

# Analysis of ANBK-Based Literacy Skills and Digital Literacy Capability of Elementary School Students

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**Abstract.** Indonesia has always been a participant in the PISA assessment. From the PISA results, Indonesia still has a low ranking, with literacy or reading scores decreasing. In support of PISA, the government always makes improvements by carrying out National Assessments every year on a digital basis using computer devices. The results of this National Assessment can be obtained by each educational unit through the Education Report Card. This research aims to analyze the categories of literacy abilities of elementary school students in one of the ANBK-based West Bandung Regency and the Digital Literacy Skills of students in elementary schools. This ANBK-based literacy ability analysis was carried out by analyzing the school's Education Report Card and students' Digital Literacy Capabilities by analyzing five components, namely access, information, communication, creation and security. The research uses descriptive qualitative. This research uses literature studies, questionnaires and observations to obtain data. This research shows that school literacy is still in the medium category with an achievement of 70 and digital literacy skills with high access ability, accustomed to searching for information digitally, quite low use of communication, high digital creation, and low digital security. The results of the analysis show improvements that can be made based on the root of the problem, namely improving the quality of learning by using innovations in various appropriate learning models and implementing innovative literacy programs such as GLS, e-library, habituation.

**Keywords:** Literacy, Digital Literacy, ANBK

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## INTRODUCTION

In general, literacy is often considered the ability to read and write. The view of someone who is literate is someone who is able to read and write. The development of thinking about literacy continues. The definition of literacy has also changed from a narrow understanding of the ability to read and write to a broader understanding in various sciences. Literacy is one of the important things in the 21st century. Literacy skills are closely related to the demands of reading skills which lead to the ability to understand information analytically. This literacy is closely related to 21st century skills such as critical thinking, creative thinking, communicative and collaborative (Trilling & Fadel, 2009). Students' analytical power regarding problems, reading or the environment certainly requires high literacy. In PISA 2022, Indonesia's ranking in relation to literacy has increased, but the score has decreased (PISA, 2023) This makes literacy an aspect of improving the quality of Indonesian education (Kemendikbudristek, 2023)

Since 2021, Indonesia has completed PISA with a National Assessment. National Assessment is one of the educational recovery programs. National Assessment aims to assess the quality of education more comprehensively in each school and region. National Assessment is not like PISA. PISA only tests SMA/SMK/equivalent students, but National Assessment has been carried out from elementary school level. Like PISA which measures the reading ability of students in a country, National Assessment also measures literacy in an educational unit by

conducting sample tests on students in the educational unit. (Sari & Sayekti, 2022). The results of this National Assessment are used to improve the quality of education with results at the national, regional and school unit levels. This report can be accessed on the Education Reports platform. (Indahwati et al., 2023)

Education report cards can be a reference for schools to improve the quality of education. Improvements can take the form of activity programs, learning processes, procurement of facilities and infrastructure, and so on. By analyzing the school's education report card, it is easier to find out the extent of the quality of education and which parts need to be improved or improved. In this era, information technology has become a necessity. Technology is increasingly developing and being used in all fields. Technology is also very influential in all fields and cannot be separated from the field of education. In the field of education, technology and information are widely used as media in learning. Increasing the quality and quality of education is associated with technology (Nadiyah et al., 2022). Digital literacy does not have a fixed standard. This is because digital developments are rapid all the time. In (Pratama et al., 2019) digital literacy abilities are seen from four indicators, namely 1) intensity of application and utilization of digital literacy in learning activities, 2) number and variety of digital-based reading materials and teaching aids, 3) frequency of borrowing digital-themed books , and 4) the number of presentations of school information using digital media or websites. The use of digital literacy needs to be increased, especially in the world of education, especially elementary schools. In connection with this, the author conducted an analysis of the Education Report Card in one of the elementary schools and the digital literacy skills of elementary school students. This is done to determine the quality of school education, especially in literacy skills in National Assessment and digital literacy skills.

## **METHODOLOGY**

The research method used in writing this article is descriptive qualitative using literature study techniques, questionnaires and observation. Literature studies were carried out by collecting journals. A questionnaire was conducted to determine students' digital literacy skills. Observations were carried out by analyzing the education report card application of one of the schools in West Bandung. Documentation collects documentation that is relevant to the discussion. The data is taken from journals that are relevant to education and literacy reports. The stages in this literature study are that the author finds the problem topic, then determines the problem topic from the research, after that collects data sources obtained from journals and analytical observation results from educational report cards. These data were studied using content analysis which was adapted to the formulation of the problem raised. This

analysis is carried out to analyze written work and results, after analyzing the data then conclusions and suggestions are drawn.

## RESULTS AND DISCUSSION

### National Assessment Literacy in Educational Report Cards

In general, literacy is often considered the ability to read and write. The view of someone who is literate is someone who is able to read and write. The development of thinking about literacy continues. The definition of literacy has also changed from a narrow understanding of the ability to read and write to a broader understanding in various sciences (Rusniasa et al., 2021). Literacy is more than just reading and writing. In (Harahap et al., 2022) explains that literacy is one of the important things in the 21st century. Literacy skills are closely related to the demands of reading skills which lead to the ability to understand information analytically. This literacy is closely related to 21st century skills such as critical thinking, creative thinking, communicative and collaborative. Students' analytical power regarding problems, reading or the environment certainly requires high literacy. In (Harahap et al., 2022) the literacy components are explained as follows:

1. Early Literacy, namely the ability to listen, understand spoken language, and communicate through pictures and words which are formed by their experiences interacting with their social environment at home.
2. Basic Literacy, namely the ability to listen, speak, read, write and calculate (counting) related to the analytical ability to calculate (calculating), perceive information (perceiving), communicate and describe information (drawing) based on understanding and drawing personal conclusions.
3. Library Literacy, among other things, providing an understanding of how to differentiate between fiction and non-fiction reading, utilizing reference and periodical collections, understanding the Dewey Decimal System as a clarification of knowledge that makes it easier to use libraries, understanding the use of catalogs and indexing, and having knowledge in understand information when completing writing, research, work, or solving problems.
4. Media Literacy, namely the ability to know various different forms of media, such as print media, electronic media (radio media, television media), digital media (internet media), and understand the purpose of their use.
5. Technological Literacy, namely the ability to understand the equipment that accompanies technology such as hardware, software, as well as ethics and etiquette in using technology.

6. Visual Literacy, is an advanced understanding between media literacy and technological literacy, which develops learning abilities and needs by utilizing visual and audiovisual materials critically and with dignity.

In relation to the explanation of literacy, the AN implemented by the government is based on this. AN utilizes technology in its implementation. Use of PC hardware to increase technological literacy skills. Development of literacy questions that can assess literacy skills in various aspects of literacy. Education report cards can show the results of National Assessment which can be used by educational units to analyze the quality of school education. In line with (Sari & Sayekti, 2022) one of the results of National Assessment is Literacy competency. According to (Kepala Badan Standar Kurikulum dan Asesment Pendidikan, 2024) the results of the Education Report Card are translated into several Literacy indicators, namely: Indicator of competence in reading informational texts with students' ability to understand, use, reflect and evaluate informational texts (non-fiction) and literature. Indicators of competence in reading literary texts are students' ability to understand, use, reflect and evaluate fictional texts. Indicator of competence in accessing and finding text content (L1) with students' ability to find, identify and describe an idea or explicit information in informational (non-fiction) and literary texts. Indicators of competence in interpreting and understanding text content (L2) with students' ability to compare and contrast ideas or information within or between texts, make conclusions, group, and combine ideas and information in informational (non-fiction) and literary texts or intertexts. Competency indicators evaluate and reflect text content (L3) with students' ability to predict and assess content, language and elements in informational (non-fiction) and literary texts.

The placement of achievement proportions is divided into several parts, namely:

1. Proportion of students with literacy skills above minimum competency
2. The proportion of students with literacy skills reaching minimum competency
3. Proportion of students with literacy skills below minimum competency
4. The proportion of students with literacy skills is far below minimum competency.

The education report card of one of the elementary schools in West Bandung Regency in 2024 (Pendidikan, 2024) in Literacy Competency received an achievement score of 70 with an achievement label of 70% of students having reached the minimum competency. The achievement of this literacy indicator can be translated into several proportions, namely the proportion of students with literacy skills above minimum competency, the proportion of students with literacy skills reaching minimum competency, the proportion of students with literacy skills below minimum competency, and the proportion of students with literacy skills below minimum competency. Literacy is far below minimum competency.

**Table 1, Literacy Achievement**

No	Indicator	2024 Achievement Label	Achievement Value 2024	Definition of Achievement	Changes in Achievement Values from Last Year	Achievement Value 2023	Ranking in District/ City	National Ranking	Data source
A. 1	<b>Literacy skills</b> Percentage of students based on ability to understand, use, reflect and evaluate various types of texts (informational texts and fictional texts).	Medium (70% of students have achieved minimum competency)	70	40% - 70% of students have achieved minimum competency for reading literacy but efforts are needed to encourage more students to achieve minimum competency.	Up 6.67	63,33	Middle ranking (41-60%)	Middle ranking (41-60%)	2023 National Assessment

The results of each proportion increase and decrease. The proportion of students with literacy skills above the minimum competency was 13.33% with an achievement of 0% in the previous year and it was concluded that it had increased. The proportion of students with literacy skills reaching minimum competency was 56.67%, with achievements in the previous year being 63.33% and it was concluded that there had been a decline of 6.66%. The proportion of students with literacy skills below the minimum competency was 16.67% with an achievement of 33.33% in the previous year and it can be concluded that there was a decline of 16.66%. The proportion of students with literacy skills far below the minimum competency was 16.67%

with an achievement of 3.33% in the previous year and it can be concluded that there was an increase of 10.00%.

**Table 2, Achievements of Each Proportion**

Proportion of students with literacy skills above minimum competency	Above	13,33%	Students are able to integrate some information across texts, evaluate the content, quality, way of writing a text, and be reflective about the content of the text.	Up <b>13,33%</b>	0,00%			
The proportion of students with literacy skills reaching minimum competency	Reaching	56,67%	Students are able to make interpretations from the implicit information contained in the text, and are able to draw conclusions from the results of integrating several pieces of information in a text.	<b>Down 6,66%</b>	63,33%			
Proportion of students with literacy skills below minimum competency	Below	16,67%	Students are able to find and retrieve explicit information in the text and make simple interpretations.	Down <b>16,66%</b>	33,33%			
The proportion of students with literacy skills is far below minimum competency	Far Below	13,33%	Students have not been able to find and retrieve explicit information contained in or make simple interpretations.	<b>Up 10,00%</b>	3,33%			

This literacy ability is described in several sub-indicators. Indicators of competence in reading information texts with students' ability to understand, use, reflect and evaluate information texts (non-fiction. Indicators. Indicators of competence in reading literary texts with students' ability to understand, use, reflect and evaluate fiction texts. Indicators of competence in accessing and finding content text (L1) with students' ability to find, identify, and describe an idea or explicit information in informational (non-fiction) and literary texts. Indicators of competency to interpret and understand text content (L2) with students' ability to compare and contrast ideas or information in or intertext, making conclusions, grouping, and combining ideas and information in informational (non-fiction) and literary texts or intertexts. Competency

indicators evaluate and reflect on text content (L3) with students' ability to predict and assess content, language and elements -elements in informational (non-fiction) and literary texts.

**Table 3.** Literacy Indicator Achievements

A.1.1	<b>Competence in reading informational texts</b> <i>The average score of students in understanding, using, reflecting, and evaluating informational (non-fiction) texts</i>	54,36	Up 5,50	48,86	Lower middle rank (61-80%)	Middle rank (41-60%)	2023 National Assessment
A.1.2	<b>Competence in reading literary texts</b> <i>The average score of students in understanding, using, reflecting, and evaluating fictional texts</i>	51,35	Down 0,04	51,39	Lower middle rank (61-80%)	Lower middle rank (61-80%)	2023 National Assessment
A.1.3	<b>Competence in accessing and finding text content (L1)</b> <i>The average score of students on the ability to find, identify, and describe an idea or explicit information in informational (non-fiction) and literary texts</i>	54,52	Up 0,38	54,14	Middle rank (41-60%)	Middle rank (41-60%)	2023 National Assessment
A.1.4	<b>Competence in interpreting and understanding text content (L2)</b> <i>The average score of students on the ability to compare and contrast ideas or information within or between texts, make conclusions, group, and combine ideas and information in informational (non-fiction) and literary texts or intertexts</i>	51,93	Up 0,64	51,29	Lower middle rank (61-80%)	Lower middle rank (61-80%)	2023 National Assessment
A.1.5	<b>Competence in evaluating and reflecting on text content (L3)</b> <i>The average score of students on the ability to analyze, predict, and assess content, language, and elements in informational (non-fiction) and literary texts</i>	50,23	Down 0,20	50,43	Lower middle rank (61-80%)	Lower middle rank (61-80%)	2023 National Assessment

The first indicator is, Competence in reading informational texts. This indicator assesses students' average ability to understand, use, reflect and evaluate informational (non-fiction) texts. The value achieved in this indicator is 54.36. This indicator has experienced an increase in the achievement value compared to the achievement in 2023. In 2023 the achievement value was at 48.86, so it experienced an increase of 5.50. If we look at the district level ranking,

in this indicator the school is in the lower middle category with a percentage of 61-80%. At the national level the school's ranking is in the middle category with a percentage of 41-60%.

The second indicator is competence in reading literary texts. This indicator assesses students' average ability to understand, use, reflect and evaluate fictional texts. The average value achieved on this indicator is 51.35. This indicator experienced a decrease in the achievement value compared to 2023. In 2023 the achievement value was at 51.39, so it experienced a decrease of 0.04. If we look at the district level ranking, in this indicator the school is in the lower middle category with a percentage of 61-80%. At the national level the school's ranking is in the lower middle category with a percentage of 61-80%.

The third indicator is, Competence in accessing and finding text content (L1). This indicator assesses students' average ability to find, identify and describe an idea or explicit information in informational (non-fiction) and literary texts. The average value achieved on this indicator is 54.52. This indicator has experienced an increase in the achievement value compared to the achievement in 2023. In 2023 the achievement value was at 54.14, so it experienced an increase of 0.38. If we look at the district level ranking, in this indicator the school is in the middle category with a percentage of 41-60%. At the national level the school's ranking is in the middle category with a percentage of 41-60%.

The fourth indicator is, Competence in interpreting and understanding the content of the text (L2). This indicator assesses students' average ability to compare and contrast ideas or information within or between texts, make conclusions, group, and combine ideas and information within texts or between informational (non-fiction) and literary texts. The average value achieved on this indicator is 51.93. This indicator has experienced an increase in the achievement value compared to the achievement in 2023. In 2023 the achievement value was at 51.29, so it experienced an increase of 0.64. If we look at the district level ranking, in this indicator the school is in the lower middle category with a percentage of 61-80%. At the national level the school's ranking is in the lower middle category with a percentage of 61-80%.

The fifth indicator is, Competence in evaluating and reflecting on text content (L3). This indicator assesses students' average ability to analyze, predict and assess content, language and elements in informational (non-fiction) and literary texts. The average value achieved on this indicator is 50.23. This indicator has experienced a decrease in the achievement value compared to the achievement in 2023. In 2023 the achievement value was at 50.43, so it experienced a decrease of 0.20. If we look at the district level ranking, in this indicator the school is in the lower middle category with a percentage of 61-80%. At the national level the school's ranking is in the lower middle category with a percentage of 61-80%.



The ranking of school literacy capabilities within the district is in the middle group, with a percentage of 41-60%. National school literacy capability rankings are in the middle category with a percentage of 41-60%. This has increased from 2023 with an achievement score of 63.33, so it can be concluded that the achievement value has increased by 6.67. However, with an achievement score of 70, the literacy ability indicator is still in the medium category.

Based on the results of the 2024 School Literacy Ability achievement scores on the education report card, we can analyze the root causes of the influence of literacy competency achievement and provide several reflections that can serve as a reference for school improvement and development. The first root of the problem is literary reading competence. There needs to be an increase in teacher competence and policies that can support literary reading competence. Second, competence in reading information texts, there needs to be an increase in GTK competence and policies that support competence in reading information texts. Third, reflection on teaching practices, where there is a need to increase GTK and policies that support reflection on teaching practices that have been carried out and their development. Fourth, the implementation of innovative practices, there is a need to increase GTK competency and school policies such as curriculum, programs, policies and teaching that can develop innovation. Analysis of the root of the problem needs to be carried out so that improving the quality of literacy can be on target. This is also in accordance with the results of the root cause analysis in (Indahwati et al., 2023) in preparing school programs.

Based on the analysis of the root causes of students' literacy skills, priority recommendations were obtained. These priority recommendations focus on two main root problems that can be prioritized for improvement by schools. This determination is based on the lowest achievement value. Inspiration for improvement activities can be used as a reference for programs that can be implemented for the following year's targets.

Based on the priority recommendations for the 2024 education report card, there are 2 priorities for literacy skills that can be used as a reference for schools. Literacy skills, competency in reading literary texts are the first priority. Reflection on teaching and learning practices by teachers is the second priority that schools can make to improve literacy in schools.

### **Digital Literacy Skills**

The 21st century is closely related to technological developments. Learning certainly cannot be separated from the development of digital technology. All knowledge is very easy to access nowadays. The Covid pandemic has become a significant path for change in the digital world. At this time, every student can access digital easily. High access to digital certainly requires assistance and guidance. Using digital certainly requires understanding so that you can be

well literate in the digital world. This is in line with (Dinata, 2021) who stated that the Covid 19 period caused a very massive development in digital use. This causes individuals' closeness to the digital world to become unavoidable. In the digital world, the impact of the pandemic is not only in the tertiary sector, but at all levels and even in various sectors. Understanding the low level of digital literacy skills but high access among elementary schools is one of the issues that really needs to be addressed

Analysis of digital literacy skills was carried out on students who took part in the National assessment for the 2023 results. These results are based on 5 dimensions taken from digital literacy, namely Access, Information, Communication, Creation, Security. In the first dimension, namely accessibility, 28 out of 39 students or 72% already have personal cell phones, 11 others can access digital using their parents' cell phones. As many as 85% of students can access a browser to search for information in cyberspace. It can be concluded that all students can access digital well. This high access capability proves that students are very close to digitalization.

The second is the information dimension, in this dimension the focus is on analyzing the usefulness of the information they often get digitally. This information can be obtained from browser use, social media and others. Based on the data, 38 out of 39 or 97% of students can access Google to search for information. The information usually sought is about finding answers to the questions given to them. Apart from looking for answers, they are also used to looking for information about hobbies, information about places, games, photos, learning websites, and others. In terms of information truth, 36 students felt confident that the information they got from surfing Google was correct information. However, they don't know how to find out if the information is true or not. So it can be concluded that students are very close to digital technology in searching for information but are still confused about confirming the truth of the information.

The third is the communication dimension. Communication is an important aspect in life. Interaction with other social creatures requires communication skills. Communication skills are also included in the 21st century skills that students must have. (Pratiwi et al., 2022) With the development of digital technology, ways of communicating have also developed. We can communicate with anyone and wherever we are very easily. In the development of digitalization, communication can be carried out in various ways. One of them is email. As many as 33% of students can send messages via email, while the others do not know how to operate email. All students can send short messages using social media applications. Communicating is not just chatting with each other, sending short messages. But how can we communicate as a group to solve problems and so on. Communicating in groups in learning

is common practice. The use of digital media in group communication has been widely used. As many as 64% can work in groups digitally. This digital group work is usually done in several communication applications. However, never use special applications in group work.

Fourth, namely the creative dimension, the creative aspect or creativity is a 21st century ability that is really needed in today's life. We can be creative by using digital platforms (Muqodas, 2015). There are lots of editing media or publication media for making digital creations. In social media, students are used to getting creative videos from other people. The truth and usefulness of the information they get on social media cannot be trusted. In digital creativity, 85% have made creative videos in the form of information or other forms of information. In publications, 67% of students have shared their work on their social media. The creativity in providing digital information is quite high. So it can be concluded that digitalization is quite closely related to students' daily lives.

Fifth, namely the security dimension. Ease of access to search for information and fulfill daily needs is greatly helped by this digitalization. Of course, this convenience must also be coupled with security. These digital access perpetrators who are still minors mean that digital security must be further strengthened and monitored (Dewi et al., 2021). Understanding of digital security is still common. Personal information is very easily accessible to other people if our personal security key is known to others. Based on data, 59% of students have given their digital access to other people, such as social media passwords, emails and others. This indicates that digital literacy in personal data security is still low. Apart from the security of personal data, cyberbullying on social media is very widespread at this time. Bullying is not only done physically, but can be done verbally, mentally and digitally. As many as 28% have experienced or committed cyberbullying. Meanwhile, others don't know what cyberbullying is.

Digital literacy is our ability to use digital in everyday life. The rapid development of digital certainly requires an understanding of its application. Within the scope of elementary school students, of course they cannot be given free digital access independently. There needs to be guidance and direction in how to utilize digital and how to use digital well and effectively. Parental supervision and learning direction is one solution in controlling digital literacy. Based on the analysis of the Education Report Card and analysis of the digital literacy skills of one of the elementary schools in West Bandung Regency, it is necessary to improve and develop literacy skills which can be done through innovation in the teaching and learning practices of students by teachers. These learning innovations can take the form of habituation, use of innovative learning models, use of literacy learning media, development of literacy questions and other learning innovations, so that they can support the development of students' literacy skills.

Learning models that can be used to develop literacy include the Problem Based Learning, RADEC, Project Based Learning learning models and so on. This is in line with (Masliah et al., 2023). Based on (Pujiati et al., 2022) apart from learning, schools can also carry out habituation programs or activities such as the School Literacy Movement. Providing facilities to increase literacy can also be done by using e-libraries in schools in accordance with (Pratama et al., 2019).

## **CONCLUSION**

The school's Literacy Competency in the Education Report is still in the low category. Several actions are needed to increase literacy competence. Likewise, digital literacy skills still require guidance when access to digital media is high. The root of the problem with students' literacy skills is that priority recommendations are obtained. These priority recommendations focus on two main root problems that can be prioritized for improvement by schools. This determination is based on the lowest achievement value. Inspiration for improvement activities can be used as a reference for programs that can be implemented for the following year's targets.

Improvement and improvement of 2 priority literacy skills that can be used as a reference for schools. Literacy skills, competency in reading literary texts are the first priority. Reflection on teaching and learning practices by teachers is the second priority that schools can make to improve literacy in schools. The problem of digital literacy in monitoring student access is a point that needs attention. Understanding the use of digital in everyday life is another important point in digital literacy skills.

There is a need to improve and develop literacy skills which can be done through innovation in the teaching and learning practices of students by teachers. These learning innovations can take the form of habituation, use of innovative learning models, use of literacy learning media, development of literacy questions and other learning innovations, so that they can support the development of students' literacy skills. Learning models that can be used to develop literacy include the Problem Based Learning, RADEC, Project Based Learning learning models and so on. Apart from learning, schools can also carry out habituation programs or activities such as the School Literacy Movement. Providing facilities to increase literacy can also be done by using e-libraries in schools.

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Hopefully this article can provide insight and benefits for the development of education, especially in developing literacy skills among elementary school students.

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