Cognitive Processes on Reading Literacy in Elementary Schools

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Abstract: One of the main benefits of reading is improving children's language skills. By reading books and a variety of subject matter, children will become familiar with a wider vocabulary and be able to understand different contexts. They will also learn how to write properly and effectively. The cognitive processes involved in reading literacy in elementary schools are a key factor in the development of good reading skills. This cognitive process includes basic abilities such as visual perception, word recognition, understanding phrases and sentences, as well as drawing conclusions and inferences from texts. Therefore, understanding the cognitive processes involved in reading literacy in elementary school is very important to help students acquire good reading skills and be successful in the future. This literature review study discusses cognitive processes in reading literacy in elementary schools. The purpose of this research is to understand how cognitive processes contribute to reading skills in elementary schools. The results of the study show that cognitive processes such as perception, information processing, and text comprehension are very important in helping children develop good reading skills. In addition, factors such as motivation, self-confidence, and learning strategies also have a significant influence on reading skills.

Keywords: reading literacy, cognitive processes, elementary school, reading skills, language learning

Abstrak: *Salah satu manfaat utama membaca adalah meningkatkan kemampuan berbahasa anak. Dengan membaca buku dan berbagai materi pelajaran, anak akan mengenal kosa kata yang lebih luas dan mampu memahami konteks yang berbeda. Mereka juga akan belajar bagaimana menulis dengan benar dan efektif. Proses kognitif yang terlibat dalam literasi membaca di sekolah dasar merupakan faktor kunci dalam pengembangan keterampilan membaca yang baik. Proses kognitif ini mencakup kemampuan dasar seperti persepsi visual, pengenalan kata, pemahaman frasa dan kalimat, serta menarik kesimpulan dan kesimpulan dari teks. Oleh karena itu, memahami proses kognitif yang terlibat dalam literasi membaca di sekolah dasar sangat penting untuk membantu siswa memperoleh keterampilan membaca yang baik dan menjadi sukses di masa depan. Studi literature review ini membahas tentang proses kognitif dalam literasi membaca di sekolah dasar. Tujuan dari penelitian ini adalah untuk memahami bagaimana proses kognitif berkontribusi terhadap keterampilan membaca di sekolah dasar. Hasil penelitian menunjukkan bahwa proses kognitif seperti persepsi, pemrosesan informasi, dan pemahaman teks sangat penting dalam membantu anak mengembangkan keterampilan membaca yang baik. Selain itu, faktor seperti motivasi, kepercayaan diri, dan strategi belajar juga berpengaruh signifikan terhadap keterampilan membaca.*

Kata kunci: *literasi membaca, proses kognitif, sekolah dasar, keterampilan membaca, pembelajaran bahasa*

INTRODUCTION

Reading is one of the important basic skills in the learning process in the elementary school environment. Reading ability is a key domain because reading does not only function as a tool for understanding subject matter, but also as a skill that can help children explore the world, develop imagination, improve language skills, and build knowledge about various

topics (Illøkken et al., 2022; Shara et al., 2020). At elementary school age, children begin to recognize the alphabet and develop their reading skills.

In addition, reading literacy must also be practiced outside the classroom environment. Parents and families should be given support to help students read at home. This can be done by providing reading materials at home, reading story books before bed, or encouraging students to read books in their spare time. (Caviness, 2000; Illøkken et al., 2022) Finally, it is important for schools to measure students' progress in reading literacy. This can be done by testing reading ability, evaluating students' responses or understanding of reading, or measuring students' interest in reading or writing. The data obtained can be used to determine better learning programs and strategies, as well as to help ensure that students achieve the expected level of reading literacy (Caviness, 2000; Illøkken et al., 2022; Isda, 2023; Kim, 2020; Lan & Yu, 2022; Prabowo et al., 2023). A strong and integrated reading literacy structure within the elementary school environment is very important to help students master effective reading skills. Diverse reading materials, effective reading strategies, and support from parents and family must be recognized as part of a successful reading literacy structure.

These are important times in the development of reading, and primary schools have a big role to play in helping children master reading skills Fraseda et al., 2022; Illøkken et al., 2022. Therefore, it is important for primary schools to ensure that teaching reading is a central focus in their curriculum (Fraseda et al., 2022; Illøkken et al., 2022; Shara et al., 2020). Reading literacy is a foundational skill that is critical to future academic and professional success. Good reading skills can help a person to acquire new knowledge and develop a better understanding of the world around him (Shara et al., 2020).

METHOD

The literature review research method is used to collect information and data from various sources of literature related to the research topic to be studied. In this literature review, researchers will find and collect literature that is relevant to the research topic, then analyze and synthesize the data to gain a deeper understanding of the research topic Illøkken et al., 2022. Those steps are:

1. Identify research topics and research objectives to be achieved.
2. Conduct a literature search from various sources such as journals, books, articles, and so on related to the research topic.
3. Conduct literature selection based on predetermined criteria, such as relevance, quality, and novelty.
4. Read and understand the selected literature carefully, then identify themes and topics related to the research topic.
5. Perform analysis and synthesis of data from selected literature, by comparing, classifying, and evaluating the data.
6. Develop a conceptual framework or model that explains cognitive processes in reading literacy in elementary schools based on the results of data analysis.
7. Write a report on the results of a literature review consisting of an introduction, literature review, results of data analysis and synthesis, as well as conclusions and suggestions.

The literature review in this research could provide a deeper understanding of the research topic, especially in terms of understanding the concepts and theories related to the topic. In a literature review on cognitive processes in reading literacy in elementary schools. On the other hand this method can be used to collect and analyze literature related to the

research topic so as to provide a better understanding of the factors that influence reading skills in elementary schools or next steps of education (Lan & Yu, 2022).

FINDING AND DISCUSSION
Reading Literacy and Its Supporting Factors

In addition, reading can also improve verbal communication skills and help children in public speaking (Fraseda et al., 2022; Illøkken et al., 2022; Pitri & Sofia, 2022; Shara et al., 2020). In addition to the benefits in language, reading can also help children explore the world. By reading books and other materials, children can broaden their knowledge on various topics, such as history, science, technology, and many more. This can help children to understand the world in a better way, as well as develop their interest in certain fields.

Reading also helps improve academic skills such as understanding information and analyzing situations. By reading the course material effectively, children can more easily understand the concepts and information taught by their teachers (Fraseda et al., 2022; Kim, 2020). The ability to analyze situations is also very important in everyday life and reading is one of the best ways to practice this skill. However, in today's digital era, reading is often replaced by electronic devices such as cell phones and tablets. Children who spend a lot of time in front of screens are less likely to be interested in reading and their language skills may suffer. Therefore, the role of primary schools in ensuring that children have the opportunity to read and learn from a variety of sources is very important (Fraseda et al., 2022; Kim, 2020; Pitri & Sofia, 2022; Shara et al., 2020).

Metacognitive Processes in Reading Literacy in Elementary School Environment

Reading literacy is the ability to understand and use texts effectively. This includes the ability to read, write and understand different texts in various contexts. Reading literacy is an important skill in everyday life, as it plays an important role in the development of individuals and society as a whole. First of all, reading literacy is important because it helps improve one's language and communication skills. Reading books and a variety of subject matter can broaden vocabulary and increase understanding of different contexts. It enables one to speak and write better, and helps in expressing ideas more clearly and precisely (Fırat & Koyuncu, 2021; Kim, 2020; Nurkaeti et al., 2019; Pitri & Sofia, 2022).

In addition, reading literacy also helps improve one's academic and professional skills. Many jobs today require strong reading skills and the ability to understand complex information. By having good reading literacy skills, one can more easily understand the subject matter and take the right steps in their career. In addition, reading literacy is also very important in one's personal and emotional development levels (Fırat & Koyuncu, 2021; Hassanzadeh & Nikkhoo, 2019; Kim, 2020; Magnusson, 2022; Novela et al., 2022. Reading books can help a person understand different points of view and life experiences, thereby increasing their ability to empathize with others. It can also help in developing empathy and understanding the needs and perspectives of others.

In addition to benefits for individuals, reading literacy is also very important for community development. Countries with high literacy levels usually have lower poverty rates, higher health levels, and better income levels (Fırat & Koyuncu, 2021; Hassanzadeh & Nikkhoo, 2019; Kim, 2020; Magnusson, 2022; Novela et al., 2022; Nurkaeti et al., 2019). People who are educated and skilled in reading tend to be more independent and participate in social and political activities, thereby improving their quality of life and that of society as a whole.

However, challenges in achieving strong reading literacy remain. Several factors such as lack of access to quality reading materials, low motivation to read, and excessive spending time on social media and digital entertainment In addition, reading literacy also helps improve one's academic and professional skills. Many jobs today require strong reading skills and the ability to understand complex information. By having good reading literacy skills, one can more easily understand the subject matter and take the right steps in their career. In addition, reading literacy is also very important in one's personal and emotional development levels (Fırat & Koyuncu, 2021; Hassanzadeh & Nikkhoo, 2019; Kim, 2020; Magnusson, 2022; Novela et al., 2022. Reading books can help a person understand different points of view and life experiences, thereby increasing their ability to empathize with others. It can also help in developing empathy and understanding the needs and perspectives of others.

Therefore, efforts should be made to increase access to quality reading materials and encourage children and adults to read more. In conclusion, reading literacy is very important in the development of individuals and society as a whole in addition, reading literacy also helps improve one's academic and professional skills. Many jobs today require strong reading skills and the ability to understand complex information. By having good reading literacy skills, one can more easily understand the subject matter and take the right steps in their career. In addition, reading literacy is also very important in one's personal and emotional development levels (Fırat & Koyuncu, 2021). Reading books can help a person understand different points of view and life experiences, thereby increasing their ability to empathize with others. It can also help in developing empathy and understanding the needs and perspectives of others.

The ability to read and understand different texts is a very important skill in everyday life and in careers (Caviness, 2000; Magnusson, 2022; Novela et al., 2022; Prabowo et al., 2023). Therefore, efforts must be made to increase reading literacy in all walks of life, thereby creating a society that is more educated, independent, and actively participates in everyday life.

Obstacles in the Reading Literacy Development Process in Elementary Schools

Reading literacy is a very important skill in everyday life. This is because the ability to read and understand text helps a person in carrying out various tasks and activities related to daily life. The importance of reading literacy can be seen in a variety of situations, from reading labels on food products or medicines, to reading instructions on electronic equipment. Reading ability also helps in understanding information from mass media such as newspapers, magazines, books and websites (Chandra et al., 2021).

In addition, reading literacy also allows a person to understand and follow instructions and directions. For example, reading user manuals for electronic equipment such as cell phones or computers, reading maps and road guides while traveling, or reading food recipes while cooking at home. Reading literacy also helps a person to develop analytical and critical skills. When someone reads, he must understand and evaluate the information provided. The ability to understand and analyze text helps one to make decisions and make better decisions in everyday life (Fraseda et al., 2022; Hassanzadeh & Nikkhoo, 2019; Lan & Yu, 2022; Nurkaeti et al., 2019; Pitri & Sofia, 2022; Shara et al., 2020).

In addition, reading literacy also helps someone to increase their vocabulary and understanding of the world around them. When a person reads, he is exposed to many different topics and ideas. It helps a person to broaden their horizons about the world and enhances their ability to think creatively and innovatively. The importance of reading literacy can also be seen in one's professional life. In almost every job, a person must be able to read and understand texts related to their job (Fırat & Koyuncu, 2021; Pitri & Sofia, 2022; Prabowo

et al., 2023; Shara et al., 2020). For example, a doctor must be able to read and understand medical journals to update their medical knowledge, or an engineer must be able to read and understand technical specifications to design and build products.

However, despite the importance of reading literacy in everyday life, there are still many people who lack reading skills. Several factors such as lack of access to reading materials, lack of motivation to read, or addiction to social media and digital entertainment can hinder one's reading literacy development (Hassanzadeh & Nikkhoo, 2019; Isda, 2023). Therefore, efforts must be made to increase reading literacy in society, especially in children and adolescents. Governments and non-profit organizations can work together to provide better access to reading materials, and foster interest and motivation in reading (Isda, 2023). In addition, parents and teachers can also play a role in helping their children to read and understand texts (Hassanzadeh & Nikkhoo, 2019; Isda, 2023; Kim, 2020; Novela et al., 2022; Shara et al., 2020).

The Role of Motivation in the Development of Reading Literacy in Elementary Schools

Reading motivation and metacognition are two very important things in learning and personal development. Motivation to read can affect how often and how well a person reads, while metacognition can help someone to understand and develop their reading skills. Motivation to read is someone's desire or encouragement to read. High motivation to read can affect how often and how well a person who read or write. Low reading motivation can cause a person to be less interested in reading and understanding texts (Hassanzadeh & Nikkhoo, 2019; Illøkken et al., 2022; Isda, 2023; Lan & Yu, 2022; Nurkaeti et al., 2019; Pitri & Sofia, 2022). Metacognition, on the other hand, is a person's ability to understand and control their thought processes while reading. This involves awareness of the reading strategies used, understanding of the topics covered, and the ability to evaluate comprehension and correct it if necessary.

These two factors are interrelated and very important in the development of reading skills. When a person has high reading motivation, he or she tends to be more active and engaged in reading, which can help improve reading skills and text comprehension. Conversely, when someone is less motivated to read, he tends to be less interested and less involved in reading (Fırat & Koyuncu, 2021; Novela et al., 2022; Pitri & Sofia, 2022; Prabowo et al., 2023). However, reading motivation alone is not enough to improve one's reading ability. Metacognition is also very important in helping a person understand and develop their reading skills. By using effective reading strategies and understanding the thought processes involved in reading, one can better improve their reading skills.

Therefore, it is important for someone to develop reading motivation and metacognition as part of their personal development. There are several ways to increase motivation to read, such as reading about topics that interest someone, finding the right time and comfortable place to read, and joining a reading group or book club (Fırat & Koyuncu, 2021; Novela et al., 2022; Pitri & Sofia, 2022; Prabowo et al., 2023). Meanwhile, to improve metacognition, one can start by evaluating their reading strategies, such as understanding the purpose of reading, identifying key information in the text, and reflecting on their understanding after reading. In this case, guidance from a skilled teacher or mentor can help a person develop their metacognition (Fırat & Koyuncu, 2021; Isda, 2023; Kim, 2020; Magnusson, 2022; Pitri & Sofia, 2022; Shara et al., 2020). Reading motivation and metacognition are two very important factors in developing one's reading ability. By developing these two factors effectively, one can improve their reading ability and broaden their horizons and life experiences.

The Role of Reading Literacy in Learning in Elementary Schools

Reading literacy is a very important skill for students at the elementary school level. Reading is a basic skill needed in all fields of study and also in everyday life. To ensure that students can master reading skills effectively, a strong and integrated reading literacy structure is needed in the elementary school environment. The structure of reading literacy in elementary schools consists of several important elements that are interrelated. First of all, students should be given access to a wide variety of reading materials, including story books, magazines, articles and newspapers (Fraseda et al., 2022; Isda, 2023; Lan & Yu, 2022; Pitri & Sofia, 2022; Shara et al., 2020). These materials should be appropriate to students' reading levels and also be of interest to them. Schools can develop class libraries and school libraries to provide access to these various reading materials.

In addition, teachers must pay attention to learning to read in the curriculum. Reading activities should be carried out regularly in class and should focus on specific goals, such as improving reading skills or increasing student comprehension. This activity can be done in small groups or individually, and can involve group discussions or essay writing or responses to readings (Fırat & Koyuncu, 2021; Magnusson, 2022; Novela et al., 2022; Nurkaeti et al., 2019). Students also need to be given training and teaching in effective reading strategies. This can include different reading strategies, such as predicting, identifying important information, and evaluating comprehension. Students should be taught how to use these strategies in different reading contexts.

Cognitive Aspects of Reading Literacy in Elementary Schools

The cognitive aspect is very important in reading. Cognition is a mental process involved in processing information, including in reading. In reading, the cognitive aspect includes a number of processes such as recognizing letters and words, understanding sentence and text structures, and extracting meaning from the text. Recognition of letters and words is the initial process in reading. Students learn to visually recognize letters and words and begin to associate sounds with certain letters and words. Good letter and word recognition skills will help students read more fluently and quickly and allow them to focus on understanding the text (Isda, 2023; Kim, 2020; Shara et al., 2020). After recognizing letters and words, students must learn to understand the structure of sentences and texts. This involves understanding syntax, or grammar, and how sentences are structured to form larger ideas. Students must also understand how to construct texts and organize ideas in clear contexts.

In addition, understanding the meaning in reading also requires good cognition. Students must be able to extract meaning from text, including extracting information, understanding unfamiliar words, and using context to build better understanding (Fraseda et al., 2022; Illøkken et al., 2022; Isda, 2023; Kim, 2020; Shara et al., 2020). It involves the ability to read between the lines and understand hidden and implicit meanings in the text. In addition, metacognition is also an important cognitive aspect in reading. Metacognition is awareness and understanding of the mental processes involved in reading. Students who are skilled in metacognition can monitor their comprehension while reading and use effective strategies to help them improve their understanding when they experience difficulties (Fırat & Koyuncu, 2021; Hassanzadeh & Nikkhoo, 2019; Novela et al., 2022; Pitri & Sofia, 2022; Prabowo et al., 2023).

In order to build the cognitive aspects of reading, it is important for teachers to teach the right techniques and provide sufficient opportunities for practice. Teachers can help

students understand letters and words through introduction exercises and reading exercises. In addition, teachers can help students understand the structure of sentences and texts through exercises that focus on syntax and understanding meaning (Hassanzadeh & Nikkhoo, 2019; Novela et al., 2022; Pitri & Sofia, 2022; Prabowo et al., 2023). In order to build metacognitive skills, teachers can teach students about effective reading strategies and encourage them to monitor their comprehension while reading. This can be done through group reading exercises and class discussions about how students gain an understanding of the text.

Intrinsic Motivation in Reading Literacy in Elementary Schools

Intrinsic motivation in reading refers to the urge that comes from within a person to read. This means that someone reads because they enjoy the activity and feel pleasure in accessing new knowledge and information available through reading. Intrinsic motivation in reading can be increased by providing opportunities to read relevant and interesting material, as well as giving praise and appreciation for student progress (Fraseda et al., 2022; Illøkken et al., 2022; Nurkaeti et al., 2019; Pitri & Sofia, 2022; Shara et al., 2020). However, sometimes intrinsic motivation can be influenced by external encouragement, such as gifts or pressure from others. For example, when students read only because they want to win a prize or fulfill a teacher's assignment requirement, they may lose interest and feel compelled to read. Therefore, it is important to recognize that external drives can influence a person's intrinsic motivation (Caviness, 2000).

This does not mean that external impulses should be avoided altogether. Instead, external encouragement can be well integrated in order to increase intrinsic motivation. For example, if students are given prizes for achieving their reading goals, it is important to choose relevant and attractive prizes to excite students in reading, thus increasing their intrinsic motivation. In addition, external encouragement can also be in the form of constructive feedback from the teacher (Caviness, 2000; Novela et al., 2022; Prabowo et al., 2023). Teachers can provide feedback that helps students improve their reading skills, which can increase self-confidence and intrinsic motivation. However, it is important to ensure that the feedback provided focuses on student progress and achievement, not just poor performance.

CONCLUSION

In conclusion, intrinsic motivation in reading is an encouragement that comes from within a person to read. External encouragement, such as gifts or feedback from teachers, can affect a person's intrinsic motivation, both positively and negatively. Therefore, it is important for teachers to recognize the role of external drives in reading and look for ways to properly integrate external drives in order to increase students' intrinsic motivation.

1. Cognitive processes in reading literacy in elementary schools include basic skills such as visual perception, word recognition, understanding phrases and sentences, and drawing conclusions and inferences from texts.
2. The importance of understanding cognitive processes in reading literacy in elementary schools is to help students acquire good reading skills and be successful in the future.
3. Teachers can help students develop good reading skills using the right approach, such as providing an understanding of basic concepts, building information processing skills, and providing support and positive reading experiences.

Cognitive processes in reading literacy in elementary schools are an important aspect in the development of good reading skills, but cannot be separated from students' social and

emotional factors. Therefore, the right approach must consider these factors in an effort to develop good reading skills in elementary schools.

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