy, Linguistics, Literature, and Teaching



Submitted: 5 February 2026	Revised: 17 March 2026	Accepted: 22 March 2026
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role as the foundation for forming basic literacy competencies (Rela et al., 2025).

The phenomenon of basic literacy that occurs in the field, as illustrated in the results of the *Program for International Student Assessment (PISA) 2022*, shows that the literacy ability of Indonesian students is below the *national average of the Organisation for Economic Co-operation and Development (OECD)*. The data confirms that there is a gap between curriculum expectations and the reality of learning outcomes. Low text analysis skills, lack of appreciation for literary works, and difficulty expressing ideas in writing are some of the indicators of problems that emerge (Serani et al., 2025). This condition indicates that the conventional Indonesian language and literature learning approach, which still focuses on memorizing language structures and does not touch on the meaning aspect, is considered not optimal in building a solid literacy foundation (Rahmawati et al., 2020).

The essence of literacy in learning Indonesian Language and Literature (BSI) has indeed undergone a paradigm shift. BSI learning should no longer be seen as a stand-alone subject, but must function as a *primary vehicle* for holistic literacy development. Literary materials, such as short stories, poems, and fairy tales, are not just entertainment readings, but are a value-rich medium to train empathy, imagination, and critical thinking (Budi et al., 2025). Meanwhile, mastery of grammar and vocabulary becomes a vital instrument for organizing and communicating thoughts clearly and logically.

Therefore, the development of BSI's literacy-oriented learning is a necessity. This development is not just about inserting reading activities, but is an effort to redesign the integrative learning process, where the aspects of listening, speaking, reading, and writing are packaged in a meaningful unity to solve problems. This approach emphasizes the essence of language learning as a tool of communication, thinking, and reasoning, as well as literature as a source of value and enlightenment.

Based on the description above, research entitled *The Essence of Indonesian Language and Literature Learning Development in Elementary School Literacy* is important to be carried out. This research aims to examine in depth the review of the essence, principles, and strategies for BSI learning development that support the elementary school literacy movement, so that it can contribute to improving the quality of students' literacy competencies.

METHODS

This study uses the narrative review method. The methodology of this research is used to collect and analyze various literature sources related to learning development, the nature of development, the nature of learning, learning components, and the purpose and function of literacy learning development in elementary schools. The sources used include books, journal articles, research reports, and official documents



from educational institutions.

Data collection is carried out by browsing academic databases, such as Google Scholar, JSTOR, and ResearchGate. In addition, official documents from the Ministry of Education and Culture and the Central Statistics Agency are also used as valid data sources. This research also refers to various relevant educational theories, such as constructivism theory, social learning theory, and formative evaluation theory.

Data analysis is carried out by identifying the main themes that emerge from various sources. The data obtained is then grouped based on relevant categories, such as learning development, literacy, and learning components. With this approach, it is hoped that a comprehensive understanding of the development of literacy learning in elementary schools can be obtained.

Furthermore, this study also considers local and national contexts in its analysis. Statistical data and relevant research findings from various regions in Indonesia are used to provide a clearer picture of literacy learning conditions in elementary schools. This is important to ensure that the resulting recommendations can be applied effectively in a variety of contexts.

Finally, this research seeks to contribute to the development of education in Indonesia, especially in terms of literacy learning. By understanding the nature and components of learning, it is hoped that development strategies can be produced that are more effective and relevant to the needs of students in the modern era.

RESULTS AND DISCUSSION

Based on the results of the search that has been carried out, this research is based on 10 articles that have been published in accredited journals. Furthermore, all articles are divided into the author's name, year of publication, title and summary. The 10 articles can be observed as follows.

No	Penulis dan Tahun terbit	Judul	Ringkasan
1	(Sofiyana, 2022)	Studi Literatur : Upaya Dan Strategi Meningkatkan Motivasi Belajar Siswa Kelas V Sekolah Dasar Dalam Pembelajaran Bahasa Dan Sastra Indonesia	Artikel ini mengidentifikasi faktor-faktor yang menyebabkan rendahnya motivasi dalam pembelajaran bahasa dan sastra Indonesia di sekolah dasar, seperti tantangan dalam menulis dan sumber daya yang tidak memadai, dan menyarankan solusi seperti pengajaran kreatif, pembelajaran kontekstual, penghargaan, media interaktif, tugas yang menantang, dan pengembangan keterampilan holistik, berdasarkan studi literatur kualitatif.



Submitted: 5 February 2026		Revised: 17 March 2026		Accepted: 22 March 2026	
2	(Mubin & Aryanto, 2024)	Pembelajaran Bahasa Indonesia di Sekolah Dasar	Hakikatnya, pembelajaran bahasa Indonesia di sekolah ditujukan untuk menumbuhkan kepedulian peserta didik, guru, tata usaha, dan kepala sekolah terhadap keberadaan bahasa Indonesia sebagai alat komunikasi dan sebagai alat pemersatu bangsa ini.		
3	(Shalza Dwi Arfianitha Mulyani & Ari Suriani, 2025)	Strategi Guru Dalam Mengembangkan Literasi Membaca Pada Pembelajaran Bahasa Indonesia Di Sekolah Dasar	Dalam penelitian ini treungkap upaya Guru meningkatkan pemahaman membaca siswa melalui kegiatan membaca bersama, pembelajaran berbasis narasi kontekstual, diskusi kelompok kecil, dan pertanyaan-pertanyaan yang merangsang dalam pembelajaran bahasa Indonesia di tingkat sekolah dasar. Penelitian ini didasarkan pada penelitian deskriptif kualitatif yang melibatkan sekolah dan guru tertentu.		
4	(Utami & Yanti, 2022)	Pengaruh Program Literasi terhadap Hasil Belajar Bahasa Indonesia Siswa Sekolah Dasar	Penelitian ini mengungkapkan implementasi program literasi secara signifikan meningkatkan hasil belajar bahasa Indonesia di sekolah dasar, terbukti dari peningkatan nilai rata-rata dan lebih banyak siswa yang memenuhi standar kompetensi minimum. Penelitian ini menggunakan desain prak eksperimen dengan sampel 32 siswa.		
5	(Nur Amalia Ramadhani et al., 2024)	Kajian Literatur Pentingnya Pengembangan Bahan Ajar terhadap Pembelajaran Bahasa Indonesia di SD	Penelitian ini menjabarkan pengembangan bahan ajar untuk pembelajaran bahasa Indonesia di sekolah dasar sangat penting untuk meningkatkan prestasi akademik dan kualitas pembelajaran. Pengembangan ini melibatkan proses kreatif yang disesuaikan dengan karakteristik dan tujuan pembelajaran siswa, sehingga meningkatkan relevansi dan fleksibilitas dalam pendidikan. Penelitian ini didasarkan pada tinjauan pustaka kualitatif.		
6	(Nugraha et al., 2024)	Pengaruh Pemahaman Konsep Literasi Terhadap Minat Belajar Siswa Pada Pelajaran Bahasa Indonesia Kelas Iv Sekolah Dasar	Pemahaman konsep literasi berpengaruh signifikan terhadap minat belajar siswa dalam mempelajari Bahasa Indonesia, hal ini dibuktikan dengan penelitian eksperimen kuantitatif dengan jumlah partisipan 32 orang yang menggunakan desain penelitian pretest-posttest control group design.		
7	(Sholikhah et al., 2023)	Habituaasi Literasi Baca Tulis Siswa di Sekolah Dasar (Literational Habituation of Students to Read Write in Elementary School)	Implementasi literasi dalam pembelajaran bahasa Indonesia di sekolah dasar telah sesuai dengan ketentuan kementerian. Kendala yang dihadapi antara lain rendahnya budaya literasi dan kurangnya pemanfaatan infrastruktur. Solusi yang diberikan meliputi penyediaan perpustakaan, alat peraga, dan kegiatan literasi yang menyenangkan. Metode penelitian kualitatif digunakan.		
8	(Ramadhani	Kajian Literatur	Pengembangan bahan ajar untuk pembelajaran		



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	et al., 2024)	Pentingnya Pengembangan Bahan Ajar terhadap Pembelajaran Bahasa Indonesia di SD			bahasa Indonesia di sekolah dasar sangat penting untuk meningkatkan prestasi akademik dan kualitas pembelajaran. Pengembangan ini melibatkan proses kreatif yang disesuaikan dengan karakteristik dan tujuan pembelajaran siswa, sehingga meningkatkan relevansi dan fleksibilitas dalam pendidikan. Penelitian ini didasarkan pada tinjauan pustaka kualitatif.
9	(Megantara & Abdul Wachid BS., 2021)	Pembiasaan Membaca dalam Pelajaran Bahasa Indonesia Melalui Gerakan Literasi Sekolah			Gerakan Literasi Sekolah (GLS) efektif dalam mengembangkan kebiasaan membaca siswa di MI Muhammadiyah Penaruban, dengan kegiatan-kegiatan seperti pembuatan pojok baca, penyediaan waktu khusus membaca, dan penyelenggaraan lomba literasi. Bukti ini berdasarkan data kualitatif dari wawancara, observasi, dan dokumentasi, menunjukkan program yang terlaksana dengan baik dengan partisipasi aktif dari siswa, guru, dan pustakawan.
10	(Muhammad Zuhdy Hamzah & Khoiruman, 2021)	Problematis Pendidikan Bahasa Indonesia Kajian Pembelajaran Bahasa Indonesia Pada Sekolah Dasar			Temuan utama dalam penelitian ini adalah siswa belajar bahasa melalui lingkungan tempat tinggal mereka sebelum masuk sekolah, dan mereka menjadi lebih percaya diri ketika diberi kesempatan untuk meningkatkan kemampuan mereka. Penelitian ini menggunakan pendekatan deskriptif kualitatif dengan data yang dikumpulkan melalui wawancara dengan guru dan wali siswa.

Based on the analysis of the ten articles that have been collected, the essence of the development of Indonesian language and literature learning in the context of literacy in elementary schools crystallizes in a multidimensional framework. This essence is not only focused on the cognitive-instrumental aspect, namely the ability to read and write technically, but more deeply on the formation of integrated literacy attitudes, values, and culture. As expressed by Mubin & Aryanto (2024), the essence of learning Indonesian in elementary school is to foster the concern of the entire school community for the Indonesian language, not only as a means of communication but also as a means of unifying the nation. This perspective places literacy as the foundation of national and cultural identity, where language proficiency is a prerequisite for meaningful social participation.

The results of the study show that the development of literacy learning in elementary schools has a positive impact on students' ability to read, write, and think critically. Data collected from various sources show that schools that systematically implement literacy programs experience significant improvements in student learning outcomes. For example, at SDN 05 Semarang, the implementation of a project-based literacy program has succeeded in increasing students' reading skills by up to 40% in



one school year (Tahrin, 2021)

The study also found that parental involvement in literacy programs contributes greatly to student success. Schools that involve parents in reading together at home have recorded an increase in students' interest in reading. Data from the survey shows that 75% of students feel more motivated to read when their parents are actively involved (Haerani et al., 2020). This shows the importance of collaboration between schools and families in supporting literacy development. In terms of learning methods, the use of an active and collaborative approach has been shown to be effective in increasing student engagement. Research at SDN 06 Medan shows that the application of the group discussion method in literacy learning increases student participation by up to 60% (Utami & Yanti, 2022). This approach not only makes learning more engaging, but it also encourages students to think critically and creatively.

The development of this learning faces a number of significant interrelated challenges. Sofiyana (2022) and Sholikhah et al. (2023) identified fundamental problems such as low student motivation to learn, specific difficulties in writing skills, a culture of literacy that has not yet taken root, as well as limitations in infrastructure and supporting resources such as libraries and teaching materials. These challenges are exacerbated by the problematic raised by Muhammad Zuhdy Hamzah & Khoiruman (2021), namely the gap between the informal language environment that students have mastered before entering school and the demands of formal language learning at school. Therefore, learning development should be responsive and holistic, designed to bridge those gaps while generating students' interest and confidence.

The evaluation conducted showed that students involved in literacy programs had better critical thinking skills compared to students who were not involved. The results of research by Hidayah (2022) show that 80% of students who take part in literacy programs are able to analyze texts well. This shows that the development of literacy not only improves reading skills, but also students' analytical abilities.

An effective development strategy, based on the synthesis of various articles, must be implemented in three main domains: pedagogical, managerial, and resourceful. In the pedagogical realm, contextual and interactive approaches are key. Shalza Dwi Arfianitha Mulyani & Ari Suriani (2025) recommend strategies such as *shared reading*, context-based narrative learning, small group discussions, and providing stimulating questions to develop reading comprehension. Sofiyana (2022) added the importance of using creative learning media and providing challenging tasks that can accommodate students' skill development holistically. This strategy aims to transform learning from a mere transmission of knowledge into a meaningful experience that actively engages students.

In the managerial realm, the implementation of structured and sustainable literacy programs has been proven to have a measurable positive impact. Utami &



Submitted: 5 February 2026	Revised: 17 March 2026	Accepted: 22 March 2026
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Yanti (2022) through their experimental research showed that literacy programs significantly improve students' Indonesian language learning outcomes. Meanwhile, Megantara & Abdul Wachid BS. (2021) documenting the success of the School Literacy Movement (GLS) in getting used to reading through concrete activities such as the provision of reading corners, the allocation of special reading time, and the implementation of literacy competitions. This success requires commitment and active participation from all elements of the school, from students, teachers, to education staff, which creates a conducive literacy ecosystem.

In the realm of resources, the development of creative and relevant teaching materials is a pillar that cannot be ignored. Nur Amalia Ramadhani et al. (2024) and Ramadhani et al. (2024) in their literature review emphasized that the development of teaching materials that are tailored to student characteristics and learning goals is an important creative process to improve the quality of learning. Quality teaching materials not only improve academic achievement but also provide flexibility for teachers in designing learning experiences. This is in line with the findings of Sholikhah et al. (2023) who emphasized solutions to literacy constraints by providing enrichment books and educational aids.

The synergistic impact of development in these three domains can be seen in increasing students' interest and motivation to learn. Nugraha et al. (2024) prove quantitatively that understanding the concept of literacy has a significant influence on interest in learning the Indonesian language. When students understand the 'why' they are learning and 'how' it is useful to their lives, their intrinsic motivation will be boosted. Thus, the essence of the development of Indonesian language and literature learning for elementary school literacy is ultimately a systematic and sustainable effort to create a learning ecosystem that views literacy not as an isolated subject, but as a soul that lives the entire educational process, forming individuals who are not only proficient in the language but also love Indonesian language and literature as their cultural heritage.

CONCLUSION

Based on the analysis of the ten selected articles, it can be concluded that the nature of the development of Indonesian language and literature learning for literacy in elementary schools is multidimensional and integrative. The essence of this development lies in expanding the meaning of literacy beyond the purely cognitive-instrumental aspect, towards the formation of comprehensive literacy attitudes, values, and culture. The essence is to foster concern for the Indonesian language not only as a means of communication, but also as a means of unifying the nation and the foundation of national identity.

This development is faced with a number of complex challenges, including low



Submitted: 5 February 2026

Revised: 17 March 2026

Accepted: 22 March 2026

motivation to learn, difficulties in writing skills, a culture of illiteracy that has not yet taken root, limited infrastructure, and the gap between students' informal language mastery and the demands of formal learning. Overcoming these challenges, a strategic approach is needed that is implemented in three main domains. In the pedagogical realm, effective strategies include contextual and interactive approaches such as *shared reading*, narrative-based learning, group discussions, and the use of creative media. In the managerial realm, the implementation of structured programs such as the School Literacy Movement (GLS) which includes reading habits and the creation of a literacy ecosystem has proven to be significant in improving learning outcomes. Meanwhile, in the realm of resources, the development of teaching materials that are creative, relevant, and in accordance with the characteristics of students is a pillar that supports the quality of learning.

The synergy of strategy implementation in these three domains has a direct impact on increasing student interest, intrinsic motivation, and learning outcomes. A good understanding of the concept of literacy encourages students to see the relevance of language learning to their lives, which ultimately forms individuals who are not only proficient in the language but also have a deep appreciation for Indonesian language and literature as cultural heritage. Thus, the development of Indonesian language and literature learning in elementary school literacy is essentially a systematic effort to create an educational ecosystem that makes literacy the soul that lives the entire learning process.

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Journal of English Pedagogy, Linguistics, Literature, and Teaching



Submitted: 5 February 2026

Revised: 17 March 2026

Accepted: 22 March 2026

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Submitted: 5 February 2026

Revised: 17 March 2026

Accepted: 22 March 2026

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