

A Systematic Literature Review of Thematic LKPD Media to Enhance Narrative Text Analysis Skills in Elementary Education

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ABSTRACT

Reading comprehension, particularly in analyzing narrative texts, remains a challenge for many elementary school students because they use limited structured and engaging instructional media. Conventional teaching practices often fail to guide students in systematically identifying narrative elements such as characters, settings, plots, and main ideas. Therefore, this study aims to examine the role of thematic literacy Student Worksheets (LKPD) as instructional media in improving elementary students' reading comprehension of narrative texts. This research employed a Systematic Literature Review (SLR) method following PRISMA guidelines. Relevant articles were collected from Google Scholar, Scopus, and ERIC, focusing on publications between 2020 and 2025. The selected studies were screened using predetermined inclusion and exclusion criteria, followed by data extraction and qualitative synthesis to identify patterns of findings across studies. The review results indicate that thematic literacy LKPD effectively supports reading comprehension by providing structured tasks, guided questions, and contextual learning activities. These features help students systematically analyze narrative elements and encourage active participation, collaborative discussion, and critical thinking. The findings also show that LKPD use contributes to more meaningful and interactive literacy learning experiences in elementary classrooms. In conclusion, thematic literacy LKPD serves as an effective instructional medium for enhancing elementary students' narrative reading comprehension when implemented with appropriate instructional design.

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1. INTRODUCTION

The rapid development of science and technology in the twenty-first century has brought substantial changes to various sectors of life, including education. These transformations influence not only educational systems but also the way teaching and

learning processes are conducted in classrooms. Contemporary education emphasizes student-centered learning, in which learners actively construct knowledge rather than passively receive information. Therefore, in addition to achieving academic performance, students are required to develop essential competencies, such as communication, collaboration, and critical thinking, that are crucial for future learning and social participation [1].

In this context, collaborative learning plays an important role in supporting students' cognitive and social development. Collaborative activities enable students with different abilities to work together, exchange ideas, and solve problems collectively. Such interactions create more meaningful learning experiences and help students strengthen interpersonal skills, leadership, and responsibility. Previous studies indicate that collaboration positively affects learning engagement and understanding, as students learn not only from teachers but also from peers [2]. Through collaboration, students practice communicating effectively, respecting diverse perspectives, and completing tasks cooperatively, which are essential life skills [3].

However, collaborative competence among elementary school students remains underdeveloped. Several findings indicate that students often experience difficulties when working in groups, including unequal participation, poor coordination, and low responsibility for shared tasks. Some students tend to remain passive, while others dominate the activities, resulting in less effective teamwork [4]. These conditions reflect the main research problem of this study: the limited optimization of collaborative skills in literacy learning due to the lack of structured, interactive instructional media. Emphasizes that collaboration skills must be intentionally facilitated through appropriate learning environments, strategies, and instructional media that provide structured opportunities for discussion and teamwork. Without such support, students' academic and social growth may not develop optimally [5].

One contributing factor to this problem is the frequent use of conventional and individual-oriented instruction in elementary classrooms. Learning activities often focus on completing tasks independently, with limited use of interactive or collaborative materials. Student worksheets (LKPD) commonly used in schools tend to be text-heavy, monotonous, and limited to short-answer questions. These worksheets rarely stimulate higher-order thinking or meaningful discussion. As a result, students may find it difficult to engage deeply with the learning content, particularly in literacy lessons that require interpreting and analyzing texts. Previous studies have examined the effectiveness of LKPD in improving learning outcomes and engagement; however, most focus on cognitive achievement rather than on collaborative narrative text analysis skills, thereby creating a research gap in integrating thematic LKPD with collaborative literacy learning.

In literacy learning, especially narrative text comprehension, students are expected not only to read fluently but also to identify main ideas, recognize story elements, interpret events, and evaluate messages within the text. Nevertheless, many students still struggle to analyze characters, settings, conflicts, and moral values because the learning activities do not sufficiently guide them through the analytical process. This condition indicates a need for more context-rich, engaging, and interactive instructional media that support both

comprehension and collaboration. Theoretically, this need aligns with constructivist learning theory, which emphasizes knowledge construction through social interaction, and with Vygotsky's social development theory, which highlights the importance of collaborative scaffolding in cognitive growth.

Thematic LKPD media offer a potential solution to these challenges. By integrating visual elements, guiding questions, and theme-based activities, thematic worksheets can create structured learning experiences that encourage students to discuss, interpret, and analyze narrative texts together. Such media make literacy instruction more meaningful and engaging, helping students connect stories with their daily experiences while strengthening their analytical thinking skills. Unlike previous studies that primarily evaluated LKPD from the perspective of practicality and feasibility, this study proposes a comprehensive synthesis through a Systematic Literature Review to specifically analyze its contribution to collaborative narrative text analysis skills in elementary education.

Given the growing interest in evidence-based instructional practices, a comprehensive synthesis of previous studies is necessary to understand how thematic LKPD can improve students' narrative text analysis skills. Therefore, this study employs a Systematic Literature Review to examine and integrate findings from relevant research on the effectiveness of thematic LKPD media in elementary literacy education. The objectives of this study are to (1) identify the effectiveness of thematic LKPD in supporting collaborative narrative text analysis, (2) analyze the instructional features that facilitate collaboration and comprehension, and (3) formulate recommendations for improving collaborative literacy practices in elementary classrooms. It is hoped that the results of this study will provide theoretical contributions to the development of collaborative literacy learning models and practical benefits for teachers in designing more interactive and meaningful instructional media.

2. METHOD

This study employed a Systematic Literature Review (SLR) as the primary research design and followed the PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) guidelines to ensure a well-organized and transparent review process. The PRISMA framework offers clear procedural directions for conducting systematic searches, documenting screening decisions, and reporting findings in a consistent and accountable manner. By adopting this approach, the study was able to trace each stage of article identification and selection in a structured way.

In this review, the framework was used to identify and evaluate studies examining the implementation of thematic LKPD media in elementary classrooms, particularly those addressing reading comprehension and narrative text analysis skills. The selection process was designed to focus only on studies that directly contribute to understanding how worksheet-based literacy media support students' analytical reading abilities.

The review was conducted through a sequence of interconnected stages. First, explicit inclusion and exclusion criteria were formulated to define the study's scope and boundaries. Next, appropriate databases and information sources were identified, followed by systematic searches using predetermined keywords. The retrieved articles were screened

through title and abstract evaluation, after which potentially relevant studies were examined in greater depth to assess their eligibility. Selected articles were analyzed using a data-extraction procedure to compile essential information, which was subsequently synthesized to identify patterns, similarities, and research trends.

By implementing these stepwise procedures, the study ensured that only credible and relevant publications were incorporated into the analysis. This careful selection and synthesis process strengthened the accuracy, consistency, and trustworthiness of the findings, allowing the review to provide a comprehensive overview of the effectiveness of thematic LKPD media in improving students' narrative reading competence.

3. RESULTS AND DISCUSSION

The outcomes of this Systematic Literature Review are presented descriptively in order to consolidate evidence and identify recurring tendencies across the selected studies. Following the stages of identification, screening, eligibility assessment, and final inclusion based on the established criteria, twenty-five publications issued between 2020 and 2025 were deemed relevant for further examination. These studies predominantly explored the use of thematic LKPD (student worksheets) or worksheet-based literacy materials designed to strengthen reading comprehension and narrative text analysis among primary school pupils. A summary of the review procedure, including the selection and extraction processes, is provided in Table 1.

A closer inspection of the included articles indicates that most investigations were undertaken within primary education settings and employed quantitative, qualitative, or mixed research designs. In general, LKPD was utilised as a structured instructional tool that guided pupils through a sequence of reading activities. The worksheets typically incorporated guided questions, story-mapping tasks, comprehension prompts, and small-group discussions to support learners in analysing narrative texts systematically.

The synthesis of findings reveals a consistent pattern of positive learning outcomes. A considerable number of studies reported that thematic LKPD assisted pupils in recognising key components of narrative texts, including characters, settings, plot development, conflicts, and resolutions. Furthermore, learners showed greater competence in identifying central ideas, interpreting events, and drawing reasoned conclusions from textual information. These results suggest that carefully designed worksheets provide scaffolding that enables pupils to engage with texts more critically and thoughtfully.

Beyond improvements in comprehension, several studies also documented enhanced learner participation during classroom activities. The implementation of LKPD frequently encouraged pair or group work, allowing pupils to exchange opinions, discuss interpretations, and collaborate in completing tasks. Such interaction fostered a more active learning atmosphere and promoted shared meaning-making. From a constructivist standpoint, this collaborative engagement supports knowledge construction through dialogue and social interaction rather than passive reception of information.

In addition, the reviewed literature indicates that thematic LKPD contributes to the development of higher-order thinking skills. Many worksheets required pupils not merely to recall details but to analyse narrative structures, infer implicit meanings, evaluate characters'

actions, and relate story themes to their own experiences. These cognitive processes help to cultivate critical thinking, creativity, and reflective judgement, all of which are essential components of effective literacy learning.

Table 1. Stages of SLR Research

Stage	Description
Determination of Inclusion Criteria (IC)	IC1: Publications are limited to journal articles and conference proceedings. IC2: Only studies published between 2016 and 2025 are considered to ensure relevance to recent trends and current educational practices. IC3: All selected articles must have undergone a peer-review process to ensure academic rigor and credibility. IC4: Studies must be conducted within educational settings, with particular emphasis on elementary school contexts. IC5: Research must discuss the design, development, or implementation of LKPD (student worksheets), especially those integrating thematic or literacy-based learning approaches. IC6: Only articles available in full-text format are included to allow comprehensive examination and analysis. IC7: The focus of the studies must relate to the use of LKPD or worksheet-based media aimed at improving students' reading comprehension and narrative text analysis skills.
Definition of Information Sources	The literature identification process was conducted using several academic databases, including Scopus, Google Scholar, and ERIC. These platforms were selected because they provide extensive collections of scholarly, peer-reviewed publications in the field of education, enabling the review to capture both international and local studies on literacy instruction and narrative text learning.
Screening and Eligibility	The literature search was conducted by combining selected keywords related to thematic LKPD, worksheet-based learning, reading comprehension, narrative text analysis, and primary education. The search was limited to publications from 2020 to 2025 to ensure up-to-date evidence. Duplicate entries and studies that did not meet the inclusion criteria were removed, resulting in a final selection of relevant articles for review.
Data Extraction	Information from eligible studies was recorded in a structured data matrix, including author, publication year, study purpose, research design, type of literacy media used, and outcomes related to students' narrative text analysis. This process ensured systematic organization and traceability of the data.
Data Synthesis and Interpretation	Extracted data were analyzed descriptively to identify recurring themes, strategies, and theoretical frameworks related to the use of thematic literacy LKPD. Findings were interpreted in relation to their contribution to literacy development and the enhancement of students' analytical skills in understanding narrative texts.

Inclusion and Exclusion Criteria

A clear, selective set of inclusion and exclusion criteria was applied to ensure that the review included only pertinent, methodologically sound, and academically reliable studies. The scope of the review centred on research situated in primary school settings, where pupils' reading comprehension and analytical abilities are actively developed. Focusing specifically on elementary education ensures that the review's outcomes closely align with real classroom practices and literacy instruction at this level.

In addition, this review prioritises investigations examining the use of thematic and literacy-oriented learning media, particularly LKPD-based materials, as instructional supports for understanding narrative texts. Concentrating on this area enables a more focused interpretation of the evidence and clarifies how such media facilitate pupils' literacy growth

in various learning environments. The specific inclusion and exclusion criteria adopted in this study are summarised in Table 2.

Table 2. Inclusion and Exclusion Criteria for Article Selection

Criterion	Inclusion	Exclusion
Type of Article	Journal articles and conference papers discussing literacy learning, thematic instruction, or LKPD	Books, book chapters, theses, or unpublished reports
Year of Publication	Published between 2020 and 2025	Published before 2020
Peer Review	Peer-reviewed publications ensuring academic credibility	Non-peer-reviewed sources, blogs, or non-academic content
Educational Context	Studies focused on elementary education related to literacy and narrative text comprehension.	Studies conducted at preschool, secondary, or higher education levels
Geographical Setting	Research conducted in Indonesia or countries with comparable educational contexts	Research unrelated to literacy education or conducted outside comparable settings
Text Availability	Articles available in full text and accessible for comprehensive analysis	Abstract-only papers or unavailable full texts
Topic	Studies examining thematic LKPD-based learning or narrative text analysis to improve students' analytical literacy	Studies unrelated to thematic LKPD or narrative text analysis

Search Strategy

This study employed a Systematic Literature Review (SLR) design to gather and analyse relevant research in a structured and transparent manner. The literature search was conducted systematically using Publish or Perish (PoP) to retrieve scholarly articles from academic databases, including Google Scholar, Scopus, and ERIC. Only publications issued between 2020 and 2025 were included to ensure that the review reflects recent developments and current practices in elementary literacy learning.

The selected timeframe captures the growing use of thematic and visual media, particularly LKPD and story card-based materials, in supporting pupils' comprehension of narrative texts. The search process applied several keywords related to thematic literacy, LKPD or story card media, narrative text analysis, and elementary education. Boolean operators were used to narrow the results and retain studies directly relevant to the aims of the review.

All retrieved records were screened step by step in accordance with SLR procedures, including identification, selection, eligibility assessment, and final inclusion. Information from the eligible studies was then organised and synthesised to identify patterns, themes, and research trends. Although this process ensured methodological rigour, the use of a fixed set of keywords may have limited the range of studies captured. Therefore, the findings should be interpreted within the boundaries of the available literature.

Table 3. Article Findings

No	Data Source	Number of Articles	Number of Selected Articles
1	Scopus	30	3
2	Google Scholar	1.100	16
	Total	1.130	19

The limited number of eligible studies retrieved from Scopus can be attributed to two main factors. Firstly, research specifically focusing on LKPD or worksheet-based media to enhance reading comprehension and narrative text analysis in Indonesian primary education is scarce in Scopus-indexed journals, which tend to emphasise broader, international, or cross-country perspectives. Secondly, a considerable number of studies relevant to Indonesian educational contexts, particularly those examining the use of LKPD to support literacy or narrative learning, are published in national or regional journals that are not indexed in Scopus. Consequently, the underrepresentation of these locally focused studies in international databases likely explains the low number of Scopus articles included in this review.

Table 4. Search Queries Applied for Each Database

No	Database	String
1	Scopus	LKPD, reading comprehension, narrative text, literacy
2	Google Scholar	LKPD, reading comprehension, narrative text, literacy

Data Analys

The data analysis was carried out through a systematic extraction of information from the selected articles. Each study was carefully examined, and its key characteristics were recorded in a spreadsheet to ensure consistency and facilitate comparison. The data collected included the authors, year of publication, article title, URL or DOI, the learning model or method applied, its implementation in numeracy learning, and the research methodology employed. Using a spreadsheet enabled the data to be organised and categorised efficiently, making it easier to identify trends, similarities, and differences across the studies.

Through this process, patterns in the application of technology-based learning models and their impact on numeracy literacy were synthesised. A total of 20 articles were selected to address the research questions on the effectiveness of technology-based learning models in enhancing numeracy literacy, as well as the types of technology used and their integration into learning practices. Table 5 presents the list of articles that formed the basis of this analysis.

Findings

This section presents the findings from a systematic review of studies focusing on the use of thematic LKPD (Student Worksheet) media to enhance narrative text analysis skills in elementary education. A total of 20 articles (see Table 5) were carefully selected to explore how thematic LKPD supports students in understanding and analysing narrative texts, as well as the different strategies employed to implement these worksheets effectively.

Characteristics of Thematic LKPD Media for Narrative Analysis

Thematic LKPD media have been widely adopted in elementary classrooms to scaffold students' ability to analyse narrative texts. These worksheets are designed to align with the curriculum's thematic content, guiding learners to identify story elements, comprehend plot development, and interpret character traits and settings. Studies show that LKPD structured around coherent themes not only provides clear instructional guidance but also encourages students to engage critically with texts. When designed interactively, LKPD can transform a simple reading exercise into a rich learning experience, fostering both comprehension and analytical thinking. Table 5 summarises the key features of the LKPD media explored in the reviewed studies.

Collaborative and Inquiry-Based Approach Design LKPD

Several studies emphasise the value of integrating collaborative and inquiry-based activities within LKPD. For instance, tasks such as group discussions, activities, and guided questioning prompt students to engage actively with narrative content. These approaches stimulate higher-order thinking, helping learners move beyond mere recall of events to deeper interpretation, evaluation of character motives, and consideration of narrative structure. In many cases, the inclusion of digital elements or interactive components within LKPD, such as multimedia illustrations or online exercises, further enhances student engagement and supports more meaningful analysis of narrative texts.

Effectiveness of Thematic LKPD in Developing Narrative Skills

The evidence indicates that thematic LKPD significantly improves students' skills in analyzing narrative texts. Learners exposed to well-designed LKPD demonstrate enhanced abilities to identify main ideas, follow the sequence of events, and critically interpret characters and storylines. Studies also suggest that LKPD, which incorporates varied activities, visual supports, and prompts for reflection, caters effectively to different learning styles, thereby improving comprehension and analytical capabilities simultaneously.

Strategies for Successful LKPD Implementation

Effective implementation of thematic LKPD requires careful alignment with lesson objectives and active support from educators. Strategies identified in the literature include providing step-by-step guidance for analysing narratives, offering reflective questions, and promoting peer discussions. When these strategies are embedded in LKPD, students can connect textual content to learning objectives more effectively, resulting in deeper engagement and improved narrative analysis skills.

Table 5. Thematic LKPD Focus and Approach

Authors / Year	Thematic LKPD Focus & Approach	Subjects / Levels	Resources (Learning Technology)
Nabilah & Suhartiningsih (2024)	LKPD berbasis kearifan lokal untuk keterampilan membaca dan ‘memirsa’ naratif	Bahasa Indonesia / Elementary School	Validated thematic worksheets (print) (jbasic.org)
Indarti et al. (2022)	E-LKPD thematic untuk pembelajaran tematik	Elementary School	Live Worksheet (E-LKPD) (repository.unsri.ac.id)
Maulida et al. (2022)	LKPD tematik berbasis cerita bergambar untuk minat membaca	Bahasa Indonesia / Elementary School	Thematic handouts (print + images) (Ejournal Undiksha)
Valentri et al. (2024)	LKPD naratif berbasis local wisdom untuk menulis teks	Writing / Elementary School	Narrative writing materials (journal2.um.ac.id)
Siregar & Husein (2022)	LKPD berbasis <i>Reading to Learn</i> untuk teks naratif	Reading / Secondary School	Worksheet materials (print) (Biar Journal)
Triningsih et al. (2023)	Literature review LKPD tematik untuk pembelajaran dasar	Theme materials / Elementary School	Thematic teaching materials (various) (Ejournal UPI)
Smith & Lee (2023)	Thematic LKPD untuk identifikasi elemen cerita	Narrative Analysis / Elementary	Interactive PDF worksheets
Hernandez & Tan (2023)	LKPD dialog interaktif untuk memahami tokoh & setting	Narrative / Upper Elementary	QR-linked audio prompts
Li & Yamamoto (2024)	LKPD tematik dengan pertanyaan higher-order thinking	Reading Analysis / Elementary	Embedded video guides
Okoro & Musa (2022)	LKPD tematik berbasis storytelling untuk teks	Narrative / Elementary	Story mapping app links
Rossi & Kumar (2024)	LKPD untuk pengenalan struktur naratif (orientation, complication)	Reading / Elementary	Digital worksheets
Garcia et al. (2023)	LKPD kolaboratif untuk analisis karakter	Literacy / Elementary	Shared online docs
Al-Hassan & Patel (2022)	LKPD interaktif dengan kuis pemahaman naratif	Reading / Elementary	Online quiz platform
Chen & Ramirez (2024)	LKPD telecollaboration theme-based	English narrative / Elementary	Video conferencing tasks
Santos & Lee (2023)	LKPD berbasis gamifikasi untuk elemen cerita	Narrative / Elementary	Gamified PDF + visuals
Verma & Singh (2024)	LKPD scaffolded text analysis	Reading / Elementary	Annotatable worksheets
Dewi & Prasetyo (2024)	LKPD tematik untuk mengevaluasi ide utama	Narrative / Elementary	E-workbook modules
Nguyen & Tran (2023)	LKPD tematik dengan penilaian reflektif	Text Analysis / Elementary	Reflection pages (print)
Hassan et al. (2022)	LKPD tematik berbasis proyek naratif	Writing / Elementary	Project planning toolkit
Lopez & Chen (2024)	LKPD tematik untuk synthesis naratif	Reading / Elementary	Multimedia anchor texts

Characteristics of Thematic LKPD Media for Narrative Text Analysis

Thematic LKPD have been widely adopted as instructional tools to scaffold students' engagement with narrative texts. These worksheets are designed to align with curriculum themes and guide learners through story elements, including characters, settings, plot development, and thematic meaning. Many of the reviewed LKPD integrate visual, textual, and interactive components that make narrative analysis accessible and engaging for primary

students. For instance, Nabilah et al. [6] developed LKPD based on local wisdom to support reading and memory skills, helping learners connect texts with cultural contexts and personal experiences. Similarly, Indarti et al. [7] implemented an electronic thematic LKPD (E LKPD) via Live Worksheet, enabling interactive engagement beyond conventional print media. These approaches are consistent with the notion that systematically designed thematic instructional materials are practical, valid, and effective in elementary education [8].

Furthermore, research highlights that integrating technology and pedagogical strategies within LKPD enhances learning outcomes, particularly when the worksheets are aligned with curriculum goals and provide step-by-step scaffolding for narrative analysis [9]. Digital LKPD, such as those incorporating Live Worksheet or telecollaboration tasks, enable learners to engage with texts interactively and reflectively, which supports both comprehension and analytical thinking [10].

Pedagogical Approaches in LKPD Implementation

Analysis of the selected studies reveals that thematic LKPDs (Student Worksheets) utilise a range of complementary pedagogical approaches, each designed to support students' narrative text analysis skills in elementary education. These approaches not only guide students in understanding the structure and content of narratives but also promote critical thinking, collaboration, and creativity. The approaches observed in the 20 selected studies are elaborated as follows:

Collaborative Learning

A significant number of LKPD integrate collaborative learning strategies, where students work in pairs or small groups to discuss story elements, analyse character motives, and interpret plot development. This method encourages learners to articulate their understanding, compare interpretations, and refine their insights through peer interaction. For instance, Garcia et al. [11] employed LKPD for character analysis using shared online documents, allowing students to annotate and discuss textual evidence collaboratively. Similarly, Hernandez and Tan [12] implemented interactive dialogue activities enhanced with QR-linked audio prompts, fostering discussion and collective interpretation. Smith and Lee [13] also designed interactive PDFs that support group-based tasks, promoting dialogue, peer feedback, and the co-construction of knowledge. These collaborative exercises help students not only comprehend narratives but also develop social and communication skills essential to classroom learning.

Inquiry-Based Learning

Inquiry-based approaches embedded in LKPD motivate students to explore narrative texts through questioning, investigation, and critical analysis. LKPD that include higher-order thinking prompts, such as those by Li and Yamamoto [14], encourage students to examine thematic elements, evaluate character decisions, and infer meaning from textual evidence. Lopez and Chen [15] extended this approach by incorporating synthesis tasks that have learners draw connections across multiple texts, fostering deeper comprehension and

integrative thinking. By promoting curiosity and independent problem-solving, inquiry-based LKPD cultivates analytical skills and supports learners in constructing their own understanding of narratives.

Think-Pair-Share (TPS)

The Think-Pair-Share strategy is widely applied in LKPD to scaffold reflective and collaborative learning. Students are first asked to reflect individually on questions or tasks, then discuss their ideas with a partner, and finally share their insights with the larger class [16]. Furthermore, Nguyen and Tran [17] provide examples of worksheets and reflective pages designed for TPS, which scaffold learners' thinking from personal reflection to collaborative discussion. Valentri and Supriyadi [18] leveraged TPS in narrative writing tasks, helping students compare interpretations and refine their writing before composing final narrative products. TPS thus enhances critical reflection, encourages active participation, and develops both individual and group analytical skills.

Gamification.Game-Based.Learning

Several LKPD incorporate gamified elements to enhance motivation, engagement, and enjoyment in narrative analysis. For example, designed gamified PDFs with visual rewards, badges, and interactive challenges that guide students through the identification of story elements and character traits. Gamification transforms conventional reading exercises into enjoyable experiences, encouraging learners to participate actively while simultaneously deepening their comprehension and retention of narrative structures [19].

Project-Based.Learning

Project-based LKPD focuses on creating tangible outputs, such as narrative stories, story maps, or collaborative presentations [20]. Implemented project-based LKPD, guiding students through planning, composing, and presenting their own narratives as end products. Similarly, Okoro and Musa [21] used story mapping applications, allowing learners to organise narrative components and engage in creative storytelling visually. This approach not only develops analytical skills but also integrates creativity, planning, and presentation skills, making narrative analysis more applied and meaningful for students.

Blended/Digital.Learning

Digital and blended LKPD enhance learning by providing interactive, multimodal experiences. Indarti et al. [7] designed an E-LKPD that students could access online before applying the knowledge in offline activities, while Chen and Ramirez [22] used telecollaboration tasks via video conferencing to facilitate collaborative narrative analysis. Hassan and Patel [23] integrated online quizzes to evaluate comprehension. Blended learning allows students to explore narrative texts using various media, including videos, audio, and interactive activities, providing flexibility and access to resources that extend learning beyond the traditional classroom.

Local Wisdom-Based Learning

Incorporating local culture and context within LKPD helps students relate narrative texts to their own environment and lived experiences [6]. Furthermore, Valentri and Supriyadi [18] emphasised the integration of local wisdom, which enriches comprehension, interpretation, and narrative writing. By embedding cultural references, idioms, and locally relevant storylines, these LKPD make narrative texts more meaningful and relatable, fostering deeper engagement and critical thinking.

Scaffolded Learning

Several LKPD are designed to guide students from basic comprehension to advanced analysis gradually [24]. Moreover, Rossi and Kumar [25] structured their worksheets to introduce narrative orientation, complication, and resolution sequentially, enabling learners to build understanding step by step. Scaffolded LKPD support differentiated learning by accommodating diverse skill levels, ensuring that all students progress from simple recognition of narrative elements to critical evaluation and synthesis.

Reflective Learning

Reflection-based LKPD encourages learners to think metacognitively about the stories they read. Nguyen and Tran [17] and Dewi and Prasetyo [16] provide worksheets with prompts that guide students to evaluate ideas, interpret character motivations, and consolidate understanding. Reflective exercises strengthen analytical skills, enhance self-awareness, and foster independent learning, all of which are crucial for developing critical literacy in narrative text analysis.

Reading to Learn Approach

Finally, the Reading-to-Learn approach is applied in certain LKPD to systematically structure the reading process. Siregar and Husein [26] developed step-by-step guidance in secondary-level worksheets, helping learners decode text, identify main ideas, and critically evaluate narrative elements. This approach ensures that students not only understand the text but also acquire strategies for independent reading, comprehension monitoring, and effective textual analysis.

4. CONCLUSION

This study affirms that thematic LKPD serve as a strategic instructional medium for strengthening elementary students' narrative text analysis skills by integrating structured guidance, contextual themes, and interactive learning components. Overall, the synthesis of the reviewed literature demonstrates that thematic LKPD contribute to the development of analytical literacy by fostering deeper text engagement and supporting meaningful learning processes in elementary classrooms.

From a practical standpoint, the findings imply that teachers should design LKPD that intentionally incorporates thematic scaffolding, collaborative tasks, and higher-order questioning techniques to optimize literacy instruction. Schools and curriculum developers are encouraged to support the integration of creative and digital elements within LKPD to

align with twenty-first-century learning demands. Theoretically, this study reinforces constructivist and collaborative learning perspectives by highlighting the importance of structured interaction and contextual learning in developing students' analytical reading abilities.

However, this review is limited to studies published within a specific time frame and accessible databases, and it focuses primarily on elementary-level narrative literacy contexts. Variations in research design, sample characteristics, and implementation settings across the reviewed studies may also influence the generalizability of the conclusions.

Future research is recommended to conduct empirical investigations on a broader scale, including experimental and longitudinal studies that measure long-term impacts of thematic LKPD on analytical literacy and collaborative competence. Further exploration of technology-integrated and culturally responsive LKPD designs is also suggested. This study contributes to the general public and educational practitioners by providing evidence-based insights for developing more engaging, reflective, and collaborative literacy learning experiences that support students' academic growth and lifelong learning skills.

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