



Analysis of 21st Century Learning Methods in Developing Innovations in Indonesian Language Learning in Elementary Schools

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ABSTRACT

Literacy skills are essential competencies, particularly in responding to the demands of the 21st century. However, the low level of student literacy indicates the need for innovation in the learning process. This study aims to analyze innovative learning methods to improve the literacy competencies of elementary school students. This study uses a Systematic Literature Review (SLR) method, including the collection, selection, evaluation, and synthesis of relevant scientific articles. The results of the study are based on the analysis of five primary sources of literature that have gone through a selection process and are deemed relevant to the research objectives. The main findings refer to the use of learning methods that can influence the development of innovative Indonesian language learning, namely the use of innovative learning methods that are more dominant in the multimodal approach, experiential learning, and the use of digital technology. This approach refers to learning that focuses on students' own learning activities that are designed to be broader and more directed. From these findings, it can be said that studies on innovative learning and literacy are still largely conducted through exploratory and analytical approaches to understand the phenomenon in depth. The integration of various communication modes such as text, visuals, and audio can provide meaningful learning experiences that enhance critical thinking skills, creativity, and communication skills. In the contribution of 21st century learning, the use of text, visuals, or audio can be developed more effectively, taking into account the latest technological developments that can provide a more creative, innovative, and enjoyable learning system.



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INTRODUCTION

Language is the initial foundation in forming and building interactions between every human being. Each language has different characteristics and uniqueness. In Indonesia, the language used every day is Indonesian. Indonesian itself is a national language which is classified as a mandatory language that every Indonesian must learn, as the main language after their mother tongue. In education in Indonesia, learning Indonesian is a mandatory subject that must be applied by every student in Indonesia. Based on Law Number 24 of 2009 concerning the National Flag, Language and Emblem, as well as the National Anthem, which requires the use of Indonesian as the language of instruction in national education. Apart from that, other legal bases include PP no. 57 Years 2014. Learning Indonesian is a means to foster culture and a sense of nationalism in students. Furthermore, it is a form of learning the primary language of the Indonesian nation, used in everyday communication. Language is an inseparable form or tool of communication in human life. It is also the most effective and frequently used means of conveying information, through two-way communication between individuals, individuals and groups, and groups (Mailani et al., 2022). According to the Big Indonesian Dictionary (KBBI), language is a system of sound symbols used by members of society to collaborate, interact, and identify themselves. In learning Indonesian, there are various competencies that students must have, including the ability to listen, speak, read, and write. Furthermore, there are Functions and Objectives of Learning Indonesian as a national language, which include acting as a symbol of the national language, a symbol of nationality, national identity, and a tool to unite the nation through a unified language that is a source of national pride (Mubin & Juniar, 2023).

Literacy skills are a key foundation in basic education, encompassing not only reading and writing skills but also the ability to understand, evaluate, and use information critically in everyday life. In the 21st century, literacy is the foundation for developing critical, creative, communicative, and collaborative thinking skills, which are crucial for students to navigate technological developments and global dynamics (Saputra et al., 2025: 81). At the elementary school level, reading literacy also has a significant relationship with Indonesian language learning outcomes; the better students' literacy skills, the higher the learning outcomes they achieve (Gomes et al., 2024: 497). However, student literacy in Indonesia remains relatively low. According to the Program for International Student Assessment (PISA), Indonesian students' reading ability ranks among the lowest, indicating a low ability to understand and reflect deeply on reading content (Gomes et al., 2024: 499). In addition, literacy learning in elementary schools still tends to focus on the technical aspects of reading, such as spelling and pronunciation, without emphasizing understanding the meaning and critical interpretation of texts (Fitrianingsih et al., 2025: 252). This condition shows the need for innovation in Indonesian language learning to improve students' literacy competencies more comprehensively.

In many cases, the lack of literacy among students in Indonesia is due to the lack of a reading culture instilled in Indonesian society since childhood. Currently, reading books, scientific works, or written novels is considered less important, especially in this day and age, with many videos and digital stories available that students can watch and listen to directly without having to bother reading for themselves. In research conducted by (Khatimah et al., 2025), various factors influence students' literacy skills, including internal factors, such as psychological factors and habits developed within students, and external factors, such as family and environmental conditions that can influence their development. Furthermore, school conditions such as the availability of teaching and learning facilities, the quality of schools and teaching staff, and the way teachers deliver learning in the classroom, through the use of learning models or methods, are also important. In supporting children's literacy development, the quality of teaching provided to them in schools is a crucial and crucial stage. A study in the journal (Kusripinah & Subrata, 2022) found that the use of effective learning models and methods is the first step in developing and developing students' literacy skills in reading, speaking, critical thinking, and innovation. The findings also explain that the use of edutainment and problem-based learning methods can improve students' reading and writing skills in elementary schools.

The use of learning methods is a form of effort or strategy used by teachers in providing learning based on how students receive and understand learning during the teaching and learning process, both in the form of providing information and generating interest (HK1 et al., 2024). One factor contributing to the success of the teaching and learning process carried out by teachers in the classroom is the use of learning methods. Learning methods serve as a means of conveying the learning process, bridging the material presented so that it is easily understood by students (Anatasya & Dewi, 2021). Learning methods are a form of learning component that can determine the quality of student learning in the process of self-development during the teaching and learning process in class, especially in learning Indonesian (Noviana et al., 2025). In language learning in elementary education, literacy provides the initial foundation for students to construct, process, and understand the lessons presented in class. In this context, Indonesian language learning is an effort to build students' abilities, developing skills such as understanding concepts and language, thinking and analyzing information, and basic skills such as writing, reading, and communicating using appropriate and informative language.

Various previous studies have examined efforts to improve literacy through learning innovations (Darmawati, 2025: 688-689). Finding that teacher innovation through the use of digital media, collaborative learning, and educational games can increase student motivation and engagement in literacy activities. Meanwhile (Fitrianingsih et al., 2025: 251-252), The Whole Language approach has been shown to be effective in improving literacy skills because it integrates meaningful reading, writing, speaking, and listening skills. Furthermore, the development of multimodal-based learning also contributes significantly to literacy improvement. Multimodality allows the integration of various communication modes, such as visual, audio, and text, thereby enhancing student comprehension and engagement in language learning Li, (2024). Other research also shows that the use of multimodal media such as comics, audio, and puppets can increase students' self-confidence, creativity, and speaking skills (Aridasarie & Rohmah, 2024: 2). However, these studies are still partial because they focus on only one particular method or approach. Only a few studies comprehensively integrate various innovative learning methods within a single framework to improve elementary school students' Indonesian language literacy competencies. Therefore, the scientific novelty of this study lies in its attempt to systematically examine the integration of various innovative learning methods, including project-based, collaborative, digital, and multimodal, as strategies to improve student literacy in the 21st century.

The research gap shows that several previous studies have explained that various learning methods that have been applied at the elementary school level, particularly in student literacy learning, can significantly influence students' literacy abilities and skills in reading, writing, critical thinking, innovation, and creativity. However, in their application and development practices, there is no explicit explanation of how the application of these learning methods can

influence the development of more effective learning innovations that can be applied in a learning process, especially in Indonesian language learning. To address this problem, this study uses the Systematic Literature Review (SLR) method based on five primary studies, as a source of scientific references in developing research results that are in line with the main research objectives. This method is used to systematically and comprehensively identify, evaluate, and synthesize research findings based on a specific topic, resulting in a more objective and structured understanding (Rahmayanti et al., 2023: 1-2). Based on the description, the research problem is how the integration of innovative learning methods can improve the Indonesian language literacy competency of elementary school students in the 21st century. This study aims to analyze and describe various innovative learning methods that can be integrated into Indonesian language learning and their contribution to improving students' literacy competency. In addition, this study also examines how the use of 21st-century learning methods can be a solution for developing innovative Indonesian language learning in elementary schools. The benefits of this study are to provide theoretical contributions to the development of innovation-based language learning studies and provide practical recommendations for teachers in designing Indonesian language learning that is more effective, contextual, and in accordance with the demands of the 21st century. This study focuses on how various learning methods that have been implemented can create the application of learning innovations, especially in Indonesian language learning in elementary schools.

METHOD

Research Design and Approach

This research uses a Systematic Literature Review (SLR) approach, a research method that aims to systematically and comprehensively identify, evaluate, and synthesize previous research findings related to the topic under study. This method allows researchers to obtain a more objective, structured and replicable understanding of a research phenomenon (Rahmayanti et al., 2023: 1-2). This approach was chosen because it is suitable for analyzing the integration of innovative learning methods in improving elementary school students' Indonesian language literacy competencies in the 21st century. Research design refers to the SLR stages, which include identifying research questions, developing protocols, determining data sources, selecting literature, evaluating research quality, extracting data, and synthesizing and presenting research results (Rahmayanti et al., 2023: 11-15).

In the next stage, each source of data and analysis that has been found will be explained in a structured manner using a qualitative approach, namely a research approach that seeks to explain all forms of data and phenomena from research findings in a systematic and structured manner. Qualitative research is a study that attempts to explain various phenomena through a narrative approach, based on the activities carried out and the consequences of these actions on their lives (B Anelda et al., 2023). Qualitative research is a type of research based on the philosophy of post-positivism, which examines natural objects as experimental objects, which are used as the main instrument in sample collection. Data sources were obtained through research techniques with a purposive and snowball approach, as data collection methods. Furthermore, data analysis is inductive, and research results can emphasize meaning rather than abstract concepts (Sugiyono, 2013).

To enhance clarity in the article selection process, this study used the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) guidelines as a basis for recording each stage, from discovery, screening, assessment, and selection of articles included in the study. The application of the PRISMA process aims to ensure that every decision made during the selection process can be tracked in an orderly and structured manner, and to reduce the possibility of bias in the literature selection. At the beginning of the article search process, 15 scientific articles were found that matched the research keywords. After going through a screening process based on the suitability of the title, abstract, article content, relevance to the research objectives, and fulfilment of the inclusion and exclusion criteria, five main articles were obtained that met all requirements for in-depth analysis. Meanwhile, 10 other articles were not included in the main synthesis because they did not meet all selection criteria, although they were still used as additional references to strengthen the discussion and explanation of the research results. This study used a qualitative approach because the goal was not to test hypotheses statistically, but rather to translate, compare, and combine various previous research results to form a conceptual understanding of innovation in Indonesian language learning in the 21st century.

Data Collection Procedures and Techniques

The research procedure began with the formulation of a research question focused on the integration of innovative learning methods to improve elementary school students' literacy competencies. The next stage was a literature search through various scientific databases, including Google Scholar, Scopus, ERIC, and Sinta, using relevant keywords such as "innovative learning methods," "elementary school student literacy," "Indonesian language learning," "multimodal learning," and "21st-century learning" in both Indonesian and English. This search strategy was designed

to identify domestic and international research relevant to the research topic. The article selection process followed the PRISMA process, which is divided into four stages: identification, screening, feasibility checking, and final selection. During the identification stage, 15 articles were obtained from various database sources. Next, filtering was carried out by eliminating articles irrelevant to the research topic, articles that had already been published, and articles that were not accessible in full text. The feasibility stage was carried out by carefully reviewing the methods, objectives, subject characteristics, and main results of each article to ensure they were in line with the research focus. Based on this process, five articles that met all criteria were designated as the primary sources for the synthesis.

This study aimed to identify the implementation of information sources through Audio Books by analyzing relevant previous studies using Google Scholar, Cendikia, and other databases, including publications in the form of journal articles, proceedings, and research reports (Sari et al., 2023). Initially, 15 scientific data sources were identified that were suitable and aligned with the research objectives. To ensure the quality and relevance of the sources, this study established inclusion and exclusion criteria. The study then reviewed the content and results of the scientific sources found, based on alignment with the research title, introduction and abstract, methods, and results obtained from the study. Inclusion criteria included national and international scientific journal articles published between 2020 and 2026, available in full-text format, and relevant to the research topic. Exclusion criteria included non-scientific articles, articles not fully available, and research that did not align with the study's focus. The selection process is carried out by systematically reviewing the title, abstract, and content of the article to ensure its suitability with the research objectives (Rahmayanti et al., 2023: 14-15).

Data collection was conducted through documentation techniques, namely by collecting and recording important information from each selected article, such as the author's name, year of publication, research objectives, research methods, and relevant research results. This technique aims to obtain accurate and structured data in the literature review process (Rahmayanti et al., 2023: 15). This data collection technique can provide systematic research in the process of collecting and critically evaluating data, and can integrate and present various data from research results or findings on various research topics of interest. This "systematic" approach is based on the adoption of a consistent and widely accepted methodology (Pati & Lorusso, 2018). The next stage is the stage of eliminating various findings from previously obtained data sources, which is seen from their suitability to the research objectives, their compatibility with current learning methods, and the results obtained from the research. The elimination stage is carried out systematically and structured by examining and considering various aspects and criteria previously explained. Finally, in the final stage, five main scientific journals were determined to serve as reference sources and data sources in this study. Of the 15 data sources obtained at the beginning of data collection, five primary sources were identified for this study, which will be used as primary sources of information and data for future research findings. Furthermore, 10 eliminated scientific journals will continue to be used as supporting and strengthening data in an effort to obtain richer research results and discussions that are more relevant to real-world conditions.

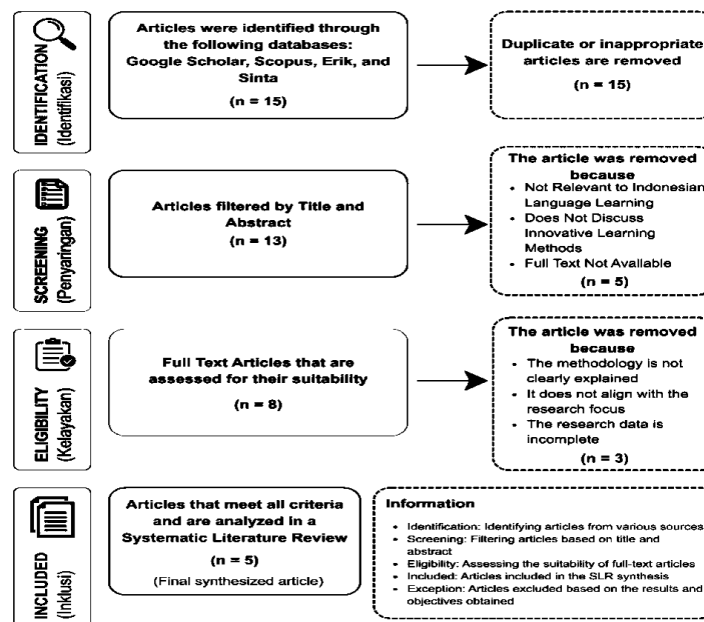


Figure 1. Systematic Literature Review SLR Analysis Flow

The inclusion criteria for research included scientific articles from both domestic and international sources published between 2020 and 2026, discussing innovative learning methods in language or literacy, available in full text, and containing a clear research methodology. Articles that are not directly related to language learning innovation, do not present empirical research results, or lack complete methodological information will not be included in the main synthesis process. The entire selection process is recorded using a PRISMA flowchart so that every decision made at each stage can be clearly and transparently tracked, thereby enhancing the credibility of the research. Furthermore, the flow of the research data collection procedure can be seen in the following [Figure 1](#).

Data Analysis Instruments and Techniques

The research instruments in this study consisted of documentation sheets and data extraction matrices, used to record important information contained in each selected article. The information collected included the article's identity, research objectives, research design, subject characteristics, learning methods used, main findings, research impact, and contributions to the development of Indonesian language learning. This instrument systematically organizes information from the analyzed articles. This instrument assisted researchers in grouping data into specific categories, thus facilitating the analysis and synthesis of research results ([Rahmayanti et al., 2023: 15](#)). The collected data were analyzed using descriptive qualitative analysis techniques by grouping, comparing, and interpreting findings from various studies. The analysis was conducted to identify patterns, relationships, and the contribution of the integration of innovative learning methods in improving elementary school students' literacy competencies. The results of the analysis were then presented in a systematic descriptive narrative format, providing a comprehensive overview of the research topic ([Ramayanti et al., 2023: 15](#)).

Data analysis was conducted using thematic analysis, which is divided into three main stages. The first stage is open coding, which is the process of identifying all important information contained in each article, based on the research objectives, methods, results, and recommendations. The second stage is categorization, also known as axial coding, in which codes with similar characteristics are collected and divided into several main themes, such as multimodal approaches, experiential learning, the use of digital technology, the development of 21st-century literacy, and implications for education. The third stage is thematic synthesis, also known as selective coding, which is comparing the relationships between the various themes that have been found, identifying frequently emerging patterns or differences in research results, and combining all these findings into a conceptual framework that explains innovations in Indonesian language learning in elementary schools. The grouping process is carried out repeatedly by reading the articles in their entirety until each emerging theme truly reflects the trends of the research results. Next, the results of the synthesis are analyzed descriptively and critically by comparing the similarities, differences, strengths, limitations, and contributions of each study, so as to obtain a broader explanation and enrich understanding of the application of innovative learning methods in improving elementary school students' literacy skills in the 21st-century learning era.

RESULTS

Nu	Research Title	Research Methods	Subject / Data	Key Findings	Implications
1	(Li, 2024) – <i>Advancing Language Education through Multimodality: Insights from a Bibliographic Analysis</i>	Bibliometric Analysis (SLR)	701 Publication on Web of Science	Multimodal research has increased significantly since 2008 and surged after 2017; multimodal learning improves student engagement and understanding through the integration of visuals, audio, and text.	Multimodal is becoming a major approach in modern language learning and is relevant for 21st century literacy.
2	(Aridasarie & Rohmah, 2024) – <i>Enhancing Multimodal Literacy: Puppetry for English-Speaking Skills Development</i>	Kualitatif deskriptif	1 Teacher And 6 elementary school students SD (ages 9 - 11 years)	The use of multimodal (comics, audio, puppets) increases students' self-confidence, creativity, and speaking skills.	Support student-centered learning and improve communication literacy
3	(Lim et al., 2021) – <i>Unpacking the Teachers' Multimodal Pedagogies in the Primary English Language Classroom in Singapore</i>	Case Study (kualitatif)	2 teachers and 57 elementary school students (8 lessons, 165 analysis phases)	Multimodal learning increases student engagement, but is still dominated by factual knowledge (48.5%) rather than conceptual knowledge.	There is a need to strengthen critical learning and balance between concepts and practices in literacy.
4	(Zaidi & Sah, 2024) – <i>Affordances of</i>	Scoping Review (PRISMA-ScR)	17 selected studies from	1) There has been a significant increase in multilingual and	Multimodal and multilingual are

Nu	Research Title	Research Methods	Subject / Data	Key Findings	Implications
5	<i>Multilingual and Multimodal Literacy Engagements of Immigrant High School Students: A Scoping Review</i>	The type of research is quasi-experimental design.	The sample consisted of 16 samples divided into 2 categories, namely 7 children for the control class and 9 children for the experimental class.	multimodal research in the last 10 years. 2) Dominant methods: ethnography (41%), case study (29%), participatory action research (12%). 3) Text types: digital storytelling, spoken word poetry, photography, and bilingual books. 4) Interventions are used to express identity, life experiences, and combat social injustice. 5) Multimodal learning enhances students' ability to express complex ideas, emotions, and experiences. The main finding was that the application of the storytelling method using instrumental music was effective in improving students' listening and speaking skills. This was evident in the positive changes and improvements in the listening and speaking skills of children who received the storytelling method using instrumental music.	important approaches in 21st century language and literacy learning. The application of storytelling-based learning methods integrated with instrumental music can be relevant in supporting the 21st century language learning innovation system.

The results of this study were obtained through a Systematic Literature Review (SLR) method of analyzing several scientific articles relevant to the topic of integrating innovative learning methods to improve students' literacy competencies. The literature selection process was carried out systematically through several stages, namely identification, screening, eligibility, and inclusion, to obtain articles that meet the research criteria. The articles analyzed came from various scientific databases and included national and international research within the most recent publication years. Based on the results of the synthesis of the analyzed studies, it was found that the research methods used in the related studies were dominated by qualitative approaches, case studies, and literature reviews and scoping reviews. In addition, there was also the use of bibliometric analysis to map research trends in certain fields. This indicates that studies on innovative learning and literacy are still mostly conducted through exploratory and analytical approaches to understand the phenomenon in depth.

In terms of research trends, there has been a significant increase in studies on multimodal-based learning in recent years. research (Li, 2024) It shows that publications related to multimodality in language learning have increased rapidly since 2017 and reached a peak in 2022. This indicates that the multimodal approach has become one of the main focuses in the development of language learning in the digital era. In addition, research (Zaidi & Sah, 2024) also shows that multilingual and multimodal approaches are increasingly used in literacy learning, particularly in culturally and linguistically diverse education settings. Based on the analysis, the focus of these studies can be grouped into several main themes. First, multimodal approaches to language learning integrate various communication modes such as text, visuals, audio, and gestures.

This approach has been proven to increase student engagement and understanding in the learning process. Second, experiential learning and active student participation, such as the use of creative media (comics, audio, puppets), can increase student confidence and communication skills, as found in research (Aridasarie & Rohmah, 2024). Third, a study of teachers' pedagogical practices in implementing innovative learning shows that the use of varied methods can increase student participation, although there is still a tendency for factual knowledge to dominate compared to conceptual knowledge (Lim et al., 2021). Furthermore, the synthesis results also indicate that the use of digital technology and interactive media is a crucial factor in supporting the effectiveness of innovative learning. Various studies confirm that digital media integration not only increases student motivation but also enriches the learning experience through various information representations. This aligns with the characteristics of 21st-century learning, which demands digital literacy and multimodal skills.

DISCUSSION

The integration of Indonesian language learning methods is a concrete effort to build a quality, conducive, active, and communicative learning environment, so that students can gain real-world learning experiences and improve their literacy skills. Literacy itself is the main foundation for students in their learning process. Students with minimal

literacy skills in school will have a limited understanding of each subject, especially in Indonesian language lessons in class, resulting in decreased learning outcomes and making them fall behind their peers (Tampubolon, 2025). Research findings indicate that the literacy skills developed by students in school are a crucial component. Therefore, schools need to promote the Literacy Movement within schools to improve students' literacy skills through support from teachers, schools, parents, and the surrounding community. Furthermore, the use of effective learning methods must be complemented by appropriate learning media, such as books, electronic media, and other learning resources that can support students' literacy development during the teaching and learning process (Sulastri et al., 2025). The focus on using effective learning methods to develop students' literacy skills must be supported by the use of models, media, and learning approaches appropriate to the methods used in the classroom.

Combining various ways of learning Indonesian is one appropriate approach to addressing the challenges of 21st-century learning. In this era, students need not only be able to read and write, but also to think critically, communicate effectively, work in teams, and use technology effectively. Based on the combined results of five key studies, it is clear that innovation in learning is now centered not only on delivering material but also on learning methods that provide meaningful experiences through active student engagement. This shift in thinking demonstrates that improving reading and comprehension skills depends not only on the teaching methods used but also on the teacher's ability to integrate various methods, tools, and technologies into the learning process. Therefore, learning Indonesian in elementary schools must be viewed as a holistic literacy development process that combines cognitive, affective, and 21st-century skills.

1. Dominance of Multimodal Approaches in Language Learning

The results of a systematic literature review indicate that the multimodal approach is the most frequently used approach in language learning research. This finding demonstrates a shift in learning methods from text-only learning to learning that utilizes various forms of information representation such as images, sound, video, animation, hand gestures, or hands-on activities. A study conducted by (Li, 2024) demonstrates that multimodal research has rapidly expanded since 2017, demonstrating that this approach is increasingly considered essential to meeting today's learning needs. This finding aligns with (Lim et al., 2021) Who found that using multiple communication methods increases student participation in learning, whether through discussions, demonstrations, or collaborative activities. Theoretically, this approach aligns with multimodal theory, which states that meaning is constructed through multiple representations, not just text. Therefore, language learning that integrates multiple communication modes is more effective in improving students' literacy competencies.

Comparatively, both studies indicate that the use of multimodality can increase student engagement. However, their focuses differ. Li, (2024) focuses more on the global development of multimodal concepts, while (Lim et al., 2021) explores their direct application in the classroom. This difference demonstrates that the success of multimodal methods is not only based on theoretical developments but also has been proven in learning practices. In Indonesian language learning, this finding has important implications because literacy skills develop not only from reading texts but also from the ability to understand various types of information available in digital media. Today's elementary school students are more accustomed to various forms of images, visual displays, and audio, so learning that combines text, images, video, and sound will more easily help them understand the material than traditional learning methods that only use textbooks. Therefore, a multimodal approach not only increases enthusiasm for learning but also helps improve digital literacy skills, one of the key skills in the 21st century.

2. Effectiveness of Innovative Learning on Student Literacy

The synthesis results show that all the analyzed studies have one thing in common: innovative learning methods can improve various aspects of students' literacy skills. Various studies have shown that innovative learning methods have a positive impact on improving literacy. Aridasarie & Rohmah, (2024) The findings indicate that the use of multimodal media such as comics, audio, and puppets can increase students' self-confidence, creativity, and speaking skills. These results are supported by research (Syamsuardi et al., 2022), which shows that storytelling combined with instrumental music significantly improves children's listening and speaking skills. Furthermore, an active participation-based approach has also been shown to improve literacy skills because students not only receive information but also directly engage in the learning process. This reinforces the constructivist view that effective learning occurs when students actively construct knowledge through experience.

Although both studies demonstrate the effectiveness of innovative learning, each study focuses on different aspects. Aridasarie & Rohmah, (2024) focused more on developing affective aspects and communication skills, while (Syamsuardi et al., 2022) emphasized directly improving language skills. This difference shows that innovation in learning has a broad impact on various aspects of literacy, such as thinking skills, feelings, and physical skills. The results of this study extend previous research findings by showing that literacy improvement does not depend solely

on a single method. Learning outcomes can be achieved when various innovative methods are used simultaneously according to the nature of the material and students' needs. Therefore, teachers must not only choose engaging methods but also be able to combine various approaches so that all aspects of literacy develop evenly.

3. The Role of Technology in Supporting 21st Century Learning

The SLR findings indicate that the development of digital technology has significantly contributed to learning innovation. [Li, \(2024\)](#) emphasized that the increase in multimodal research after 2017 is inseparable from the development of digital technology and online learning. The use of media such as video, digital platforms, and social media allows for more interactive and flexible learning. [Zaidi & Sah, \(2024\)](#) This also shows that technology-based multimodal and multilingual learning can help students express their identities, experiences, and critical thinking. This demonstrates that technology functions not only as a tool but also as an integral part of the modern literacy learning process.

These findings indicate that technology is now used not only to convey information but also to participate directly in the learning process. In teaching Indonesian, technology helps teachers make learning more relevant to real-world contexts by using learning videos, audiobooks, digital comics, interactive presentations, and online learning platforms. Using this technology helps improve communication, collaboration, creativity, and critical thinking skills, which are key characteristics of 21st-century learning. The practical implication of these findings is that teachers need to improve their digital literacy skills so they can create lessons that utilize technology not only as a tool for presenting material but also as a way to create more active and meaningful learning experiences. Therefore, the use of technology needs to be accompanied by a student-centered learning approach so that digital media can truly improve their literacy skills.

4. Comparison between Studies and Trends in Findings

When compared, all studies show the same trend: innovative learning is more effective than conventional methods. A comprehensive comparison of all studies reveals that all innovative learning methods consistently have a positive impact on improving students' literacy skills. However, each study has a different focus. Several important differences can be seen in research conducted by [\(Lim et al., 2021\)](#) which found that although multimodal learning increased student engagement, the learning process was still dominated by factual knowledge rather than conceptual knowledge. Meanwhile, research by [\(Aridasarie & Rohmah, 2024\)](#) emphasized improving affective aspects such as student self-confidence and creativity. Furthermore, [\(Syamsuardi et al., 2022\)](#) implemented storytelling learning that focused on direct, practice-based language delivery activities.

Conversely, [Li \(2024\)](#) and [Zaidi and Sah \(2024\)](#) focused more on global trends and the development of multimodal concepts in language education. These differences indicate that previous research is still partial and has not fully integrated various aspects of literacy into a comprehensive framework. More concisely, it can be explained that the research conducted by [Li \(2024\)](#) focuses more on the development of multimodal studies globally, [Lim et al. \(2021\)](#) examines teachers' teaching methods, [Aridasarie and Rohmah \(2024\)](#) emphasize the use of creative media, [Zaidi and Sah \(2024\)](#) discuss multilingual skills, while [Syamsuardi et al. \(2022\)](#) emphasizes the storytelling method. These differences indicate that previous research is incomplete because it only examines one method or one type of media. Not many studies have combined all of these approaches into a complete Indonesian language learning framework. Therefore, the results of this study indicate that Indonesian language learning can be more effective if it uses a multimodal approach, digital technology, active learning, and authentic learning experiences simultaneously. This synthesis is the advantage of this study compared to previous research.

5. Research Gap

Based on the analysis, several research gaps can be identified. First, most research still focuses on foreign language learning, such as English, so its application to Indonesian language learning in elementary schools is still limited. Second, existing research tends to emphasize specific approaches, such as multimodal or Whole Language, without comprehensively examining the integration of various innovative learning methods. Third, there is still limited research specifically examining the relationship between the integration of innovative learning methods and the improvement of comprehensive literacy competencies, which include reading, writing, critical thinking, and communication. The results indicate several gaps in previous research. Much of the research was conducted in the field of English language learning or in international contexts, so its application to Indonesian language learning is still limited. Furthermore, previous research typically only evaluated the effectiveness of a single learning method, without combining various innovative approaches within a comprehensive learning model.

Therefore, this study is novel because it systematically examines the integration of various innovative learning methods as a strategy to improve Indonesian language literacy competencies in elementary school students in the 21st century. Based on this situation, this study makes a new contribution by combining the results of various studies to

form a conceptual overview of the application of multimodal approaches, digital technology, active learning, and experiential learning in improving Indonesian language literacy skills at the elementary school level. This contribution not only enriches theoretical understanding of Indonesian language learning but also provides practical guidance for teachers in developing learning that is appropriate to today's challenges. Therefore, this study not only reconstructs the results of previous research but also.

CONCLUSION

Based on the results of the Systematic Literature Review (SLR), it can be concluded that the integration of innovative learning methods plays a significant role in improving the literacy competency of elementary school students. The dominant learning methods used in previous studies include multimodal approaches, experiential learning, and the use of digital media and technology. Multimodal approaches have been shown to increase student engagement and understanding through the integration of various communication modes such as text, visuals, and audio. Furthermore, innovative, student-centered learning provides a more meaningful learning experience, thereby enhancing students' critical thinking, creativity, and communication skills. Previous research still shows limitations, such as the dominance of foreign language learning and the suboptimal integration of various innovative learning methods within a comprehensive framework. Therefore, the development of learning models that systematically integrate various innovative methods is needed to improve the Indonesian language literacy competency of elementary school students in the 21st century.

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AUTHOR CONTRIBUTION STATEMENT

MA was responsible for conceptualizing the study, designing the research framework, drafting the initial manuscript, and finalizing the research. Furthermore, MA was fully responsible for searching for data sources, compiling materials, and analyzing the data required for the study. WY contributed to the literature review, organizing the research materials, and providing final guidance. HA assisted in data analysis, interpreting findings, refining the manuscript, and providing initial research ideas. All authors reviewed and approved the final version of the article, ensuring accuracy and coherence in the presentation of the research.

AI DISCLOSURE STATEMENT

The author used the Paraphrase and AI GPT applications during the preparation of this work to paraphrase sentences, organize the overall flow of the discussion, and support the preparation of the article. After using these applications, the author independently reviewed and refined the research results, which were carried out directly independently, starting from the submission, revision, refinement of the work, and the addition of several scientific sources in this study. In addition, in assisting the writing, the author was assisted by the Google Scholar application in data collection, the use of Mendeley in library integration, and AI GPT as a tool to help compile the research framework and collect several scientific sources needed to refine this research.

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