

EFFECTIVE READING INTERVENTION STRATEGIES IN PRIMARY SCHOOLS: A SYSTEMATIC LITERATURE REVIEW

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1. INTRODUCTION

The decline in reading literacy skills among Indonesian students, seen through several international assessments such as PIRLS and PISA [1], [2], [3]], has prompted the Ministry of Education to launch various initiatives and changes in the education system to improve these skills. The results of global evaluations consistently place Indonesia among the ten countries with the lowest results in reading ability, indicating that Indonesian students face significant challenges in understanding and analyzing information from reading [4], [5], [6]. This situation indicates that serious action is needed in education reform, not only in terms of learning and curriculum but also in terms of infrastructure support. This condition requires policymakers and educators in Indonesia to design more strategic and sustainable educational interventions to address the diversity and complexity of literacy barriers students face.

In response to these conditions, the Indonesian government launched the School Literacy Movement (GLS) in 2015 and the Independent Curriculum in 2019 [7], [8]. GLS stimulates students' interest in reading and writing while strengthening their character development and lifelong learning skills. The Independent Curriculum, as part of a larger education reform, aims to address declining student learning outcomes with a focus on strengthening basic skills, particularly literacy and numeracy [9], [10], [11]. This change in the curriculum reflects a shift from a uniform approach to education to a more flexible and contextual system, giving educational units and teachers the freedom to tailor learning materials, methods, and strategies according to the specific needs of students and the local sociocultural context. Within this policy framework, primary schools have ample opportunity to design and implement reading intervention strategies that are pedagogically effective and culturally and socially relevant.

Previous studies have identified various reading intervention approaches applied in primary schools, including using digital technologies, tiered reading materials, and integrating local cultural values. Some studies have shown that the use of engaging digital apps with game elements is efficacious in improving students' reading skills [12], [13], [14]. Meanwhile, reading materials tailored to students' abilities and interests, such as tiered books and local fables, have been shown to increase engagement and comprehension [15], [16], [17]. There is also research that combines local cultural values and community-based methods, aiming to build students' emotional and social closeness to reading activities [13], [14], [18]]. In general, the existing literature shows a diversity of innovations and strategic approaches in reading learning that successfully improve students' abilities.

Although the Ministry of Education has launched various literacy programs and policies, impact studies, and evaluation reports on their implementation, there are still gaps in the academic

literature. This gap is especially evident in studies that thoroughly and structurally explore the practice of reading interventions developed directly by teachers in the field. The absence of an in-depth literature review of the research results of teachers creates a gap in understanding the contribution of education practitioners to improving student literacy. These practices, which are often contextual and innovative, can potentially be valuable references in formulating education policies based on real needs. Therefore, a systematic study is needed to summarize and analyze the contributions of these practices.

This systematic literature review aims to synthesize, analyze, and classify empirical findings from teachers' studies on reading intervention strategies in Indonesian elementary schools. Through this approach, a more profound understanding can be gained of the characteristics of an efficient intervention strategy and the key qualities that contribute to its success. This synthesis will identify important patterns and differences or inconsistencies between the studies reviewed, thus resulting in a comprehensive picture of the landscape of reading intervention strategies. The academic contribution of this review is to enrich the theoretical understanding of the effectiveness of reading interventions in the context of Indonesian education and to provide an empirical basis for developing more adaptive and relevant policies.

Thus, this review aims to answer two main research questions: (1) How do teachers and schools implement reading intervention strategies to improve the reading ability of elementary school students in Indonesia? (2) What are the key elements or characteristics of these strategies that contribute to improving the reading ability of elementary school students? Through the answers to these questions, this article seeks to present a valuable source of evidence in overhauling school and national literacy programs while recognizing and appreciating the important role of teachers as the primary implementers of literacy policies. The review will provide a more structured framework for educators and policymakers.

2. METHOD

The process of selecting data sources and collecting information begins with designing a search that will be applied to the database, followed by selecting research that meets specific criteria. In this collection, the databases of journals used include Scopus, ProQuest, and ERIC. The time frame for the review is determined from 2016 to 2024, limited to the period when the Ministry of Education begins to implement the School Literacy Movement to strengthen the Regulation of the Minister of Education and Culture (Permendikbud) No. 23 of 2015, as well as the implementation of Freedom of Learning until the latest study. The search strategies used for each database are described in detail and presented in Figure 1.

2.1. Selection Criteria

The researchers determine the selection criteria as a reference in searching, selecting, coding, and assessing studies. The criteria applied in selecting the research are as follows: Studies that fail to meet these criteria will be removed. The initial search resulted in 412 studies, all obtained from database searches, and 15 were removed due to duplication. Complete copies of the 397 studies were successfully downloaded, all of which underwent a full-text review process. Because they were less relevant to reading (e.g., not touching on reading as a skill), 195 studies were removed from the list.

In addition, 127 studies were removed because they did not discuss implementing reading intervention strategies. In comparison, 62 studies were also excluded because the reading intervention strategies did not cover the elementary school level. In the end, 13 studies implementing reading intervention strategies at the primary school level in Indonesia were identified and included in the review.

2.2. Approaches in Analysis and Synthesis

In this review, analysis and synthesis were done with a configurative approach. This means that the researcher integrates the material and findings from various studies and then looks for patterns in them, investigates possible relationships, and develops new understandings related to the topic being studied based on the research questions that have been set. Specifically, the results of each study are compared and analyzed with each other to find similarities, identify differences or conflicts [19], and summarize and explain mainly using sentences and texts [20], [21] This process is very similar to the steps in primary research, such as reading and repeating the material, encoding the information descriptively and analytically (labeling important points), developing the central theme, comparing continuously between studies, analyzing different or seemingly distorted cases, and linking the results to relevant theories. Therefore, the analysis techniques applied mainly are descriptive and analytical coding and theme development, which are characteristic of thematic analysis. In the context of systematic review, thematic analysis refers to compiling a summary of the article's frequently occurring and significant themes, conducted systematically, and the interrelated results form a strong "net" of understanding from all the studies analyzed. This approach contributes to a comprehensive and in-depth understanding of the diverse data that has been analyzed [22], which ultimately supports better configurative synthesis.

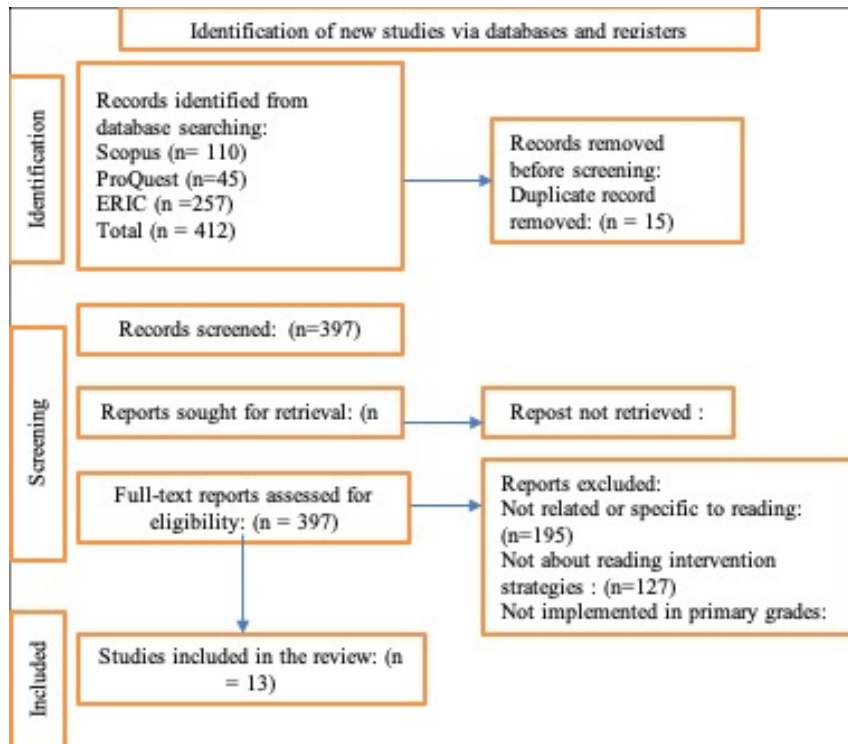


Figure 1. Study Selection Flow Diagram

After reviewing the results and discussion sections of the entire article, the researcher revisits all the content concerning the pre-established research questions. This is done so the researcher can focus on crucial aspects instead of reading them generically. After understanding the content of these articles, the researcher compiles a code book, a list of categories or labels that mark important information in the article. Initially, the researcher created codes based on the research questions that needed to be answered and the significant ideas that were revealed while reading the article. For example, in answering the first research question, they provided a code for the reading intervention strategy, how the strategy was implemented, the part of the focused reading skills, the amount of support provided, and the type of intervention strategy used. Each code in the codebook comes with a brief definition and user guide so that all researchers have a uniform understanding and avoid errors in coding.

Furthermore, the researcher gradually improved the codebook through an iterative process. Researchers compare the implementation of codes across articles and make corrections if overlapping codes, inconsistent codes, or new themes emerge. During this process, the researcher notes all the changes in the Excel file, such as a new theme that does not have code yet or a part of the data that does not match the existing code. If changes are needed, the researcher adjusts the codebook. With this approach, the researcher's coding process becomes consistent (all researchers similarly apply the code) and appropriately represents the content of the data.

After coding the data from the various articles, the researchers grouped the similar codes into main themes directly relevant to the research question they asked. These themes become the main focal point in drawing conclusions or synthesis. To identify these themes, the researcher reviewed the final code that had been compiled and the citations and explanations of the articles that had been analyzed. The researcher tries to explain the study's results clearly but still pays special attention to the most significant things. The researcher does not intend to summarize the content of each article individually. According to Lo & Hew [23], one of the frequent mistakes in reviewing various studies is simply presenting a summary of each study without producing a more comprehensive conclusion or understanding the "big picture." Therefore, the researcher followed the instructions from Wang [24] to not only summarize but also interpret, integrate, and analyze the detected themes. With this approach, they can better understand effective reading intervention strategies. The results of this process, including the main themes that emerge as the overall conclusion of all studies, will be further elaborated in the results and discussion section.

3. RESULTS AND DISCUSSION

3.1. Result

Reading interventions in the evaluated studies focused on the primary education level, covering kindergarten through grade 6 of primary school. One study was aimed at kindergarten [25], two studies on first-graders [26], two studies involved second-graders [27], two studies were devoted to fourth-graders [28], three studies were on fifth-graders [29], one study focused on sixth-graders [15] one study involved fourth- and fifth-graders simultaneously [30]. The research sites are spread across different regions in Indonesia: five studies were conducted in West Java [31], three studies

were conducted in North Sumatra [32], one study was conducted in East Java [33], one study took place in Jakarta [34] one study was conducted in Central Java [35] one study was conducted in Bali [36]

The research design applied eleven studies using the approach [37] and two using a qualitative approach [38]. Of the 11 quantitative studies, two studies applied experimental design [31], six studies used quasi-experimental design [12], and three studies used research and development (R&D) design [32], [37] Judging from the measurement method, nine studies were adopting a pre-test and post-test design (pre- and post-intervention testing) of Hardini et al. [37] one study used only the post-test (post-intervention testing) of Ratminingsih [36], one study conducted a trial experiment, [32] For two qualitative studies, one study applied a single case study [38] one study utilized a qualitative descriptive design [39]

3.1.1. Reading Strategies for Elementary School Students in Indonesia

The results of the evaluation of various methods applied to support elementary school students in Indonesia in improving reading skills. These methods emphasize certain aspects of reading ability and have a similar goal for students to read more effectively. These methods utilize various types of educational resources, which are categorized into four types. The first is material-based, utilizing books, worksheets, or other physical aids. Second, it is technology-based, using digital devices such as computers or learning applications. Third, it is teaching-based, focusing on teachers' teaching methods or techniques. Fourth, it is culturally based, connecting reading activities with local cultural values or contexts. Of the 13 studies studied, three adopted material-based methods, three implemented technology, five focused on teaching methods, and two applied culture-based approaches.

In this study, four reading intervention approaches rely on materials or materials as the primary tool to support students in improving their reading skills. This approach was applied in four of the total 13 studies that have been analyzed. Sunarti and Setiawan [27] utilize pop-up books with three-dimensional elements to attract students' attention and make them more enthusiastic about reading. Nurani & Mahendra [39] book with various themes, font sizes, and images to support students through the three stages of the reading intervention process. Lubis [38] used textless picture books to allow students to respond to images and attempt to understand meaning based on visual cues. Khadijah et al. [32] Implemented an educational game called "Word Tree" to help students understand difficult words in a more real and fun way. All of these approaches utilize reading materials or tools to assist students in improving their reading skills.

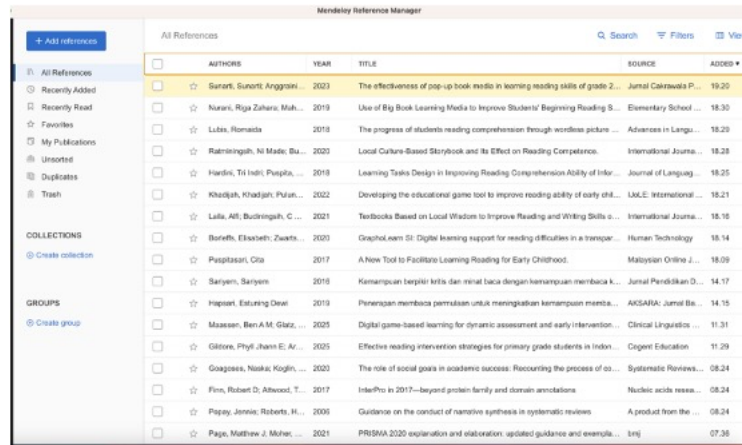


Figure 2. Mendeley Reference Manager

The three studies reviewed applied technology-focused reading intervention methods by designing and testing digital learning applications or media to improve students' reading skills. Borleffs et al. [26] developed GraphoLearn, a fun digital app to support students in learning to read by introducing the relationship between letters and sounds. Puspitasari [25] created an Android-based educational game using the BMTM (Learn to Read Without Spelling) method. This method is designed for preschoolers and ensures an enjoyable learning experience. Setiyadi et al. [40] Designed reading workshops using online magazines, tailoring the content to students' interests to increase their interest in learning. These methods utilize technology as a tool in the reading-learning process, both as the main media used by students and as a supporting tool in learning activities.

Five teaching-focused reading intervention approaches were applied in four studies. This approach emphasizes new teaching methods that have been modified and specifically designed to improve students' reading skills. The four approaches contained in the three studies were temporary, namely the Directed Reading Thinking Activity (DRTA) proposed by [31], in which students were asked to ask questions, predict the content of the text, and then re-examine their predictions after reading. The same study also used the PQ4R (Preview, Question, Read, Reflect, Recite, Review) approach. The goal is to help students improve their understanding and memory of the content of the reading. Hardini et al. [37] Implemented a learning design based on an interactive compensation model, a series of activities systematically designed to improve students' reading outcomes. Puspita et al. [41] implemented integrated thematic learning with a "webbed" curriculum model, which combines science lessons, activities, and reading materials into a single theme. The approach Nurmahanani [30] proposed is sustainable, using a literacy program based on mixed methods. The program runs for one year and includes multi-level multi-level books, group reading, computer support, and materials from various disciplines. This teaching-based reading intervention approach focuses on the design of the learning process itself, namely how teachers deliver material and how students are actively involved in the learning process, both in the short and long term.

Culturally rooted reading intervention strategies were applied in two studies. This approach utilizes reading materials that include elements of the local culture so that students have a better understanding and interest in reading. Laila et al. [42] Implement textbooks that contain local

wisdom. This means that the content of the text is adapted to the culture and the student's daily routine, allowing them to more easily understand the material because they more easily feel connected or familiar with the context—Ratminingsih et al. [36] a book of fable stories from the local culture. In addition to providing text and illustrations, this book helps students understand the reading material in context by connecting the story's content with their own experiences and cultural environment. This culture-based approach links reading material to students' culture and lives, making them more motivated to read and easier to understand. Thus, students' reading skills can develop.

Strategies for reading interventions were applied to various groups of learners according to the objectives and design of the research conducted. Nine of the 13 studies applied reading interventions to students in schools known to have low levels of reading ability. These students were randomly selected through a sampling process or based on the need to be grouped into experimental and control groups. In other words, they are not explicitly selected based on the reading difficulties experienced individually [27], [31], [42]. The other three studies specifically selected students who had difficulty reading or had low reading scores as the main subjects of the intervention [30], [41]. This shows that the focus is more on students who need reading support. One study provided a very intensive and individualized reading intervention intended for one student only, not for a group [38]. In conclusion, most intervention strategies, i.e., nine studies, were given to all students in the class without considering whether they had difficulty reading. In contrast, the other small group, four studies, specifically targeted students with reading problems in the classroom.

3.1.2. Quality in Reading Strategies that Help Improve Reading Results

The research revealed several important characteristics of the reading intervention approach that can help improve students' reading skills. These characteristics include involvement (inviting students to actively participate in the learning process), suitability (material relevant to students' interests or needs), attractive visual design, and the application of game elements in the learning process. The reading intervention strategies reviewed generally integrate one or more of these characteristics. More specifically, five strategies utilize engagement, five focus on conformity, four use attractive visual design, and two utilize games.

Quality in reading intervention approaches that contribute to improved student reading outcomes In the studies that have been reviewed. It was revealed that the level of interactivity in the applied methods varies greatly. For example, several studies have shown that interactive elements in the learning process support the development of students' reading skills. This interactivity is reflected through active and fun learning [41], collaboration between students [40], and a playful atmosphere in student activity behavior [32], [38]. This interactivity gives students a sense of comfort, engagement, and activity as they learn to read.

Relevance also emerges as one of the important traits in reading intervention techniques. This trait can be observed in materials and activities that utilize cultural themes, students' personal experiences, and prior knowledge as core elements of the strategy. Some research shows that materials relevant to local culture facilitate students' understanding of reading [36]. Cultural themes close to students' daily lives increase their interest and motivation in reading [42]. Reading that

relates to students' backgrounds and experiences makes it easier for them to understand the text [38]. In addition to relevant materials, activities based on the personal experiences of Hardini [37] and teaching methods adapted to the learning styles of Nurmahanani [30] also improve students' reading outcomes.

Attractive visual design is another quality mentioned in the study. Materials with attractive designs are proven to increase students' interest in reading and improve their skills. For example, in the approach using picture books, illustrations in books help students understand stories [38], pop-up books and visually appealing ledgers are more engaging in reading [39], [43] Visuals in stories help students imagine the content, so their comprehension becomes better [36]. Engaging visual design is generally found in strategies that use reading materials as tools in reading interventions.

Thus, games are also identified as a quality that supports improving students' reading skills. Borleffs et al. [26] found that technology-based reading techniques designed in games make the reading experience fun, efficient, and effective. Puspitasari [25] also reported improved students' reading ability after using an Android educational application that combines game elements. Overall, games are often discussed, especially in reading strategies involving technology, such as developing educational games for reading.

3.2 Discussion

The decline in students' reading skills in Indonesia, as reflected in the results of international evaluations [44], [45] prompted the Indonesian Ministry of Education to initiate various innovations and changes in the education system [46]. In the context of this transformation, schools and teachers in Indonesia have tried and researched various special reading methods to support students. This study thoroughly assesses the various studies, summarizes the techniques that worked, and shows the main characteristics of the effective method. The review results show that special reading methods for students at the elementary school level in Indonesia can be categorized into four main types: strategies based on reading materials, strategies rooted in technology, strategies focused on teaching and strategies related to culture. These four types of approaches have been shown to provide positive results in improving students' reading skills at the elementary school level. Typically, these techniques have one or more primary characteristics: interactive, relevant (related to the student's context), visually appealing, and game-based.

Reading material-oriented strategies focus on creating and utilizing various materials and tools related to reading to improve students' reading outcomes. Some studies have shown that engaging reading is difficult-adjusted and authentic and can encourage students to engage in independent reading activities as well as improve their understanding of the reading material [47], [48], [49], [50], [51] Through the use of ledgers, pop-up books, picture books without text, and word trees, this approach has been proven to attract students' attention in reading activities and at the same time develop their reading skills. According to Agustina & Anum [52], well-designed reading materials and aids such as those applied in this method can increase students' motivation and help them become better readers. Thus, applying reading strategies based on reading materials is critical to improve students' reading learning outcomes.

Reading-specific strategies that utilize technology have shown the ability to improve student's

literacy skills, especially when the digital tools chosen are by the needs of reading learning [53]. In several studies analyzed, engaging digital applications were used with game elements, and the results showed effectiveness in helping students improve their reading skills. Other studies that have also adopted digital applications with similar features reveal that these applications can strengthen students' reading comprehension by understanding the text directly, deducing meaning, and thinking critically about reading material. This is due to students' interest and active engagement, which is enhanced through multimedia elements and games [54], [55]. One study even applied multimedia elements within reading workshops conducted online, in line with findings from [56], which showed that internet-based reading programs can significantly improve reading comprehension. Therefore, reading-specific strategies involving technology have proven effective in improving students' language and reading skills.

Reading efforts based on teaching are methods controlled by teachers and carried out in learning activities in the classroom. This method is efficacious in improving students' reading comprehension [57]. In the analyzed research, several learning approaches were applied, such as DRTA (Directed Reading Thinking Activity), PQ4R (Preview, Question, Read, Reflect, Recite, Review), Task-design teaching (task-based learning), and reading programs with combined methods. Although these strategies are teacher-guided, they apply a student-focused approach, which, according to [53], can significantly improve students' reading ability. Other studies applying a similar approach have also found that this strategy increases students' engagement with the text, thus improving their reading comprehension [58], [59]. In addition, there is a special way of reading based on culture, namely by using reading materials relevant to the student's local culture. The researchers created and used local fables and textbooks that included local wisdom in the research discussed. As a result, students' interest in reading increases, and their reading skills develop. Research shows that folklore, narratives from indigenous cultures, and reading materials related to students' lives can make the reading experience more engaging and help students understand texts better [60], [61].

The studies reviewed revealed that factors such as active reading activities, attractive visual design, content harmony, and game elements are crucial for the success of reading intervention strategies. Research reveals that proactive, cooperative, and engaging activities can increase the effectiveness of reading-specific strategies. Several studies have shown that approaches that require students to actively participate in reading activities have great potential to improve their reading skills. Activities play an important role, and the reading materials and technology must also be interactive. Research shows that when interactive elements are well integrated into materials, aids, or teaching methods, students' reading skills will increase. These interactive elements create an engaging, focused, and meaningful learning experience, thus facilitating students in understanding the text more effectively [62], [63], [64]. Another factor that is considered significant is the visual appearance of the reading material. Visual elements such as pictures, illustrations, and attractive layouts can assist students in describing the story's content, maintaining attention and interest in reading, and sparking their imagination regarding the content of the text. Various studies prove that attractive visual features such as illustrations, graphics, and structured settings can improve reading comprehension because they support students in interpreting the meaning of the text, remembering important information, and understanding key ideas [65], [66], [67], [68], [69].

Fit with students is also important for the success of reading intervention methods, as has been revealed in various studies. Some studies reveal that if teaching reading is aligned with students' cultures and experiences, this can have a positive impact on their ability to understand reading [70], [71], [72]. These studies emphasize that reading intervention techniques are effective because they raise cultural issues, are aligned with students' knowledge and experience, and are tailored to their preferred learning methods. Findings from several studies support this view by showing that including culturally and personally relevant reading materials and activities can improve motivation and reading comprehension abilities [70], [73]. This emphasizes the importance of a reading intervention approach that pedagogically corresponds to the student's cultural background, experience, and learning needs. In addition, games are also considered a factor that can improve students' reading outcomes based on research results. Many studies support these findings [14], [74], [75]. Research by Nasip and Zulkipli [76] also shows that games significantly impact students' reading performance and enjoyment.

By utilizing elements of play such as rewards, levels, or competitive challenges, teachers can encourage students to stay active and engaged so that their reading comprehension improves and positive attitudes towards reading grow [77], [78]. When the game is implemented correctly, paying attention to the aspects of the activity, the fit with the student, and the attractive visual design, the reading-specific approach will be much more effective. The students will be more interested and engaged with the reading materials, tools, and learning activities and will be able to significantly improve their reading results.

Various effective reading intervention methods demonstrate the autonomy given to teachers in Indonesia following the improvement of the education system to improve reading literacy skills [79], [80]. This variation indicates that educators can adjust reading intervention techniques based on the situation. Macasaet [81] found that this adjustment has a positive and important correlation with student achievement regarding reading literacy in Indonesia. The ease of applying various reading intervention techniques while still considering the qualities that make them effective allows teachers to tailor the method to their students' needs, cultural backgrounds, and learning styles. [82] Thus, students' participation and understanding of reading can be improved. The ability to adapt these techniques aligns with best practices in reading teaching, where student-focused approaches and flexible teaching methods significantly improve students' reading performance [83]

4. CONCLUSION

This systematic literature review investigates the various intervention strategies implemented by teachers and primary schools in Indonesia to improve reading skills and identify key characteristics that contribute to its effectiveness. [84] The findings show that reading interventions are not single but can be grouped into four main categories: material-based, technology-based, teaching-based, and culture-based. These four categories show effectiveness that varies depending on the context and characteristics of the students, with qualities such as high interaction, content relevance, attractive visual design, and gameplay elements being the main drivers of success. [85], [86], [84], [87] Conceptually, this study emphasizes the importance of an adaptive and student-centered approach in designing literacy strategies and highlights the need for teacher autonomy in

adjusting teaching methods. Going forward, further exploration of the long-term impact of this strategy in diverse cultural contexts is needed to shape a sustainable literacy culture. [88]

ACKNOWLEDGMENTS

Thank you to the Indonesian Ministry of Education, Culture, Research, and Technology for various initiatives and changes in the education system that have encouraged the improvement of reading literacy skills among elementary school students in Indonesia. Appreciation was also given to all teachers and educational institutions who have innovated and applied various reading intervention techniques, which is the primary focus of this literature review. Their contribution to overcoming literacy challenges in Indonesia is significant for developing national education.

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