

## A Systematic Literature Review of School Literacy Movement Policies: Hope and Reality

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### Abstract

The School Literacy Movement (GSL) is a policy that has a positive impact on improving student literacy. However, its implementation often faces various challenges and shows a gap between expectations and reality. This study aims to evaluate the effectiveness of GSL policies in improving students' literacy skills at various levels of education, both locally (Indonesia) and globally. This research method uses Systematic Literature Review (SLR) with final 17 articles published between 2020-2024 (last 5 years) that are analyzed. The implementation of GLS, both at the international and local levels in Indonesia, has shown a positive impact on learning outcomes, motivation, and student involvement in literacy activities. However, there is a gap between expectations and reality in the implementation of GLS that needs to be overcome. The main difference between implementation at the international and local levels lies in the focus of the curriculum, the implementation approach, and the challenges faced. At the international level, the focus is more on critical literacy and global thinking, while in Indonesia it is more emphasized on reading habits and the development of basic reading interests.

**Keywords:** *School Literacy Movement, Systematic Literature Review, Policy*

### Abstrak

Gerakan Literasi Sekolah (GSL) merupakan kebijakan yang berdampak positif bagi peningkatan literasi siswa. Namun, implementasinya seringkali menghadapi berbagai tantangan dan menunjukkan kesenjangan antara harapan dan kenyataan. Penelitian ini bertujuan untuk mengevaluasi efektivitas kebijakan GSL dalam meningkatkan kemampuan literasi siswa di berbagai jenjang pendidikan, baik lokal (Indonesia) maupun global. Metode penelitian ini menggunakan Systematic Literature Review (SLR) dengan 17 artikel akhir yang diterbitkan antara tahun 2020-2024 (5 tahun terakhir) yang dianalisis. Penerapan GLS, baik di tingkat internasional maupun lokal di Indonesia, telah menunjukkan dampak positif terhadap hasil belajar, motivasi, dan keterlibatan siswa dalam kegiatan literasi. Namun, ada kesenjangan antara ekspektasi dan kenyataan dalam penerapan GLS yang perlu diatasi. Perbedaan utama antara implementasi di tingkat internasional dan lokal terletak pada fokus kurikulum, pendekatan implementasi, dan tantangan yang dihadapi. Di tingkat internasional, fokusnya lebih pada literasi kritis dan pemikiran global, sedangkan di Indonesia lebih ditekankan pada kebiasaan membaca dan pengembangan minat baca dasar.

**Kata Kunci:** *Gerakan Literasi Sekolah, Tinjauan Literatur Sistematis, Kebijakan*



## INTRODUCTION

Learning represents a systematic process of knowledge and skill development that forms the foundation of educational advancement. In the contemporary educational landscape, literacy has emerged as a critical competency that extends beyond basic reading and writing skills to encompass critical thinking, digital literacy, and information processing capabilities (Nuryana et al., 2020). The evolving nature of literacy in the 21st century demands a comprehensive understanding of multiple literacies, including digital, media, and information literacy, as emphasized by recent (UNESCO, 2020). This evolution in literacy understanding necessitates a thorough examination of current educational policies and their implementation effectiveness.

The theoretical understanding of literacy education has been significantly shaped by several foundational perspectives. Vygotsky's sociocultural theory, further developed by (Street, 2003), emphasizes literacy as a social practice deeply embedded in cultural contexts, highlighting the crucial role of social interaction in literacy development. This view is complemented by the Multiple Literacies Theory proposed by the New London Group (1996), which recognizes diverse forms of literacy beyond traditional text and addresses the complexity of modern literacy requirements. Critical Literacy Theory, pioneered by (Martinez & Rodriguez, 2023) and expanded by (Aimiwu et al., 2019) further enriches this theoretical framework by focusing on developing analytical and evaluative reading skills while promoting understanding of power relationships in texts.

Despite global recognition of literacy's importance, significant challenges persist in implementing effective literacy programs. International assessment data from PIRLS 2021 and PISA 2022 indicates persistent disparities in literacy achievement across regions, with only 31% of schools effectively implementing comprehensive literacy programs according to the (World Bank, 2023). Resource allocation remains a critical concern, as (UNESCO, 2023) reports that 47% of schools face insufficient literacy materials. These challenges are compounded by pedagogical issues, where traditional teaching methods increasingly fail to engage modern learners (Franco et al., 2023), and technology integration in literacy instruction remains limited (Yu et al., 2012).

The urgency of addressing these challenges is underscored by the global literacy crisis, with (UNESCO, 2023) reporting 773 million adults and young people lacking basic literacy skills. This crisis has far-reaching economic implications, with (World Economic Forum, 2023) identifying literacy as a key workforce skill for 2025 and literacy deficiencies costing global economies approximately \$1.2 trillion annually. The social implications are equally significant, as literacy affects social participation, civic engagement, and access to essential services, while literacy gaps continue to perpetuate social inequalities.

Recent research has provided valuable insights into literacy implementation strategies and challenges. (Wang & Lee, 2023) evaluated digital literacy integration in Asian schools, identifying successful implementation strategies while highlighting resource allocation challenges. (Rahman et al., 2022) analyzed literacy program effectiveness in developing countries, finding significant impacts of teacher training on outcomes and recommending policy improvements. (Martinez & Rodriguez, 2023) studied global literacy movement implementation, identifying key success factors and barriers while proposing frameworks for program evaluation.

Building on these foundations and addressing current gaps in understanding, this study aims to analyze the effectiveness of literacy movement implementation strategies across different educational contexts, identify key factors contributing to successful literacy program implementation, develop a comprehensive framework for evaluating literacy movement policies, and propose evidence-based recommendations for policy improvement and implementation. This systematic review's significance lies in its

comprehensive analysis of literacy movement implementation across different contexts, identifying successful practices, and proposing practical solutions for improving policy effectiveness. By examining both global and local implementations, this study contributes to the development of more effective literacy policies and practices that can address current challenges while preparing for future educational needs. The research is particularly timely given the increasing importance of digital literacy and the evolving nature of literacy requirements in the modern world.

The researcher wrote a research question as a guide for the following article.

1. How is the implementation of the School Literacy Movement policy in the international scope?
2. How is the implementation of the School Literacy Movement process at the local level (Indonesia)?
3. Comparison and solution between local and global?

### METHOD

This study uses the Systematic literature review (SLR) method based on the framework developed by (Moher et al., 2009). This method was chosen to iterate and synthesize findings from various articles to find the key to overcoming problems.

#### Data Source

The reviewed article is taken from two main sources, namely:

1. Elsevier science direct: this database was chosen because it provides access to journals that have a high impact and impact in random article research has a Q1-Q4 quartile
2. Google Scholar: This platform is used to cover literature that may not be indexed in commercial databases, including policy reports and articles from local journals.

The publication time span is limited from 2020 to 2024 (the last 5 years) to ensure the relevance and freshness of data related to the implementation of the School Literacy Movement (GLS).

#### Selection Process

In writing articles, it is carried out in several stages, namely article selection is carried out through several stages. The first stage is the initial search, where keywords such as "School Literacy Movement", "School Literacy Movement", and "literacy policy implementation" are used in both relevant databases. Furthermore, titles and abstracts are filtered using tools such as Mendeley and Zotero, with filters based on predetermined inclusion and exclusion criteria. After that, articles that pass the screening are examined in detail to ensure suitability with the research objectives. Data from the selected articles are then extracted and categorized using pre-designed templates. Finally, the data is synthesized to identify the main themes, trends, and gaps that exist in the literature. The inclusion criteria include articles written in English or Indonesian, which focus on the implementation of school literacy policies, and include international and Indonesian contexts.

Table 1. inclusion and exclusion criteria:

Category	Inclusion Criteria	Exclusion Criteria
Topic	Discusses the implementation of school literacy policies in national and international contexts.	Not relevant to school literacy policies or focuses on non-educational literacy topics.

Category	Inclusion Criteria	Exclusion Criteria
Type of Publication	Scholarly journal articles, conference proceedings, or official research reports.	Blogs, opinion pieces, or non-scholarly publications.
Publication Year	Published within a specific time frame (e.g., 2015–2024).	Published outside the defined time frame.
Research Focus	Includes evaluation, implementation, or policies related to the School Literacy Movement (SLM).	Does not mention SLM or only discusses literacy in general without a connection to schools.
Geographical Context	International and Indonesian contexts.	Focuses solely on local contexts without global or Indonesian relevance.
Type of Study	Employs qualitative, quantitative, or systematic literature review methodologies.	Descriptive articles without clear research methods.

The process can be seen in the flow of the PRIMSA SLR in figure 1. Under.

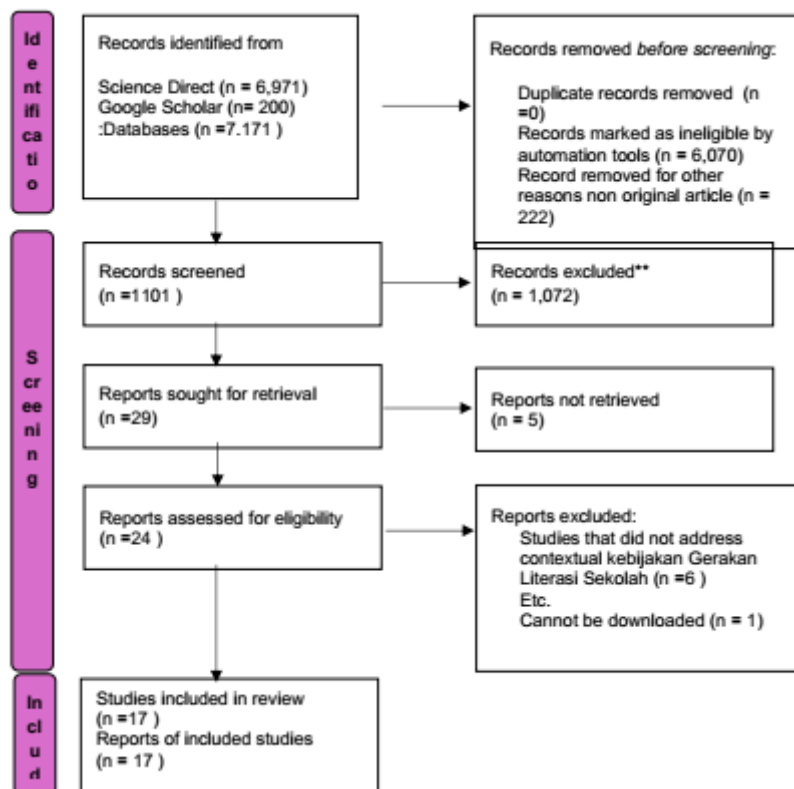


Figure 1. PRISMA of school literacy policy

A total of 17 research articles were reviewed and further analyzed in the study. These articles are published in 2020-2024. Most of the research methods used, namely around 70% use qualitative research, the rest use quantitative and mixed methods (Ernst et al., 2022; Zhang, 2023). The research sample includes various school children with

the number of samples between (n= 53) 40% to 60% others (n=41,532 respondents per article).

The literacy topics obtained in this review study include reading literacy (about 40%), science literacy (about 30%), and marine literacy (about 20%), as well as health literacy (about 10%). Several studies were conducted in Asian countries such as Hong Kong (Zhang, 2023) Indonesian (Agustine et al., 2023; Imelda & Dafit, 2024), and Taiwan. The study shows that the implementation of the School Literacy Movement (GLS) is effective in increasing literacy and active involvement of students in learning. In addition, it is also corroborated by several studies that have been carried out previously, namely the United States (Ding, 2022; Ernst et al., 2022) and Brazil (Pazoto et al., 2024) which reveals the potential of literacy programs in increasing students' motivation and understanding of scientific concepts.

Despite the diverse identified research such as different locations, grade levels and topics taught, the findings consistently show the potential that GLS can build and improve literacy skills from different levels of education. This indicates that the integration of literacy programs can be a promising strategy to be applied in various learning contexts at the primary to secondary school levels. As for how international and local policies can occur, the researcher will describe in detail the findings in the research results below.

## RESULT AND DISCUSSION

### Result

#### Implementation of international school literacy movement policies

Based on the results of the analysis of the article that was indeitative. The implementation of the school literacy movement policy in international schools shows several interesting policy trends. For example, research from (Zhang, 2023) explained that (1) the use of the international curriculum used such as the International Baccalaureate (IB) has a significant impact on the practice of critical literacy in schools. The curriculum encourages students to explore and critically interrogate the usual ideologically constructed texts and content content, creating an environment in which students can grant freedom and oppose conceptions of inequality and use language for social change. (2) (Zhang, 2023) He also explained that teachers' life experience and professional competence play a key role in shaping their approach to critical literacy. This results in variations in the implementation of literacy policies, where some teachers focus on developing critical literacy, while others prioritize individual skills as per international curriculum expectations. This variation reflects the complexity of aligning global literacy policies with local contexts and individual student needs.

Research from (Obiakor, 2024) explained that the (3) policies in GLS that implement the language of instruction in literacy teaching show significant disparities or differences. For example his research in Nigeria, although there is a policy requiring that teaching be conducted using the native language for primary school students, its application shows significant results. Private schools show a lower level of implementation compared to public schools, especially there urban areas lag behind rural areas in the implementation of this policy. Limited awareness by teachers and resistance from parents and educators are driving policy enforcement in Nigeria. (4) the integration of special literacy such as literacy in health or marine literacy integrated in the school curriculum shows a positive impact. For example, in Australia there is a "HealthKids" program (mental health and wellness center) for children aged 0-12 years. The centres aim to improve the outcomes of early intervention for children's mental

health and well-being by providing comprehensive, multidisciplinary care for children and their families. The program demonstrated a positive impact on health literacy development, increased teachers' confidence in teaching health topics, and strengthened the alignment of health literacy with the overall curriculum. However, challenges such as parental involvement and a dense curriculum need to be addressed for the sustainability of the program (Nash et al., 2021).

However, the program is not without research barriers from (Pazoto et al., 2024) explained that the implementation of marine literacy policies faces several obstacles. Teachers emphasize the need for curriculum inclusion and professional development to teach ocean-related topics effectively. The limitation of class time for ocean-related topics and teachers' varied perceptions affect the implementation of literacy policies. Finally, global accountability and standardization of international curriculum expectations create both opportunities and challenges for the implementation of literacy policies. On the one hand, global standards encourage the improvement of literacy practices, but on the other hand, they can create emotional and cognitive pressure on students and teachers (Zhang, 2023).

Thus, several examples of policies in the international scope in implementing GLS policies at the international level show high complexity depending on the conditions and needs between countries and even between schools in a country. The success of literacy movement policies is highly dependent on the local context, teacher capacity, institutional support in this case all stakeholders and alignment with broad education policies. The main challenge lies in how to align global standards with local needs and contexts, as well as how to integrate different forms of literacy into an already dense curriculum. Nonetheless, various initiatives show promising potential in improving students' literacy skills and creating a more critical and contextual learning environment.

### **Policies of the school literacy movement in Indonesia**

Based on the results of the selected review, the implementation of the School Literacy Movement (GLS) policy in Indonesia shows the main characteristics. (1) GLS is implemented through a structured process that includes three stages, namely: habituation, development, and learning. For example; The majority of the schools studied were at the habituation stage, where students were encouraged to read for 15 minutes before starting learning so that children began to focus on learning (Hakim & Arief, 2023; Septiana et al., 2023). (2) Schools strive to create a literacy-rich environment, including libraries, reading corners, and outdoor reading areas. However, the availability of diverse books is often limited and consists mostly of instructional materials (Dewi, 2023). Efforts are also made to create a text-rich environment, where students can interact with various texts around them (Pujiati et al., 2022). (3) In Indonesia, the involvement of the literacy community, especially parents, is emphasized in supporting children's literacy initiatives at home. Parents participate in building reading corners and supporting literacy activities (Dewi, 2023) However, several studies show that parents are still limited in supporting literacy, so this is one of the challenges in the implementation of GLS (Rosidah et al., 2024). To (4) research from (Hakim & Arief, 2023)) shows that the role of teachers is very important in the implementation of GLS. Teachers are required to be responsible for developing an environment full of texts, being a role model in literacy activities and encouraging students to engage in literacy activities. The problem lies in the teacher's scheduling and the limited time for literacy activities before classes start (Hakim & Arif, 2024).

The implementation of GLS faces several challenges including the inadequate availability of reading materials, students' varied reading interests, and lack of follow-up from schools after reading activities (Hakim & Arief, 2023; Septiana et al., 2023). At the primary school level, additional challenges include a lack of letter recognition by students

and insufficient teaching staff (Rosidah et al., 2024). With GLS, the school shows a positive impact. This is evidenced by the improvement of literacy skills among students and the creation of a supportive and fun school environment for literacy developers (Dalimunthe, 2021). Finally, evaluation is an integral part of GLS implementation. Schools assess the effectiveness of literacy activities and ensure their alignment with national education standards (Yusuf & Jufri, 2023)

The synthesis that can be taken is that the GLS policy in Indonesia has shown consistent efforts to improve literacy culture in schools. However, challenges such as resource availability, parental support, and variation in implementation between classrooms and schools need to be addressed to ensure the long-term success of GLS.

### Comparison of local vs international policies (expectations and reality); solution

The implementation of school literacy policies shows comparisons and differences between local and international schools regarding school literacy movement policies. For example, internationally, literacy policies tend to be more diverse and complex in this case focusing on the development of critical literacy and global thinking. International curricula such as the IB emphasize the importance of categorizing critical texts and understanding ideological bases (Zhang, 2024). Meanwhile, in Indonesia, GSL emphasizes more on reading habits and the development of students' basic reading interests (Dewi, 2023; Hakim & Arief, 2023) Other differences can be seen in the implementation of the policy. In the global realm, implementation is adjusted to the context of each country. Meanwhile, in Indonesia it follows three structured stages: habituation, development, and learning (Septiana et al., 2023). This reflects a more uniform approach in Indonesia compared to greater variation at the global level.

Internationally, there are always issues of global standardization and differences in the local context (obiakor), while in Indonesia, the challenge focuses on limited resources and is related to students' interest in reading (Rosidah et al., 2024). This means that both are facing the challenge of literacy policy. Another important finding is the role of teachers and communities. At the international level, teachers' experiences and perspectives greatly influence implementation (Zhang, 2023), while in Indonesia, teachers play a more role as facilitators and role models in literacy activities (Jannah, 2021). Indonesia also shows a stronger emphasis on parental and community involvement in supporting GLS (Dewi, 2023)

Looking at reality and hope, there is a gap that needs to be overcome. At the international level, the hope is to achieve a balance between global standards and local needs, as well as integrate various forms of literacy such as health and marine literacy (Ernst et al., 2022; Nash et al., 2021). In Indonesia, the hope is to increase the availability of resources, strengthen parental support, and develop the implementation of GLS to a further stage in all schools (Hakim & Arief, 2024; Rosidah et al., 2024). The comparison can be seen in the following table 1 for easy understanding:

Table 2. Local vs International policy comparison

Aspects	International	Local
Curriculum Focus	Critical literacy and global standardization	Reading habits and development of reading interests
Implementation	Diverse, tailored to the context of each country	Structured: habituation, development, learning
Key Challenges	Global standardization and local issues	Limited resources, variations in students' reading interests

Role of teachers	Highly influenced by individual experiences and perspectives	Facilitator and role model in literacy activities
Community engagement	Varies between countries	Strong emphasis on parental involvement and relevant communities
Types of literacy	Diverse (including health literacy, marine)	Focus on general literacy
Evaluation	Oriented to global standards	Focus on achieving GLS stages
Hope	Balance of global standards and local needs	Increased resources and parental support
Repair area	Adaptation of local contexts, integration of various literacy	Increased resources, teacher training and community collaboration

In **Table 1**. Showing the comparison and longevity between the two All data is obtained from the final identification of the article and then summarized and made a table. The findings are: First, increasing teacher training to develop a critical literacy approach, especially in Indonesia. Second, strengthen collaboration between schools, parents, and communities to support literacy. Third, increasing the availability and diversity of reading materials in Indonesian schools. Fourth, integrate continuous evaluation to monitor the effectiveness of literacy programs and make necessary adjustments. Finally, adopt best practices from an international context while still considering the needs and local context in Indonesia.

## Discussion

The purpose of this study is to evaluate the effectiveness of GLS policies in improving student skills at various levels of education globally and locally. Based on the results of the SLR that has identified 17 articles, several findings were found, namely the implementation of GLS policies, showing positive potential for building literacy. Almost all of the articles that have been studied explain that in the end, there has been an increase in learning outcomes, motivation, involvement, and understanding of students' literacy concepts when implementing GLS compared to non-GLS (Dewi, 2023; Hakim & Arief, 2023; Rosidah et al., 2024)

These findings are in line with the theory of literacy learning which emphasizes the importance of reading habits and the creation of a literacy-rich environment in developing students' literacy skills (Barton, 2012). The GLS approach that connects literacy activities with students' real-world contexts is also believed to increase student motivation and engagement in learning (Zhang, 2023). Some researchers explained that the challenges in policy implementation lead to limited resources, diverse supply of reading materials and supporting facilities as the main obstacles in many schools (Rosidah et al., 2024). Teacher competence is also another problem in integrating literacy activities into daily learning (Hakim & Arief, 2023). Teachers need adequate training and support to be able to design and implement effective literacy programs.

This research also reveals that there are several strategies that can be applied in overcoming these challenges. One way is by involving collaboration between teachers, parents and the GLS community (Dewi, 2023). This collaboration can ensure that the literacy program developed is in accordance with the needs and context of the students. Another strategy is to provide continuous training and mentoring for teachers so that they can integrate literacy activities in daily learning practices (Putri et al., 2024).



In addition, this article successfully identifies the keys to effective GLS implementation, including; the use of three stages of implementation (habituation, development, and learning), the creation of a literacy-rich environment, community involvement, the role of teachers as facilitators and role models, and the integration of literacy activities into the curriculum ((Septiana et al., 2023; Yusuf & Jufri, 2023). However, this article has a drawback, namely limitations in review, namely the article being the final paper, namely (n=17). Most of the articles use qualitative designs, so other research is needed for more valid supporting data. To bridge the gap between expectations and reality in the implementation of GLS, several improvement steps need to be taken. First, increasing teacher training to develop critical literacy approaches, especially in Indonesia. Second, strengthen collaboration between schools, parents, and communities to support literacy. Third, increasing the availability and diversity of reading materials in Indonesian schools. Fourth, integrate continuous evaluation to monitor the effectiveness of literacy programs and make necessary adjustments. Finally, adopt best practices from an international context while still considering the needs and local context in Indonesia.

Further research is needed to integrate literacy policies into daily learning practices so that educational goals will be achieved, especially regarding GLS.

### CONCLUSION

This study has successfully analyzed the implementation of School Literacy Movement (GLS) policies, revealing significant comparisons between international and local contexts. At the international level, literacy movements emphasize critical thinking and global competencies, integrating multiple forms of literacy into curriculum frameworks. In contrast, Indonesian implementation focuses primarily on developing fundamental reading habits and basic literacy skills, showing positive impacts on student engagement despite resource limitations. The main differences between global and local implementation lie in curriculum focus, implementation approaches, and challenges faced, with international programs emphasizing critical literacy and global thinking while Indonesian programs concentrate on reading habits and basic literacy development. To bridge these gaps, the study recommends developing integrated frameworks that combine international best practices with local needs, implementing comprehensive teacher training programs, increasing resource allocation, and establishing effective monitoring systems, all while maintaining cultural relevance and practical feasibility in implementation strategies.

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