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Reimagining literacy strategies in early childhood education of Indonesia: A systematic literature review

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Abstract

Early childhood literacy is a fundamental skill in developing language skills, critical thinking, communication, and understanding context. However, PISA results indicate that early childhood literacy in Indonesia remains low, while the literature synthesis on how literacy is implemented in contextual and sustainable early childhood education (PAUD) settings is very limited. Therefore, this study aims to analyze the research trend of literacy implementation in PAUD settings through a Systematic Literature Review (SLR) study using SLR protocol modified. The databases used were Google Scholar and ResearchGate between 2017 and 2025, with a total of 673,000 articles screened, then 21 articles met the inclusion criteria and analyzed thematically. The results show that implemented literacy includes reading, writing, and storytelling skills, it implies that the concept of literacy need to be expanded. Another finding is that parents play a role in building a culture of literacy. This study recommends for a broad mastery of literacy skills to create more appropriate literacy learning in Indonesian context. It also encourages teachers to develop children's literacy skill through more various attractive activities.

Keywords: early childhood, implementation, literacy, literature review

INTRODUCTION

Literacy is pivotal as a foundation for children in their individual development, both in education and daily life. Setianingrum & Salima (2023) claimed that reading and writing literacy is the most essential ability among several forms of literacy. Furthermore, Neuman & Roskos (1997) believe that there is something more important than the development of language skills, namely (a) Oral language includes expressive and receptive vocabulary & listening comprehension skills; (b) Alphabetic principle includes knowledge of the alphabet and phonological awareness (the ability to recognize sounds in words); (c) Print awareness includes understanding and recognizing print features and environmental texts. The broad concept of literacy, which does not only focus on reading and writing skills, is not aligned with its implementation in society.

According to the World's Most Literate Nations Ranked 2016, Indonesia's literacy culture is categorized as low, securing the 60th position out of 61 participating countries. The

prevalence of low literacy culture adversely impacts literacy activities, including reading habits. Among children, only 1% indicated a preference for reading, whereas 99% favoured playing online games over reading (Sumaryanti, 2018). If the desire to read is lowered, it is unsurprising that the outcomes of the Program for International Student Assessment are affected (PISA, 2015) ranked 69th out of 72 countries with an average score of 397, far below the OECD average of 493. In 2018, Indonesia ranked 74th out of 79 participating countries with a score of 371 (PISA, 2018). The PISA score results also experienced a decline in 2022, with Indonesia ranking among the bottom 10 out of 81 countries in terms of reading literacy skills, achieving a score of 359 (PISA, 2022). The continuous decline in scores over the past three periods indicates that literacy in Indonesia needs to be re-evaluated concerning the literacy concept implemented in educational units, particularly at the early childhood education level.

Early childhood teachers' understanding and practice of literacy are still limited to basic symbolic and phonics-based activities, with insufficient emphasis on developing children's comprehension and inferential reading skills through contextual strategies like storytelling and reading corners. For example, teachers' understanding of literacy is generally limited and dominant in aspects of phonics, symbols, and initial vocabulary, not in literacy skills related to comprehension of reading content (Christianti et al., 2022). Teachers are also more focused on developing symbolic literacy activities and have not yet focused on deep contextual understanding in the form of labelling, providing reading corners, and storytelling (Hidayati et al., 2023). Although storytelling activities can help children understand the content of reading materials or texts, most teachers still focus on fostering a love for reading (Farah et al., 2019). Similarly, read-aloud activities are still limited to receptive skills and vocabulary, so they do not yet have inferential and comprehension abilities.

Similarly, read-aloud activities are still limited to receptive skills and vocabulary, so they do not yet have inferential and comprehension abilities (Tahmidaten & Krismanto, 2020). Generally, parents only focus on reading, writing, and counting skills while skills in language interaction, play, and text discussion are rarely taught (Kurniawati et al., 2024). The insufficient understanding of literacy among educators and parents adversely affects the literacy abilities acquired by children. Despite the beneficial effects of literacy activities at home, children's early reading skills remain inadequate (Kusumawardhani et al., 2025).

To effectively develop early childhood literacy, it is essential to use engaging, concrete, and hands-on learning methods that align with young children's learning characteristics and preferences, such as play-based and interactive activities. The early introduction of literacy

activities, including reading, writing, sketching, and listening, is highly advantageous for young children (Setianingrum & Salima, 2023). To optimize literacy skills, the selection of methods in developing literacy for early childhood should consider the characteristics of their learning styles. There are several ways young children learn, among others: enjoyable, concrete, and hands-on activities. Fun learning activities like playing can help children focus fully, thereby significantly improving their language skills (Daffa, 2024). Kaharuddin et al (2024) believe that concrete learning media are tools used directly to capture students' attention so that they feel comfortable during the learning process. Additionally, Rismayanti et al (2015) explained that hands-on activity can be defined as a learning design aimed at engaging children, starting from gathering information, asking questions, engaging in activities, discovering, and concluding.

The studies above indicate that there are several activities developed and implemented to support early childhood literacy. However, the Indonesian's literacy culture remains low, and PISA scores have gradually declined. While previous systematic literature reviews related to early childhood literacy were only focused on storytelling (Purnama et.al, 2022) and digital literacy related to the early childhood cognitive development (Karnita et.al, 2025). A very limited study systematically reviewed the implementation of literacy in early childhood education in Indonesia. Accordingly, this study uses a systematic literature review to address a research question: How is literacy implemented for early childhood in Indonesia? It aims to analyze research trend related to the implementation of literacy in early childhood in Indonesia. The study finding contribute to the broader discussion about literacy in early childhood education for future research direction.

METHOD

Research Design

This research was conducted using the Systematic Literature Review (SLR) with several stages. The stages used in the SLR research are adopted from the systematic literature review process conducted by Qazi et al. (2017) with slight modifications and adjustments. The stages in this SLR research are: (1) Stage of determining the research questions and objectives; (2) Stage of determining sources and keywords in data search; (3) Stage of determining inclusion and exclusion criteria; (4) Stage of data search; (5) Stage of selecting the found data results; (6) Stage of data extraction; (7) Stage of data analysis; (8) Stage of making interpretations and conclusions.

Data Extraction

At this stage, the article can only be included if it meets the following criteria: (1) Studies published from 2017 to 2025; (2) Publication type: research article; (3) Using Indonesian or English; and (4) research conducted in Indonesia. Data search was conducted in June 2025 using Google Scholar with the keyword "literasi". Initial search found approximately 673,000 articles. Then, the further keyword used is “implementasi literasi” and “implementasi literasi pada anak anak usia dini” for narrowing the result, and 100 articles were extracted.

The data extracted was filtered by applying inclusion and exclusion criteria in the data search process and a manual filter. The selection process is carried out in three rounds with the following stages.

1. The selected documents are generally all documents discussing literacy implementation published between 2017 and 2025, as shown in Table 1.
2. The author selects titles, keywords, and abstracts without considering the quality of each document. The type of documents chosen discusses literacy in early childhood, which was conducted in Indonesia.
3. The author reviews the included manuscripts in more detail regarding the title, abstract, and keywords.

The result at this stage is the documents discussing the implementation of literacy in early childhood in Indonesia. Table 1 shows three rounds of extraction process.

Table 1. Data Extraction Process

Data Source	Keywords	Initial Result	Round 1	Round 2	Round 3
			Include - Exclude	Include - Exclude	Include - Exclude
Google Scholar	*“Literasi”* or *“Implementasi literasi”* or *“Implementasi literasi pada anak usia dini”*	673.000	331.000 – 342.000	100 – 330.900	**21** – 79

The search and selection results for the keyword yielded 21 documents published between 2017 and 2025 after carefully assessment and selection by only including research context in Indonesia. The systematic selection process followed the diagram in Figure 1.

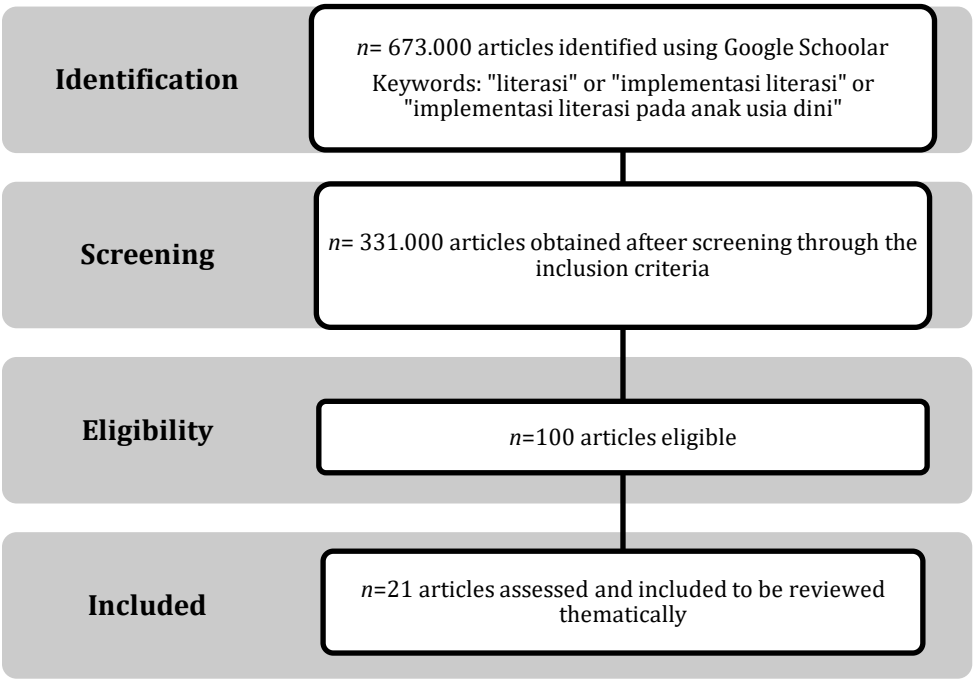


Figure 1. Systematic Data Selection Process of Literacy in Early Childhood Education

RESULTS AND DISCUSSION

Referring to the approach that has been previously explained, the selected 21 articles will be analyzed in depth during the data analysis stage. This process begins with the creation of a summary for each article as well as a detailed explanation of its entire content. The data was extracted and subsequently presented in Table 3.

Table 3. Data Extraction Results

Title	Author	Journal	Method	Finding
Early Childhood Cultural Literacy Strategies through the Development of Educational Games	(Mahardika et al., 2023)	Murhum: Jurnal Pendidikan Anak Usia Dini	R&D	"GRADASI: Game Literasi Budaya Anak Usia Dini", educational quiz application with themes of food, regional dances, and traditional houses.
The Urgency of Instilling Environmental Literacy in Early Childhood	(Maulana, 2022)	El Athfal Jurnal Kajian Ilmu Pendidikan Anak	Library Research	Environmental literacy with Family Medicinal Plants (TOGA).
The Role of Career Parents in Instilling Cultural Literacy in Children Aged 4-5 Years in Kedungleper Village	(Miranti & Zulfahmi, 2024)	"Ceria" Jurnal Program Studi Pendidikan Anak Usia Dini	Qualitative Descriptive	Cultural literacy materials through gamelan music, traditional clothing, and traditional houses.

The Role of Parents in Instilling Environmental Literacy in Early Childhood	(Masykuroh et al., 2023)	Jurnal Program Studi PGRA	Quantitative Survey	Parents play a role in environmental literacy education.
Strategies for instilling literacy competencies in early childhood	(Wiranata et al., 2023)	KREATIF: Jurnal Pendidikan Anak Usia Dini	Literature Study	Literacy for children begins at level 1, and parents play the roles of role models, motivators, and facilitators.
Strategy for instilling cultural literacy and creativity in early childhood through dance education	(Hartono et al., 2022)	Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini	Qualitative	Cultural literacy is introduced through dance and develops children's creativity.
Urgensi mengembangkan literasi informasi dan literasi budaya pada anak usia dini	(Putra & Oktaria, 2020)	Jurnal Inovatif Ilmu Pendidikan	Literature Study	The urgency of developing information literacy and cultural literacy in early childhood
The Implementation of Literacy in Children Aged 5-6 Years as an Effort to Prepare for Entering Elementary School/Islamic Elementary School	(Purnomosari et al., 2022)	Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini	Descriptive	Literacy is introduced by teachers through activities such as playing, storytelling, the use of digital media, and involving parents.
The role of the family in instilling early literacy in children	(Inten, 2017)	Jurnal Golden Age	Literature Study	Early literacy at home is carried out by parents providing examples of reading, writing, storytelling, and recognizing letter symbols continuously so that it can become a habit.
Penanaman literasi baca tulis pada anak usia dini di RA Amanah Kenongomulyo Magetan	(Setianingrum & Salima, 2023)	Jurnal CHILD KINGDOM: Jurnal Pendidikan Anak Usia Dini	Descriptive qualitative	The instillation of literacy in early childhood at RA Amanah Kenongomulyo Magetan
Environmental awareness through environmental literacy in early childhood	(Fitri & Hadiyanto, 2022)	Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini	Descriptive qualitative	Boys and girls have the same literacy skills.
Strategies for Improving Literacy and Numeracy Skills in Early	(Rahim, 2023)	JSE: Journal Sains and Education	Literature Study	Literacy is more broadly understood as the ability to communicate and interact within a social environment.

Childhood				
Improving environmental literacy in children aged 5-6 years through the eco enzyme project	(Herawati et al., 2023)	Jurnal Kumara Cendekia	Class Action Research	Eco Enzyme has a significant impact on improving children's environmental literacy.
Peran “Cakruk Baca Bergerak” dalam pengembangan literasi anak usia dini	(Marwiyati & Hidayatulloh, 2018)	AWLADY: Jurnaal Pendidikan Anak	Qualitative	The role of "Cakruk Baca Bergerak" in the development of early childhood literacy
Cultivating literacy in children aged 5-6 through storytelling	(Fajariah et al., 2022)	Jurnal Pelangi (Jurnal Pemikiran dan Penelitian Pendidikan Islam Anak Usia Dini)	Descriptive qualitative	Imagination and creativity can be developed through storytelling literacy activities.
Strengthening the culture of literacy in early childhood through Gernas	(Arifah, 2018)	Jurnal Ilmiah Citra Ilmu	Descriptive qualitative	Cultural literacy is strengthened by fostering a reading interest, involving parents, providing reading materials with varied themes, and utilizing technology.
Building digital literacy for early childhood through school TV	Yunita, Sri Wartini	Jurnal Ilmiah Ilmu Pendidikan	Descriptive qualitative	Digital literacy can be introduced through School TV.
Implementation of the family literacy movement in improving early childhood literacy competence	(Yunita & Wartini, 2022)	Jurnal Teknologi Pendidikan	Ethnography	Financial literacy for early childhood is implemented by providing reading corners, involving teachers and parents, ensuring teachers have a good understanding of literacy, and organizing all literacy activities well.
The Application of Literacy Learning in Stimulating Early Literacy in Young Children	(Purnamasari et al., 2019)	Prosiding Seminar Nasional Pendidikan STKIP Kusuma Negara	Ethnography	Early literacy has become one of the literacy activities.
Implementation of the atik model in early childhood reading literacy learning at the Calistung Abaca	(Ayuni & Watini, 2022)	AKSARA: Jurnal Ilmu Pendidikan Nonformal	Qualtative	The ATIK model becomes a literacy learning model that fosters children's enthusiasm and spirit.

Kediri home				
Improving Literacy Skills Through The Story Telling Method For Early Childhood	(Fono et al., 2024)	Golden Age: Jurnal Pendidikan Anak Usia Dini	Literature Study	Literacy can be developed through storytelling activities.

Table 3 above explains various literacy implementations applied in early childhood education in Indonesia. The methods widely used in Indonesia are still dominated by reading, writing, and storytelling techniques, so the literacy skills that were developed still focus on reading, writing, and storytelling skills with cultural, environmental, and digital literacy materials. The media used is GRADASI or the Early Childhood Cultural Literacy Game. In addition, the roles of parents are to be role models, motivators, and facilitators.

The findings from those articles obtained data that learning methods greatly assist children in their learning activities. For literacy activities, data were obtained showing that the methods used were not limited to reading, writing, and storytelling. The traditional game *Engklek* is also utilized as a method to introduce literacy, particularly cultural literacy. Furthermore, the results of the research conducted by Rohayati & Budiarti (2022) at TK Nurul Aulia Depok show that the implementation of literacy through the *Engklek* Game activities has shown quite significant results. The use of digital media has proven effective in stimulating early childhood literacy skills in early childhood education institutions by providing the necessary tools for teachers to implement learning media. (Nurfalah et al., 2023). Additionally, digital fairy tales can increase children's interest because they feature characters they like, thereby encouraging children's enthusiasm for reading as part of literacy development. (Aulinda, 2020).

Although the analysis results from the obtained article show methods for introducing literacy with a focus on reading, writing, and storytelling literacy activities, there are simple activities such as storytelling (Fono et al., 2024), singing, and chatting (Khotimah, 2023). Significantly able to improve literacy skills. Singing can enhance literacy skills because children can remember the words in song lyrics that are repeated continuously while singing. Meanwhile, according to Hafsah et al (2024) the conversational method, it can also improve children's language skills at TK ABA Mangga Tiga in Makassar City. The methods used are: preparing media according to the theme, using songs or games to make children sit orderly and comfortably, stimulating children's conversation through questions, providing motivation and encouragement to passive children, and summarizing the topic of conversation.

The synthesis results for the indicators of parental and teacher roles include 3 analyzed articles, which state that providing an example where both parents and teachers can set a good example for children. By being good role models, parents can help children develop positive values and behaviours. Lamadang et al (2024) noted that children will learn literacy through literacy activities conducted by parents and other family members. Lamadang et al (2024) found that parents play a role in fostering children's literacy and language through encouragement, opportunities, and attention by accompanying literacy activities at home. The more optimal the role of parents, the better the development of children's literacy. Align with Fikriyah et al (2020) findings that described the role of parents in enhancing literacy activities as guides, as teachers and role models, and as facilitators and motivators.

The synthesis results for the media indicator show that 2 articles were analyzed with the media name. *BOLOKUNCORO (Bocah Solo Tekun Moco Aksoro)* (Karimah et al., 2022) and *GRADASI: Game Literasi Budaya Anak Usia Dini)* (Mahardika et al., 2023). The similarity between the two media is that they use digital platforms, take the form of games, and contain local content. It can be said that both media support cultural literacy for early childhood. An interesting aspect obtained from the Gradasi media is the presence of quizzes related to Indonesian culture, which will certainly add new insights for children, including food, regional dances, traditional houses, and architectural characteristics according to each region. Meanwhile, the media *BOLOKUNCORO* more towards introducing the uniqueness of Solo City.

Several literacy skill development methods have created and used, encompass the *Cakruk Baca Bergerak* method, the *Dia Tampan method*, and storytelling. *Cakruk Baca Bergerak* is a basic gazebo reading facility with a movable idea that offers complimentary reading services to educational institutions and rural communities. This strategy offers the benefit of presenting diverse tasks that engage youngsters in the recognition and application of reading. The activities provided encompass not only reading books but also colouring competitions, storytelling contests, role-playing, and more options, facilitating effective literacy development. This system has a flaw; specifically, mobile service providers may encounter greater challenges in accommodating mobile reading posts (Aulinda, 2020).

The *Dia Tampan* method introduced by Jauhari et al. (2013) is an early literacy technique for young children that emphazises letter recognition. The implementation commences with the introduction of vowel letters and select consonant letters, including d, n, t, p, and m. The consonants are combined with the vowel letters a, i, u, e, and o to create meaningful words, which the kid then pronounces. This strategy enables children to rapidly comprehend the information and learning media, hence enhancing their motivation to learn and facilitating early

childhood literacy development. Conversely, the drawback of this approach is that educators or guardians must curate engaging media that genuinely captivate children's interest in learning, as this strategy necessitates media support in the educational process.

The literacy media used in efforts to instil literacy in early childhood in the city of Solo is the Bolokuncoro media, an abbreviation of "Bocah Solo Tekun Moco Aksoro," pioneered by the Head of the Solo City Archives Office (Karimah et al., 2022). This media consists of stories created in a digital version developed based on the literacy levels in the city of Solo. Bolokuncoro integrates technology with cultural values while considering the local content curriculum. The local content curriculum is expected to develop skills, knowledge, abilities, and attitudes in a meaningful context. The bolokuncoro media was developed from ordinary stories into an interactive multimedia learning platform based on technology, where the media contains several stories about the city of Solo and various interactive games. Karimah et al (2022) argue that the value of local wisdom that is characteristic of Bolokuncoro would be very unfortunate if it is not conveyed optimally.

Contemporary technology can facilitate the promotion of literacy within society, particularly among young children. Digital literacy is a subject that can be addressed in early childhood education. Digital literacy refers to an individual's capacity to search, assess, and organise information in textual or other media formats via diverse digital platforms or the internet, conducted in a respectful, intelligent, meticulous, and precise manner, while adhering to legal regulations to facilitate learning and communication in everyday life (Ayuni & Watini, 2022). Karimah et al (2022) reported that in the early childhood learning process, the use of digital applications provides opportunities for young children to actively participate in solving all problems and gaining experience. The use of media or digital applications needs to be accompanied by parents or teachers, considering that with the presence of online media, all information can be freely accessed from both positive and negative sides.

Parents are one of the main factors in a child's development. Parents' reading habits also influence the increase in children's literacy. Parents who hold this belief will provide opportunities for their children to expand their vocabulary and other knowledge. In contrast, if parents do not trust literacy learning at home, they will prefer to leave it to the school, resulting in parents no longer providing literacy education at home, which hinders the child's literacy development (Bahtiar & Andriansyah, 2024).

Literacy in early childhood should be developed through play activities with authentic contexts, such as themes of restaurants and clinics. Even read-aloud and story reading activities,

although aligned with the context of early childhood learning, should still prioritize play (Yulianti & Sidik, 2024). There is a need for teachers and parents to understand the broader concept of literacy, which not only focuses on symbolic and phonetic abilities but also on developing higher-order thinking skills through text comprehension (Khalifatussalam, 2021).

The implementation of literacy in early childhood is not only through learning media but also by creating a conducive literate environment, such as classrooms equipped with various media and engaging printed materials to foster children's motivation and interest in learning. Aminah (2021) reported that there are several things that can be developed in a literacy class, namely: writing, displays, and the provision of reading corners. The writing in the classroom can include students' names, the alphabet on the wall, the names of the days, the names of the months, and the activity schedule. Children's identity writing as well as teachers' writing on the blackboard are also part of the literacy environment, as they help train children's speaking and writing skills. The literacy environment is also created by displaying students' work in the form of drawings or writings. Equally important is the presence of a classroom library/reading corner. Pratiwi (2016) found that literacy skills after using the literacy class have developed very well. This can be proven by the difference in results before using the literacy class with an average of 47.61 and after using the literacy class with an average of 91.90.

Various forms of literacy materials, such as cultural, environmental, global, and digital literacy, can be effectively introduced in early childhood education through contextual and engaging methods like video blogging and 3R practices, fostering children's enthusiasm and foundational understanding of diverse literacies. The synthesis results for the material indicator include 4 articles analyzed in the form of local cultural literacy (Miranti & Zulfahmi, 2024), global and multicultural information literacy (Putra & Oktaria, 2020) environmental literacy (Fitri & Hadiyanto, 2022), digital literacy (Ayuni & Watini, 2022). Hartanti & Kautsar (2023) explained that environmental iteration is the attitude of understanding and knowing how to create a balanced environment. The implementation of the 3Rs (Reduce, Reuse, Recycle) from an early age at KPS National Kindergarten provides good habits for children. Further, Haliza & Handayani (2023) cultural literacy can be defined as literacy activities aimed at enhancing the ability to understand, appreciate, analyze, and apply knowledge about culture. Cultural literacy for early childhood can be introduced through various methods, one of which is video blogging. While Royanti & Eliza, (2024) showed that the introduction of Minangkabau cultural literacy to early childhood through video blogging yields good results. This media is declared valid, practical, and effective with an effectiveness level of 85%, and it makes children more enthusiastic in participating in learning.

On the other hand, digital literacy in early childhood enhances children's logical thinking and language expression skills, as evidenced by significant improvements in children exposed to digital content compared to those who are not. For instance, Handayani (2022) argue that digital literacy in early childhood can be understood as the ability to comprehend various information obtained through content accessed digitally. A study by Habibah et al (2021) found that at Aisyiyah Kindergarten, Ngagel branch, Surabaya, it shows that digital literacy is effective in enhancing children's logical thinking and language expression skills. There is a difference in the average scores in logical thinking ability between the experimental group and the control group. The difference in the average scores in language expression ability also shows that the experimental group has a greater influence than the control group.

Early childhood education should incorporate all six foundational literacies from the National Literacy Movement, especially financial, numeracy, and science literacy, which are still lacking, to better prepare children for future challenges like improving PISA outcomes and adapting to Society 5.0. If referring to the National Literacy Movement (GLN), there are six types of basic literacy that must be possessed by students, namely: numeracy literacy, science literacy, financial literacy, environmental literacy, cultural literacy, and digital literacy (Koesoema et al., 2017). The literacy materials that have not been widely conveyed to early childhood are financial literacy, numeracy literacy, and science literacy. Teachers should re-evaluate the scope of literacy materials presented to early childhood. The provision of six literacy subjects to early childhood can be a step to improve the PISA scores, which have been lagging behind, and to prepare a generation ready to face Society 5.0, where humans become the center of civilization based on technology (Rahmawan & Effendi, 2021).

From an early age, children need to understand materials related to numeracy literacy, science literacy, and financial literacy. Numeracy literacy is the ability to use various numbers and symbols related to basic mathematics to solve problems in everyday life (Arifah, 2018). According to Mardia (2023) the implementation of numeracy literacy using loose parts media has a very significant impact on children's numeracy literacy skills in the Cipedes District, Tasikmalaya City. The use of loose parts media allows children to learn actively and creatively, as well as helps stimulate their imagination and creativity. Science literacy in early childhood plays a role in helping children understand scientific concepts and develop curiosity. A study conducted by Monika et al. (2024) found that the implementation of scientific literacy in education substantially facilitates child development, particularly in improving kinesthetic skills, cognitive abilities, and attitudes towards autonomous learning. Financial literacy refers to the

capacity to comprehend and administer financial matters proficiently. Introducing financial literacy to young children is crucial for cultivating their financial skills, thereby establishing a basis for prudent financial management in the future. A study reported that the use of piggy banks in introducing financial literacy at RA Diponegoro Adisara is effective in enhancing children's literacy competence (Masruroh et al., 2023). The piggy bank program is implemented through socialization to parents to accompany their children in saving and to provide an understanding of the importance of saving and managing money well.

The synthesis results for literacy skill indicators include 3 analyzed articles. The search results show 3 articles focusing on literacy skills, namely reading, writing, and storytelling. These three skills are the basic materials of literacy, but it is also advisable to develop oral language skills, the alphabetic principle, and print awareness as Neuman & Roskos (1997) mentioned that some of the most important literacy skills include oral language, the alphabetic principle, and print awareness. Oral language skills are verbal skills that involve the ability to convey ideas, thoughts, or feelings to others. Aspects of reading, speaking, or expressive abilities serve as indicators that a child has skills in oral language. A research found that the literacy program for 7-year-old students using storytelling activities can improve oral language skills (Nua et al., 2025). This is evident from several aspects, including the students' ability to ask questions, tell stories, and provide encouragement to respond. Children are able to retell stories they have heard, respond to stories told by the teacher, develop the ability to recognize vowel letters, and enrich their vocabulary through oral games. However, not all teachers yet understand that oral language skills are an important factor in science skills. Windayani (2022) noted that the role of teachers in helping to improve oral language in children aged 5-6 years at PAUD *Kecamatan* Banjar is classified as moderate/good. The misunderstanding is influenced by the teachers' knowledge that literacy only focuses on reading, writing, and storytelling. The application of storytelling methods using finger puppets can enhance the development of vocabulary and oral language skills in children at TK Kartika XIX-43 (Sumitra et al., 2020). This is evidenced by the results of the observations and interviews conducted, which showed that the children experienced significant development and improvement.

The alphabet principle is a fundamental concept in reading and writing that involves the use of alphabet letters and the awareness of recognizing sounds in a word. An example of activities based on the alphabet principle is recognizing letters, such as using the letter "A" to write the word "Apple," and also forming words by combining several letters into a word like "A-P-P-L-E." Print Awareness emphasizes the understanding of basic concepts of writing or printed symbols (Nisa et al., 2025). The use of word wall media is employed for early reading

development in young children. A word wall is a list of vocabulary displayed in the classroom to help children recognize words when learning to spell and read. This technique can influence print awareness skills because children can learn and start recognizing words both directly and indirectly. When children see the word wall, they will automatically grasp the words, and from there, they will be able to expand their vocabulary.

The findings show that the literacy concept implemented in Indonesia focuses on traditional literacy, including reading, writing, and storytelling. Meanwhile, the scope of literacy materials, such as culture, environment, and digital has not fully developed the basic literacy concept, which consists of 6 areas: numeracy, science, financial, environmental, cultural, and digital (Koesoema et al., 2017). The findings of this study indicate that parents play a significant role in building a literacy culture in children, which influences their literacy skills. Parents who regularly engage in literacy activities at home will become role models for their children in viewing literacy activities as a daily habit.

This research implies a broader perspective on literacy that encompasses more than just basic reading skills. Literacy activities can be carried out through simple activities such as singing, drawing, and conversing. Especially for young children, literacy activities need to pay attention to the characteristics of children's learning methods, which are through play. The novelty of this research lies in the synthesis analysis results, which indicate that mastering the concept of literacy is essential for understanding the aspects of abilities that develop literacy skills for early childhood, ensuring that learning activities or tasks are appropriate. The limitation of this research is that it only examines the implementation in Indonesia and does not analyze other countries with a broader concept of literacy. The researcher hopes that teachers, especially at the early childhood level, can understand the concept of literacy broadly, not only focusing on literacy with the ability to read phonics and symbols, but also on higher-order thinking skills through text comprehension.

In short, the implementation of literacy for early childhood in Indonesia uses methods such as reading, writing, storytelling, school TV, eco-enzymes, and so on. The developing literacy skills still focus on reading, writing, and storytelling skills with cultural, environmental, and digital literacy materials, as well as GRADASI media. It is undeniable that the role of parents also influences the literacy skills possessed by children. It is advisable that, to develop literacy skills, consideration should be given to providing a literate environment, such as writing in the classroom in the form of letter names, the alphabet, days of the week, activity schedules, writings by teachers and children, and displays of student work. In addition, it is also necessary

to expand the 6 literacy field materials by adding activities such as singing, storytelling, and conversing.

CONCLUSION

This research shows that the implementation of literacy for early childhood in Indonesia still focuses on the ability to read folktales and symbols. The research results show that literacy implementation focuses on reading, writing, and storytelling, with materials based on cultural, digital, and environmental literacy. The role of parents has been proven to significantly influence children's literacy development; thus, support in the form of a literate environment in the classroom is needed, such as letters, alphabet, activity schedules, and displays of children's work. It is suggested to consider the development of literacy skills through expanding activities such as singing, storytelling, and conversing to make them more varied and suitable for the needs of early childhood. This study has some limitations to be recognized, involving: (1) 6 out of 21 articles were using secondary data research; (2) all of the authors are Indonesian scholars; (3) Using Google Scholar and ResearchGate indexed articles only. Therefore, future research could be conducted using another main database, such as WoS, Scopus, etc. and selecting articles which use primary data sources. It is also calling for overseas scholars to examine literacy studies on early childhood education practices.

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