Transforming the School Literacy Movement (GLS): Teachers' Strategies to Integrate the Digital-Based Reading Literacy Ecosystem in Elementary Schools

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ABSTRACT
The School Literacy Movement (GLS) at the elementary school level is often still stuck in the mechanical routine of reading printed books for 15 minutes before lessons start, without meaningful pedagogical integration. In today's era of digital disruption, the cognitive and behavioral characteristics of elementary school students, who are inherently digital natives, demand the adaptation of learning media that is much more interactive, multimodal, and ecosystemically connected. This study aims to comprehensively review the literature related to teachers' innovative strategies in transforming conventional GLS into a digital-based reading literacy ecosystem, as well as identifying the various structural and cultural challenges that accompany it. This study uses a qualitative approach with the Systematic Literature Review (SLR) method through the extraction of empirical data from various academic publications. Key findings show that the most effective teacher strategies focus on the integration of information technology (IT)-based learning media that is balanced with Technological Pedagogical Content Knowledge (TPACK) competencies. The paradigm shift in the role of teachers from mere supervisors of reading activities to curators and facilitators of digital literacy has been empirically proven to be able to increase students' active participation, deepen reading comprehension through visual-auditory stimulation, and build critical reasoning skills. The conclusion of this study emphasizes that the transformation of GLS is not just a process of digitizing texts, but a re-engineering of the pedagogical ecosystem that requires the adaptive capacity of teachers and synergistic collaboration from all stakeholders to create a sustainable literacy culture.

Keywords: School Literacy Movement, digital literacy, teacher strategy, elementary school, IT learning media.

INTRODUCTION

Reading literacy is the most essential cognitive foundation in determining students' intellectual development capacity, character formation, and critical analysis skills at the basic education level. At the global level, the demands of 21st-century competencies place literacy no longer just the ability to spell letters technically, but the fundamental ability to absorb, process, evaluate, and synthesize information in the midst of the complexity of modern civilization (Setyadi et al., 2025). Responding to the national urgency related to the stagnation of Indonesian students' literacy achievement scores in various international assessment metrics such as the Programme for International Student Assessment (PISA) and Progress in International Reading Literacy Study (PIRLS), the government through the Ministry of Education and Culture launched the School Literacy Movement (GLS) policy (Widiati et al., 2021). The policy mandated in the Regulation of the Minister of Education and Culture Number 23 of 2015 concerning the Growth of Ethics is designed to be executed in three essential stages:

Habituation, development, and learning (Birhan et al., 2021). However, the implementation of this policy faces a severe test when faced with technological disruption and changes in the sociocultural landscape, where print books are beginning to lose their appeal in the eyes of students accustomed to dynamic multimedia stimuli (Budiaman et al., 2021).

A review of the current state of the art implementation shows that the implementation of conventional GLS in various elementary schools in general has succeeded in building the initial habituation stage, but its effectiveness in spurring higher order thinking skills still requires critical evaluation (Susilowati & Suyatno, 2021). Several previous studies have captured this phenomenon; For example, research on the implementation of the school literacy movement program in elementary schools shows that the success of the program is highly dependent on the availability of adequate physical books, which unfortunately are often uneven in different regions (Kasanova, 2021).

Another study that focused on evaluating the implementation of the GLS program using the Context, Input, Process, Product (CIPP) model revealed that the limitations of library infrastructure facilities and the lack of variety of non-lesson reading materials are the main obstacles that trigger student boredom (Marmoah & Suharno, 2022). Furthermore, studies on literacy movements in increasing reading interest highlight that a 15-minute reading routine without pedagogical follow-up is often reduced to a mere administrative formality (Marmoah & Suharno, 2022).

Entering the era of technological disruption, the literacy landscape is undergoing a tectonic shift where elementary school students today demand the school ecosystem to immediately formulate a comprehensive digital literacy integration (Aliyyah et al., 2025). However, a review of the existing literature shows a sharp gap in research. Many studies have addressed the urgency of digital literacy in general or measured students' digital proficiency levels, but there are very few literature reviews that specifically map how teachers' pedagogical and tactical strategies in synergizing the mandate of GLS with the potential of the digital media ecosystem in elementary school classrooms (Aliyyah et al., 2025).

The lack of literature that explores the intersection between the Technological Pedagogical Content Knowledge (TPACK) framework and GLS policy leaves big questions

about how teachers transform from conventional teachers to architects of digital learning (Sholihin et al., 2020).

Departing from this gap, this study aims to explore, synthesize, and formulate digital integration strategies by teachers in the implementation of GLS. Exploring this dimension is crucial, not only to modernize pedagogical approaches at the primary school level, but also to formulate a strategic policy foundation that ensures that national literacy initiatives are not left behind by the exponential pace of digital civilization (Salim et al., 2023).

METHODS

This research is designed using a qualitative approach with the Systematic Literature Review (SLR) method or systematic literature study. This method was deliberately chosen because of its robust ability to provide a thorough, transparent, and replicable evaluation of a wide range of empirical evidence spread across various areas of educational research (Nisya Fahira & Sholehuddin Sholehuddin, 2024). This methodological framework is adopted from the standard protocol of systematic review, which allows the synthesis of findings from previous literature to address the complexity of technology integration in the literacy ecosystem.

The data collection process is carried out strictly through electronic search on major academic databases that are indexed with high reputation, including SINTA (Science and Technology Index), Google Scholar, and the Garuda portal (Garba Reference Digital) (Nurbayani et al., 2022). The publication time span is specifically limited to the last 5 years, namely the period 2021 to 2026. The choice of this temporal horizon has a strong methodological justification: the period captures the surge in adaptive pedagogical innovation after the COVID-19 pandemic, where the acceleration of the use of educational technology in Indonesia reached its highest point, so that the data extracted represents the most up-to-date conditions of the digital ecosystem at the primary education level (Cahaya et al., 2022).

The inclusion and exclusion criteria are applied as a precise methodological filter to maintain the validity of the synthesis.

Methodological Criteria	Inclusion Parameters	Exclusion Parameters
Geographical & Demographic Context	Field research (empirical) that is carried out specifically in schools Elementary (SD) or Madrasah Ibtidaiyah (MI) in Indonesia.	Research focusing on the PAUD level, School Secondary (junior high school/high school), higher education, or literacy study abroad.
Thematic Focus	Articles highlighting teachers' strategies, the use of information technology (IT)/digital media, TPACK framework, and GLS program implementation.	Articles that only discuss conventional literacy without any intervention or digital technology instruments.
Publication Type	A peer-reviewed scientific journal article that presents primary data from observations,	A conceptual literature review without field data (except as a

	interviews, as well as classroom experiments.	comparators), opinions, textbooks, or non-journal proceedings.

After the screening and eligibility process, data that meet the selection criteria is extracted. This extraction process is then continued with thematic content analysis techniques. In this phase, the process of data reduction, code extraction, and search for meaning patterns is carried out iteratively to synthesize thousands of different teacher strategies into three cohesive main theme constructions (Birhan et al., 2021). This synthesis is designed to produce theoretical mapping while providing tactical enlightenment on the dynamics of school literacy transformation.

RESULTS AND DISCUSSION

Based on the results of the literature synthesis, the implementation of a digital-based reading literacy ecosystem in elementary schools by teachers can be categorized into three main themes that intersect.

1. Transformation of Learning Media in GLS Implementation

The transformation of learning media in GLS implementation marks an ontological shift from traditional spatial approaches to a seamless computational ecosystem. In the previous decade, literacy was severely limited by the physical walls of the "reading corner" and the availability of print book collections that were often not up-to-date (Widiati et al., 2021). However, today's teachers' strategies have migrated to the massive use of national digital library repositories and global platforms. The types of digital media integrated by educators vary greatly, ranging from the Let's Read platform, audio storybooks (audiobooks), to interactive storybooks on the Budi Kemdikbud portal and the prototype Book Creator application (Budiaman et al., 2021).

Psychologically and pedagogically, this transformation of the medium has a very significant impact on students in the lower grades (grades I-III). Children in this concrete operational phase require intense sensory stimulation; The digital format includes animated elements, dynamic typography, and voice narration that provides dual visual-auditory stimulation (Nurbayani et al., 2022). The intrinsic advantage of digital literacy media over print media lies in hyperlinked interactivity. Students no longer read in a linear fashion, but can instantly explore the meaning of new vocabulary, change the size and contrast of letters (accessibility tools), and respond to reading through a responsive interface that a passive piece of paper can't provide. (Fahmi et al., 2024).

Ecosystem Dimensions	Conventional GLS (Printed Text Based)	Transformational GLS (Digital Text-Based)
Accessibility & Distribution	Limited to the physical books in the reading corner; Loan queues limit reading time.	Ubiquitous (accessible at any time via online portals, *cloud systems*, and asynchronous offline).
Interactivity Level	Passive and one-way; There is little room for the reader to modify the way the text is presented.	Interactive and bidirectional; features *pop-up dictionary*, *text-to-speech*, branched navigation.

Cognitive Sensory Stimulation	Relying on static visuals (text and still images); triggers boredom in the early readers.	Visual-Auditory dynamic; combines moving colors and *attention-grabbing audiobooks* .
Contemporary Content Updates	Static; requires special fund allocation and bureaucratic processes for procurement of new books.	Dynamic; content is updated in *real-time* by educational platform providers or aggregators.

The success of this adaptation is reflected in the birth of various local innovations during the post-pandemic transition period. For example, the "Sibatu Guli" (Students Read and Write Once a Week) and "Tugu Berseri" (One Teacher Tells a Story Every Day) programs run through the integration of WhatsApp Group and YouTube prove that GLS can go beyond the physical limitations of schools (Menggo et al., 2023). As a direct result of this integration of interactive media, empirical research has consistently reported a surge in increased active participation, literacy interest, and intrinsic motivation of students (Suriagiri et al., 2022). The 15-minute reading activity is no longer seen as a monotonous pre-learning routine, but rather an experience of exploration of cognitive knowledge that triggers a flow state of reading (Syamsinar, 2021).

2. The Role of Teachers as Curators and Facilitators of Digital Literacy

The entry of technology into the classroom forced a revolutionary transition to the role of the professional identity of educators. The teacher no longer functions as a mere authority figure who oversees the students' silence during the 15-minute reading routine (Herlinawati et al., 2024). This role has shifted to that of an expert curator and facilitator of digital literacy, who is in charge of selecting, filtering, and presenting multimodal digital literature that is in line with the stage of children's psychosocial development (Aliyyah et al., 2025). In the digital ecosystem, teachers are in control of the digital reading scaffolding strategy. Teachers initiate modeling on how to navigate electronic menus, interpret digital visual representations, and synthesize data from various hyperlinks, before slowly delegating reading autonomy to students (Nabhan, 2021).

Furthermore, in the context of 21st century literacy, the role of facilitators requires teachers to teach basic information literacy and the formation of digital citizenship characters (Prasetiyo et al., 2021). Teachers proactively mitigate the dangers of information bias and hoaxes by training high school students (grades IV-VI) to verify the truth of a story or article circulating on the internet, while instilling basic cybersecurity awareness (e-Safety) (Purnama et al., 2021). The evaluation of reading comprehension, which in conventional GLS is carried out through filling out reading journals or manual notebooks that are burdensome, is now transformed using gamification-based interactive digital quiz instruments (Padmadewi et al., 2022) . Platforms such as Wordwall, Quizizz, and other interactive formative assessments allow teachers to record students' analytical achievements in real-time, while triggering a healthy competitive response among students (Amir et al., 2024).

All of these strategic maneuvers underscore the imperative for teachers to have Technological Pedagogical Content Knowledge (TPACK) skills. This concept states that the success of digital GLS does not lie solely in the provision of cutting-edge gadgets by schools,

but in the teacher's high-level cognitive ability in marrying the substance of literacy (CK), the right teaching methodology (PK), and the use of digital instruments (TK) into a comprehensive learning architecture (Juanda et al., 2021). Improving TPACK competencies through Continuing Professional Development (CPD) has proven to be the most significant predictor for the effectiveness of the elementary school literacy ecosystem (Sholihin et al., 2020).

3. Ecosystem Barriers and Adaptive Solutions at the Elementary School Level

Although the narrative of digital literacy integration offers the potential for positive transformative disruption, the reality on the ground in various elementary schools in Indonesia, especially in suburban and blank spots, is still overshadowed by complex ecosystem constraints (Cahyadi et al., 2021). The most obvious structural barriers are the inequality of hard infrastructure, which includes instability of internet connectivity, low ownership ratio of students' personal devices, and lack of adequate bandwidth to access cloud-based libraries (Abdurrahmansyah et al., 2022). Beyond technical problems, there is a cognitive threat in the form of extraneous cognitive load due to device distractions; Students' narrative reading focus is often divided by the temptation of application notifications, digital games (games), or pop-up ads that intrusive into the unpaid website platform (Sunawan et al., 2021).

Challenge Categories	**Description of Obstacles in Field**	**Strategy and Solutions Adaptive Teachers & Schools**
Infrastructure & Access	The internet connection is unstable, there is no personal device for underprivileged students, *and low* bandwidth.	Utilization *of offline caching*, ebook *downloads* via local servers, single-class projectors for *shared reading*.
Cognition & Distraction	High cognitive load due to *multitasking*, exposure to cyber ads, the temptation to move to *game applications*.	Mindful reading *approach*, use of focus mode on gadgets, subscription to ad-free literacy portals.
Capacity of Educators	The lack of digital literacy of senior generation teachers, the reluctance to change the comfort zone of conventional pedagogy.	Continuous TPACK training, Peer Mentoring (*peer-tutoring* between teachers), optimization of Learning Community (Kombel).
Sociocultural & Family	Lack of supervision Children's digital literacy at home, parents' assumption that gadgets are purely entertainment tools.	Parental involvement via communication groups, setting family literacy hours, socializing digital parenting (*digital parenting*).

In the face of these structural limitations, teachers at the elementary school level have proven an impressive level of resilience and agility through a variety of adaptive solutions (Yulianti & Mukminin, 2021). To overcome infrastructure constraints, teachers implement offline asynchronous tactics, such as using proxy storage methods (offline caching) or downloading children's literature e-book modules first collectively (Aditya, 2021). In schools

with a very minimal ratio of digital devices, teachers work around this using a shared reading model, where an interactive digital illustrated story is shown through a single main projector screen in front of the classroom for communal discussion (Fahmi et al., 2024).

To reduce distractions and optimize cognitive function, teachers began to integrate mindful reading exercises before allowing students to access digital platforms (Rianto, 2021). Another holistic solution is to expand the literacy ecosystem from the school environment to the living room. The active involvement of parents at home (home literacy environment) as facilitator partners is an essential pillar. Education to parents about screen time and online reading material selection collaboration is crucial to ensure that digital literacy culture is not interrupted after the school bell rings, but becomes a lifelong habit (Prasetyono et al., 2021).

Overall, the in-depth synthesis of the various literature studied confirms that teachers' strategies in integrating digital media in the School Literacy Movement (GLS) are not just a technical process of migrating texts from paper to screen pixels. It is a radical transformation of the pedagogical ecosystem that redefines the way knowledge is accessed, evaluated, and internalized by students. This shift triggered a redefinition of the meaning of literacy in the digital age for early age readers; where basic competencies are no longer limited to alphabet decoding skills, but rather extend to the ability to navigate multimodal interfaces, critically evaluate information sources, and participate empathically in digital network societies. TPACK integration has proven crucial in empowering the role of teachers from routine supervisors to curators of interactive literacy. The findings of this systematic literature review have strategic implications for the policy architecture of primary schools and related education offices. Education management must immediately reallocate the focus from simply pursuing the quantity target of procuring physical printed books, shifting to structural investment in the provision of local digital infrastructure and optimizing TPACK capability training in a sustainable manner for educators Responding to the limitations of various current publications, most of which are still descriptive about the phenomenon of transitional adaptation, it is highly recommended that the future research roadmap (future research) shifts to a Research and Development (R&D) design approach. This research and development is crucial to initiate and create digital literacy platforms and storytelling applications that are localized based on local wisdom of the archipelago, friendly to children's cognition, and systematically free from harmful commercial distractions.

CONCLUSION

The transformation of the School Literacy Movement (GLS) through the integration of a digital-based reading literacy ecosystem is a strategic step in answering educational challenges in the digital era. The role of teachers is the main factor in developing a literacy culture that is not only oriented towards conventional reading skills, but also on the effective, creative, and responsible use of digital technology. Through the selection of appropriate digital media, the management of innovative literacy activities, and collaboration with parents and school residents, teachers are able to create a literacy ecosystem that is more interactive, interesting, and relevant to the characteristics of elementary school students.

The implementation of a digital-based reading literacy ecosystem provides various benefits, including increasing reading interest, expanding access to learning resources, developing critical thinking skills, and strengthening students' digital literacy competencies.

However, the success of GLS transformation is also influenced by the availability of technology infrastructure, teachers' digital competence, school policy support, and the involvement of all stakeholders in creating a learning environment that supports literacy culture.

Thus, GLS's transformation is not only shifting reading activities to digital media, but also building a sustainable, adaptive, and collaborative literacy ecosystem. This effort is expected to be able to produce students who have strong reading literacy skills, adequate digital literacy, and readiness to face the challenges of learning and life in the era of digital transformation.

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