



## Systematic Literature Review: Reading Character Cultivation Media for Elementary School Students

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### Abstrack

Reading is a very important skill to support children's academic success and character development. However, interest in reading among elementary school students in Indonesia is still relatively low. This research aims to explain the media used to instill the character of a love of reading. The method used is Systemtic Literature Review (SLR) by analyzing 21 related journals. Data was collected through the Google Scholar Database with the keywords "Media", "Characters Who Like Reading", "Primary School Students" and "Literacy". The results of this research show that media such as illustrated books, Big Books, Game Modules, Folk Stories and Digital Media have an effective role in building the habit of reading. Each media has interesting advantages and can be adapted to the age and learning context of students. Success in instilling the character of a love of reading can be supported by teachers, parents and the school environment. This research states that choosing the right media and consistent application to create a strong literacy culture in the elementary school education environment.

**Keywords:** Media, Reading Character, SLR Literacy

### Abstrak

Membaca merupakan keterampilan yang sangat penting untuk menunjang keberhasilan akademik dan pengembangan karakter anak. Namun, minat baca di kalangan siswa SD di Indonesia masih tergolong rendah. Penelitian ini bertujuan untuk menjelaskan media yang digunakan untuk menanamkan kecintaan membaca karakter. Metode yang digunakan adalah Systemtic Literature Review (SLR) dengan menganalisis 21 jurnal terkait. Data dikumpulkan melalui Google Scholar Database dengan kata kunci "Media", "Karakter Bacaan", "Siswa SD" dan "Literasi". Hasil penelitian ini menunjukkan bahwa media seperti buku ilustrasi, Big Books, Game Modules, Folklore, dan Digital Media memiliki peran yang efektif dalam membangun kebiasaan membaca. Setiap media memiliki keunggulan yang menarik dan dapat disesuaikan dengan usia dan konteks belajar siswa. Keberhasilan menanamkan kecintaan membaca karakter dapat didukung oleh guru, orang tua, dan lingkungan sekolah. Penelitian ini menyatakan pemilihan media yang tepat serta implementasi yang konsisten untuk menciptakan budaya literasi yang kuat di lingkungan Pendidikan Sekolah Dasar.

**Kata Kunci:** Media, karakter embaca, iterasi SLR

## Introduction

Reading is the most basic ability that everyone must have and cannot be left behind in the world of Education (Widya Astuti, Agus Darmuki, 2024). Interest in reading is one of the important indicators in achieving success in Education, especially at the elementary school level. Reading activities function not only as a fundamental skill, but also as a primary medium to broaden their views, increase knowledge, and shape students' personalities. (Oktavia et al., 2024)

Reading character education has an important role in shaping children's character from an early age. Parents have an important role in fostering the habit of liking to read through the support of a conducive environment. Reading contributes to a child's cognitive and emotional growth, but not all parents realize how important this role is. (Muktiali et al., 2024) The character

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of reading can be developed through the School Literacy Movement (GLS) as an effort to instill reading habits at an early age. This habit not only improves literacy skills, but also changes students' personalities to be more critical, ethical, and ready to face the changing times.(Muhammad et al., 2020)

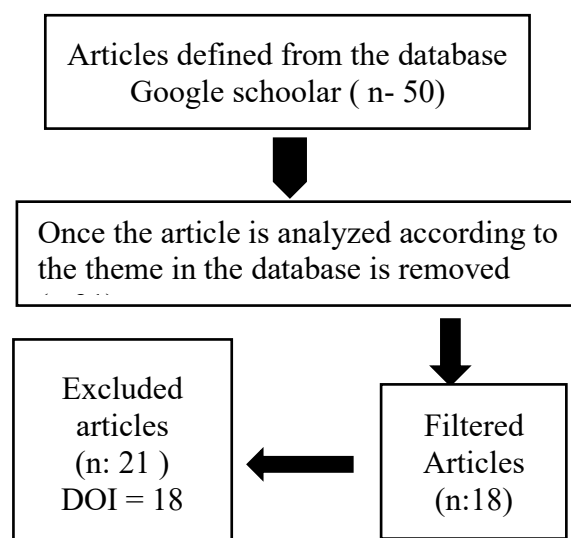
Factors such as the role of teachers, support from the principal, availability of library facilities, family environment, and interesting learning methods, play an important role in shaping students' reading characters. In addition, the use of appropriate learning media also has a very big role in increasing students' interest in reading. Various types of media such as Illustration Books, Big Books, Game Modules, Folklore, and Digital-Based Media have been applied in various literacy programs. However, there is still little research that has thoroughly identified the types of media that are effective for developing reading characters at the elementary school level.

Based on the explanation above, it can be concluded that reading is a basic skill that is very important to support students' academic achievement in elementary school. The cultivation of a love of reading character should begin at an early age with support from parents, teachers, and the school environment. The School Literacy Movement (GLS) and interesting learning methods can help foster reading habits. Therefore, it is necessary to conduct research to find out effective strategies and media in forming reading characters in elementary school students.

## Method

This research method uses SLR (System Literature Review) in searching for journals with international journals, namely Google Scholar. In this study, there are approximately 30 indexed journals on the cultivation of Reading Character Media from various journal publishers, but we took 21 journals. This SLR method is a research method used by identifying, analyzing, evaluating, and interpreting all the results of previous research obtained by researchers. The results of this previous research were reviewed by the researcher, by systematically analyzing and identifying the selected research.

The benefit of SLR (System Literature Review) research is the ability to find, examine, assess, and define all existing research by emphasizing topics on specific interesting phenomena is one of the advantages of using SLR Techniques in research. The planning stage, the implementation stage, and the reporting stage are three steps that form a stage of research collection using the SLR method.



## Results and Discussion

### Result

Based on the results of research obtained from Google Scholar with the *Systematic Literature Review* (SLR) approach. This research was conducted from several journal articles that are relevant to the Media of Cultivating Reading Characters for Elementary School Students on the character of elementary school children. These results are contained in the form of a table which contains the research title, author, and research results of each journal article.

**Table. 1 Research Results on Reading Character Cultivation Media in Elementary Schools.**

RESEARCH TITLE	WRITER	Result
Instilling Character Values of Reading Based on Discussion and Example on the Language Skills of Elementary School Students	(Oktavia et al., 2024)	This study explains that habituation, the example of the family, school, and community environment, is very influential in developing the character of reading in elementary school students. Children who read frequently tend to have better language skills and higher critical thinking skills.
Cultivating Reading Character Through School Literacy Activities in Grade III Elementary School Students	(Yulianti et al., 2021)	This study shows that Literacy activities in School III have succeeded in increasing students' reading interest from 50% to 57%. Through the habit of reading 15 minutes before learning, interesting reading, support from parents, and a rotating reading schedule, students become more enthusiastic and disciplined in learning to read.
Development of Local Wisdom-Based Big Book Media for Character Value Cultivation of Grade II Elementary School Students	(Nurika et al., 2022)	This research develops Big Book media based on local wisdom through the ADDIE approach to instill interest in reading and answering in Elementary School II Students. The results of the study showed that this media was considered effective with very positive respondents and increasing students' interest in reading, comprehension, and responsibility.
Cultivating Reading Characters through One Day One Fairy Tale	(Zakaria & Maulida, 2021)	This study identified that the One Day One Fairy Tale approach succeeded in building reading

during the Covid-19 Pandemic		characters in elementary school students during the pandemic. This method can be implemented by parents and teachers through daily listening and reading activities. Creative listening techniques, storytelling, reading aloud to increase imagination, interest in reading, and children's relationship with parents.
Instilling Character Values That Love to Read	(Rokhman et al., 2020)	The cultivation of reading characters can be carried out through regular activities, as an example and environmental arrangement. Emphasizing that collaboration between families and schools is essential. The SSR (Sustained Silent Reading) strategy and choosing interesting reading materials, reading in a comfortable place, and exchanging stories can encourage students' interest in reading and improve the quality of literacy.
Instilling the Value of Characters Who Love to Read through Picture Storybook Media in Early Childhood	(Shafarani et al., 2024)	The application of picture storybooks has proven to be very effective in fostering an interest in reading in elementary school age children. It is proven that there is a considerable increase in effective learning outcomes reaching 63%.
Cultivation of Reading Character Through the Rakica School Literacy Program at SDN TAMAN CIRUAS PERMAI	(Septiana et al., 2024)	The RAKICA program has proven to be very effective in instilling a love of reading in children through habituation, development, and learning. With the support of teachers, parents, and the government. However, it is still constrained by students who are not yet fluent in reading.
Analysis of the Formation of Reading Characters Students Use Picture Storybooks of Wayang Sukuraga in Elementary Grades	(Dewi et al., 2022)	Wayang Sukuraga picture books have a positive impact on building reading habits among students, because they have a strong visual appeal and are easy to understand. On the other hand, it also introduces local traditions. But the challenges faced by the very limited number of books and

The Relationship of Reading Character to Thematic Learning Outcomes of Elementary School Students	(Suhara & Kiska, 2022)	characters that are still not popular. The character of liking to read has a strong influence on students' thematic learning outcomes. As many as 75.8% of students are classified as "good" to in the "very good" category in reading characters. There was a correlation ( $r = 0.897$ ), showing that the more you like to read, the higher the learning outcomes.
Strengthening Character Education in Elementary School Students through the Utilization of Digital Literacy	(Pentianasari et al., 2022)	The character who likes to read through three events is formed through three phases: reading habits, development through non-academic activities and learning through literacy strategies. As a result, a school atmosphere is formed that supports reading habits.
Development of Game-Based Learning-Based E-Modules Measurement Materials with Strengthening Reading Characters and Appreciation of Achievements	(Jannah & Mudiono, 2020)	This research produces a game-based, reliable and functional module that encourages elementary school students to read independently and engage in learning. This module has proven to be very effective in building a character that likes to read and a passion for learning. Through fun activities.
Strengthening Reading Characters Through Regional Stories to Improve Students' Social Attitudes	(Mariana et al., 2022)	This research shows that regional stories are very effective in strengthening the character of reading and improving social attitudes for elementary school students. This strengthening is carried out through three stages: habituation, development, and learning. Students become more motivated and enthusiastic in reading more cooperatively.
Empowerment of Elementary School Students in Reading Literacy through Illustrated Media in Magetan	(Mahardhani et al., 2021)	The use of pictorial media gradually has been proven to be very effective in improving reading skills for Grade I & II elementary school students. Children become more interested, enthusiastic, and can understand the content of reading better than before the

Instilling Reading Character in Students through Active Learning with the School Literacy Movement (GLS) Method and Role Play in MI Muhammadiyah Needs	(Al-bahij & Mufiida, 2024)	implementation of pictorial media. The School Literacy Movement (GLS) method and role play have been proven to increase reading interest for students. Students are more enthusiastic in reading, understand the content of the reading better and develop social skills and empathy. Teachers play an important role as facilitators, and limited resources are the main challenge.
Formation of Religious Character, Reading Love, and Responsibility in Elementary School Children	(Hidayati et al., 2021)	This study shows that religious character and sense of responsibility of elementary school students are at a higher level, while the character who likes to read is still very moderate. Reading activities are very important to grow character. Therefore, the habit of reading from an early age must be applied in the family and school environment.
Implementation of School Literacy Policy to Improve Reading Character	(Anggraeni, 2019)	This study shows that GLS habituation of SDN Jetak is carried out every morning with 15-20 minutes of activities, presentation of reader results and digital literacy programs. This success is demonstrated by 7 out of 10 program indicators. However, there are obstacles in the form of a lack of reading materials, a library that is not optimal and low participation from the Education Office. The support of the principal and the enthusiasm of the teachers are the most important factors.
Exploring the Potential of Reading Through Literacy Programs: A Study on the Implementation of Reading Characters in the Community	(Afriatama & Sapri, 2023)	The reading program at MIN 1 Medan has succeeded in forming students' reading character through reading character that is carried out regularly, the provision of literacy facilities, and support from the school, parents, and the community. Despite the challenges of limited funding and time for teachers, reading habits can grow thanks to a consistent environment.

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Religious Learning Based on the Story of the Prophet Noah AS: The Relationship between Reading Characters and Curious Characters in Grade IV Elementary School Students	(Qonita Luthfiah & Fatimah, 2022)	Religious learning based on the story of the Prophet Noah AS has proven to be effective in shaping the character of students who like to read in the very good category. Meanwhile, the character wants to know students are in a sufficient category. There is a very strong relationship between the two characters. This research shows that the higher the student's interest in reading, the greater their curiosity.
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## Discussion

The results of research from various journals that have been reviewed show that the development of reading characters at the elementary school level requires a comprehensive strategy through various media, methods, and roles from various parties such as teachers, parents, and the school environment. The types of media used, ranging from physical media such as picture books, and Big Books, to digital media and other creative learning approaches.

### 1. Illustration Books

The use of illustration books is very effective in increasing interest in reading among elementary school students. This media displays eye-catching visuals, thus helping children to better understand the content of the reading. Research by (Shafarani et al., 2024) revealed that the use of picture storybooks can increase learning effectiveness by up to 63%, a similar thing was also found by Dewi et al. (2022) who made use of Sukuraga wayang picture books that not only fostered an interest in reading but also introduced local culture through simple pictures and visuals. Research Mahardhani et al. (2021) emphasizing that illustrations in reading make it easier for students to absorb information and improve their understanding of the content of the text.

### 2. Big Book

Big Book is a learning medium that contains stories with enlarged text and interesting illustrations, very suitable for use in group learning in elementary grades. Nurika et al. (2022) developing Big Book media based on local wisdom through the ADDIE method approach. The results of this media show a positive response from teachers and students, as it helps to increase students' interest in reading, sense of responsibility, and understanding of stories related to their lives.

### 3. Game Module

Game-based modules have proven to be effective in shaping characters who love to read. This module is designed in an interactive and fun way so that it can foster students' interest in reading and motivation to learn. In research Jannah & Mudiono (2020) It shows that game-based learning modules can encourage students to read independently and be more active in the learning process. The fun activities in this module are able to help students to develop reading habits in a natural and non-coercive way.

#### 4. Local and Traditional Stories

Regional and religious stories are effective means in instilling the value of reading. According to Mariana et al. (2022) Regional stories can increase motivation and attitudes through an approach that includes habituation, development, and learning. at Qonita Luthfiah & Fatimah (2022) It also shows that religious stories, such as those of the Prophet Noah AS, not only increase the character of reading, but also foster high curiosity, which is very important in the learning process of children.

#### 5. Digital Media and Modern Literacy

In the digital era, the use of technology has a very important role. According to Pentianasari et al. (2022) states that digital literacy can form a character who likes to read through three stages: habituation, development through non-academic activities and the integration of literacy in learning. The School Literacy Movement (GLS) Combining classical methods with digital has proven to be effective in increasing student involvement in reading and strengthening character, as expressed by Al-bahij & Mufiida (2024) and Squirting (2019).

Based on the grouping of media above, it can be concluded that each media has its own advantages that can be adjusted to the learning context and characteristics of students. Illustration Books and Big Books are perfect for early childhood who still need visual stimulation. The game-based modules provide a fun learning experience. Local and religious stories can reinforce character and cultural values. On the other hand, digital media opens up opportunities to integrate technology in literacy. With the right selection of media and regular support, better reading skills can be effectively instilled in Primary School students.

### Conclusion

The conclusions obtained from this article show that the application of reading characters among elementary school students can be done efficiently through the use of various interesting media such as illustration books, Big Books, game modules, as well as local and digital stories. This successful approach includes reading habits, the integration of literacy in the learning process, and activities that encourage interest in reading. This success is greatly influenced by the support of teachers, parents, principals, and the surrounding environment. Despite challenges such as limited reading materials, inadequate library facilities, and low participation from external parties, strong collaboration and the selection of appropriate media and methods consistently and sustainably to develop a reading character.

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