



Research Trends in Children's Literature Learning in Elementary School based on Scopus Database (2013-2023)

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Abstract

Children's literature learning in elementary schools plays an important role in children's cognitive, emotional and literacy development. This study used bibliometric methods to analyze research trends on children's literature learning in elementary schools indexed in the Scopus database during 2013-2023. This study aims to identify and understand the latest trends in children's literature research and their impact on educational practice. Data were retrieved from the Scopus database, which includes publications from various international journals. The analysis results showed that the number of publications related to this topic increased significantly, from 11 documents in 2013 to 42 documents in 2023. It reflects the increased interest and attention to children's literature learning field. The research also identified key authors, such as López-Robertson, J. and Rosário, P., as well as countries with significant contributions, such as the United States and Indonesia. The most common document type was scientific articles, followed by conference papers and book chapters. The VOSviewer analysis revealed three main clusters: the impact of interventions in basic education, learning experiences and educators' perspectives and technology and literacy applications in children's literature education. The findings underscore the importance of innovative approaches in literature teaching as well as the integration of technology in the curriculum to improve student engagement and learning outcomes. This study is expected to provide valuable insights for educators, researchers and policymakers in designing effective and relevant learning strategies.

Keywords: Children's Literature learning, Research Trend, Elementary School

1. INTRODUCTION

Children's literature learning in elementary schools plays an important role in students' cognitive and emotional development and contributes to the improvement of basic literacy skills. Children's literature is not only a medium of entertainment, but also as a tool to introduce moral and social values, improve critical thinking skills and develop children's imagination and creativity [1]. In the last decade, various studies have shown that learning children's literature can improve various aspects of

children's development, including literacy skills, cultural understanding, and empathy [2], [3],[4].

Furthermore, children's literature introduces children to different cultures and perspectives, which can enhance their understanding of diversity and develop a sense of empathy. Through stories, children can learn about the lives of others, understand differences, and appreciate diversity. Pulimeno et al [5] stated that children's literature learning can facilitate children develop cultural understanding and empathy, which are essential skills in an increasingly global and connected society. With the development of technology and changes in the education curriculum, the methods and material of children's literature learning must adapt and keep pace with evolving needs. Digital technology offers new opportunities to introduce literature to children through interactive media such as e-books, apps, and educational games. However, it also requires educators to integrate technology effectively in the curriculum without compromising the traditional values of literature learning [6].

Previous studies have shown that children's literature learning has a significant impact on children's character and moral development, as well as enhancing critical thinking and creativity. [7] found that children's literature can facilitate a deeper understanding of moral and ethical values, while Roche [8] identified that engagement in children's literature enhances critical thinking skills and innovation in problem-solving. However, with the rapid development of technology and changes in the education curriculum, a more in-depth analysis is needed to understand how the latest research trends affect the practice of children's literature learning in elementary schools. Technology has transformed the way literary materials are delivered and accessed, offering new opportunities for interactivity and deeper engagement. Moreover, the evolving curriculum that emphasizes digital literacy and the integration of new media demand adaptations in pedagogical approaches and the types of literature introduced to students [6].

The bibliometric method is an approach to analyze scientific literature using statistical techniques, it allows researchers to identify trends, patterns, and research developments within a particular field [9],[10]. Bibliometric analysis can map the dynamics of research, the identification of key contributions in the literature and the revelation of researchers and institutions collaborations [11]. In the context of children's literature learning in elementary schools, bibliometric analysis can help identify key topics, leading authors, and the most influential journals and conferences.

Therefore, this study aims to identify and analyze research trends in children's literature learning in elementary schools, with a particular focus on publications indexed in the Scopus database during the period between 2013 until 2023. This analysis is expected to provide valuable insights for educators, researchers, and policymakers in developing effective and relevant learning strategies. By understanding the latest trends and findings in this research, it is hoped that innovative approaches can be designed to improve the quality of children's literature learning in elementary schools.

2. METHODS

This study used bibliometric methods to analyze research trends on children's literature learning in elementary schools indexed in the Scopus database between 2013-2023. The bibliometric method involves collecting and analyzing scientific publication data using statistical techniques to identify patterns, trends, and key contributions in a particular field. The initial phase of this study was a literature search in the Scopus database utilizing the related keywords, “children's literature learning in elementary school”. The data collected included article title, author, journal, year of publication, abstract, and number of citations. Furthermore, bibliometric analysis was conducted using software such as Bibliometrix and VOSviewer to map collaboration networks between researchers, identify the key topics discussed in the research and determine the most influential journals and conferences. The analysis results will provide a comprehensive informations of the development and direction of research in the field of children's literature learning in elementary schools, which can be used to formulate recommendations for educational policies and practices [9],[10],[11].

3. RESULTS AND DISCUSSION

3.1 Graph of Children’s Literature Research in Elementary School

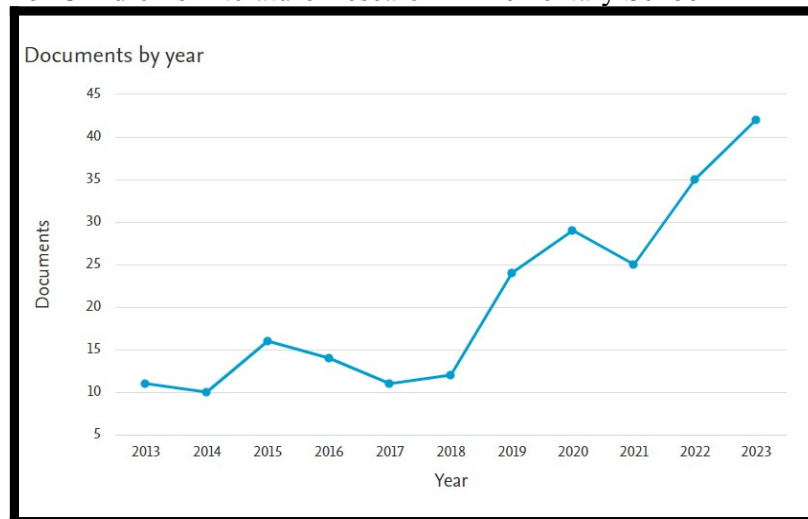


Figure 1. Research Documents on Children's Literature in Elementary Schools

The graph illustrated the trend of the number of documents related to children's literature learning in elementary schools indexed in the Scopus database from 2013 to 2023. At the beginning of the period, the number of documents was relatively stable with around 10-11 documents in each year during 2013 and 2014, then it increased significantly to 16 documents in 2015. Subsequently, the number of documents fluctuated with 14 documents in 2016, decreased to 11 documents in 2017 and slightly increased to 12 documents in 2018. In 2019, the number of documents increased significantly to 24 documents and continued to rise until it reached 29

documents in 2020. This upward trend persisted with the number of documents reaching 25 in 2021, 35 in 2022 and a peak of 42 documents in 2023. This data shows an increased interest and attention to research on children's literature learning in elementary schools, especially in the last three years, which may be influenced by the development of digital technology and increased awareness of the importance of literacy.

The increasing amount of research on children's literature learning in elementary schools has some significant impacts on educational practice. First, the proliferation of research allows educators to access more innovative and evidence-based teaching methods and strategies. It improves the quality of literature learning by presenting approaches that are more effective in developing students' literacy, critical thinking, and creativity skills [12]. Secondly, this research also helps in a deeper understanding of how children's literature can be used as a tool to teach moral and social values. Consequently, teachers can be more effective in integrating literature into the curriculum to develop students' character and empathy, which is crucial in the formation of children's personalities [13]. Thirdly, with the increase in research, there is more evidence of the the long-term benefits of children's literature learning, which can encourage policymakers to give greater support to literature programs in elementary schools. This includes allocating funds for teacher training, procuring quality literature books and the development of a more comprehensive curriculum [14]. Furthermore, increased research also facilitates international collaboration and the exchange of best practices between educators in different countries, which can enrich students' learning experiences and introduce them to diverse cultures and perspectives through literature [15]. Popular Author in Researching Children's Literature Learning in Elementary School

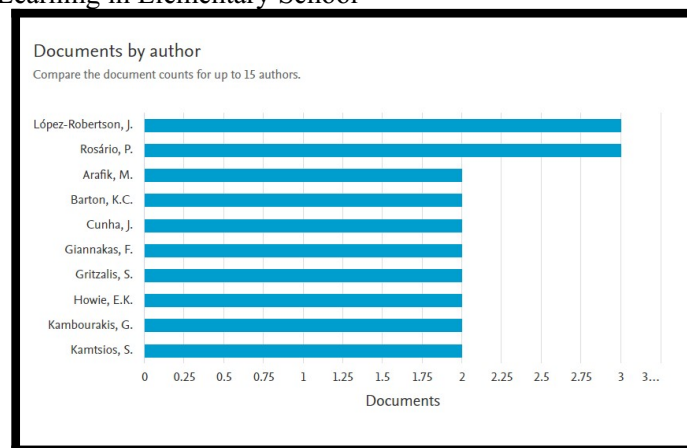


Figure 2. Popular Authors in Researching Children's Literature Learning in Elementary Schools

This document presents the findings of research on children's literature learning in elementary schools, with contributions from a number of authors who are experts in the field. López-Robertson, J., played an important role in developing an in-depth theoretical framework of literature learning strategies. Rosário, P., contributes an analysis of relevant empirical data, providing insights into the effectiveness of

methods applied in elementary schools. Arafik, M. focused on methodological aspects and evaluation of literature learning implementation. Barton, K.C., with Cunha, J., and Giannakas, F., extends the study with a multidisciplinary perspective that enriches the understanding of literary approaches at the elementary level. Gritzalis, S. presents a technical contribution related to the use of media in learning, while Howie, E.K. provides a practical perspective based on direct experience in the field. Kambourakis, G. and Kamtsios, S. contribute a comprehensive and analytical synthesis dimensions, bringing together various research results to provide a comprehensive information of the literature implementation in the elementary school curriculum. This collaboration results in a comprehensive and informative document, including a wide range of aspects from strategies, methods, to practices of literature learning in elementary schools.

Children's literature learning in elementary school is an important area of education because it influences the formation of early literacy skills and reading habits. The result of research shows that the integration of literature in the elementary curriculum not only enriches children's learning experiences but also contributes to their cognitive and emotional development [16]. Overall, this study shows that a holistic and integrative approach to children's literature learning in elementary schools can improve students' engagement and learning outcomes, as well as develop literacy skills.

3.2 Countries with the Most Research on Children's Literature Learning in Elementary Schools

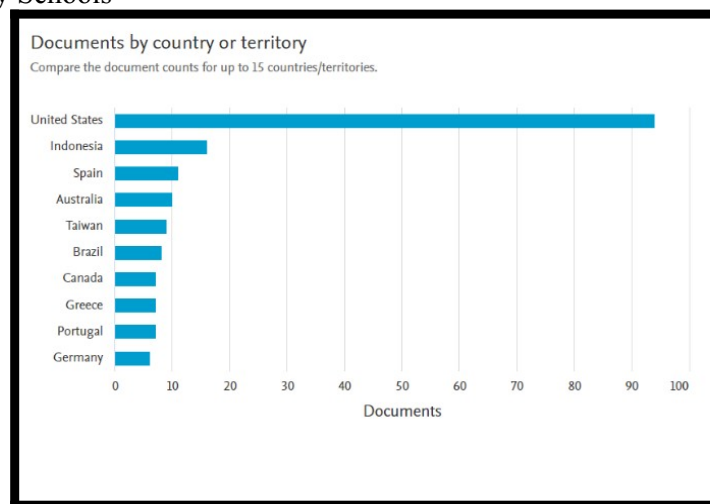


Figure 3. Countries with the Most Research on Children's Literature Learning in Elementary Schools

Documents related to the topic of children's literature learning in elementary schools are distributed across different countries with varying numbers of publications. The United States dominates with a total of 94 documents, reflecting significant contributions to research and development in this area. Indonesia follows with 16 documents, indicating a growing interest in literature learning at the elementary school level. Spain and Australia have contributed 11 and 10 documents respectively, reflecting regional interest in the topic. Taiwan, Brazil, Canada, Greece,

and Portugal have 9, 8, 7, and 7 documents respectively, indicating diverse contributions from different parts of the world. This distribution reflects the international scope of research and practice focusing on children's literature in elementary schools, as well as the different perspectives and approaches taken by different countries.

The distribution of documents on children's literature learning in elementary schools shows significant differences in research contributions across countries. The United States, with 94 documents, is a center of research in this area, reflecting a strong commitment to the development and evaluation of literature teaching methods. The country has an extensive research infrastructure and diverse educational programs that enable in-depth exploration of literature learning strategies [17]. Indonesia, with 16 documents, shows the growth and the development of interest in this topic. The research conducted in Indonesia may reflect efforts to adapt literature teaching methods align with local contexts and national educational needs [18]. Spain and Australia also showed significant engagement with 11 and 10 documents respectively, indicating active research and innovation in literature learning in the region. Taiwan, Brazil, Canada, Greece and Portugal, with 9, 8, 7, and 7 documents show diverse and specific contributions to children's literature research. The contributions from these countries reflect variations in the approaches and methodologies applied in teaching literature, as well as attempts to adapt educational practices to their local needs and contexts. Overall, this distribution highlights the global scope of research in children's literature learning and shows how different countries contribute to the development of better teaching practices through relevant and innovative research. The differences in the number of documents also reflect variations in research focus and educational priorities in different regions.

3.3 Most Published Document Types in Research on Children's Literature Learning in Elementary Schools

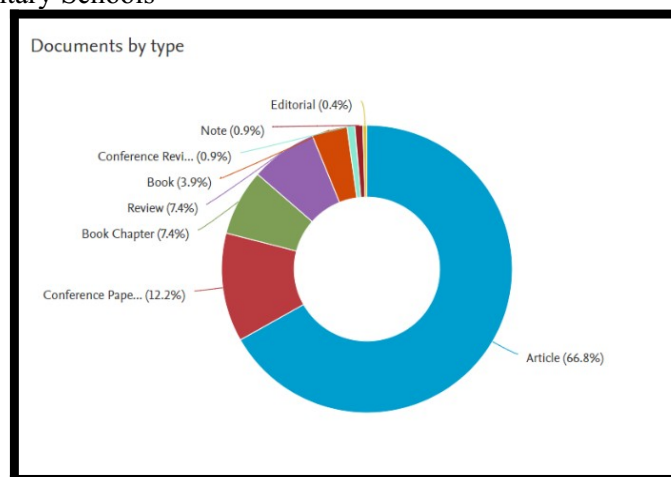


Figure 4. Most Published Document Types

The distribution of document types related to children's literature learning in elementary schools shows variations in publication format. Scientific articles were the most common document type, with a total of 153 documents, indicating that most research is published in the form of articles published in academic journals.

Conferences and symposia also played an important role, with 28 conference papers contributing new ideas and the latest research in this area. Book chapters and literature reviews accounted for 17 documents each, indicating significant contributions in the form of books and reviews that summarize important research results. Additionally, book contributed for 9 documents, indicating that there are also in-depth publications published in full book form. Other document types such as conference reviews and notes recorded 2 documents each, while editorials contributed only 1 document. This diversity reflects the different ways in which research results and scholarly discussions in the field of children's literature learning are presented, from more technical journal articles to comprehensive book chapters and literature reviews that provide broad summaries.

Overall, the variety of document types demonstrate the diverse approaches in which research results and scholarly discussions are presented, from detailed journal articles to comprehensive books and reviews. It shows the dynamism and flexibility in the dissemination and advancement of knowledge in the field of children's literature learning.

3.4 Result of Bibliometric VOSviewer Analysis about Children's Literature Learning Research in Elementary Schools

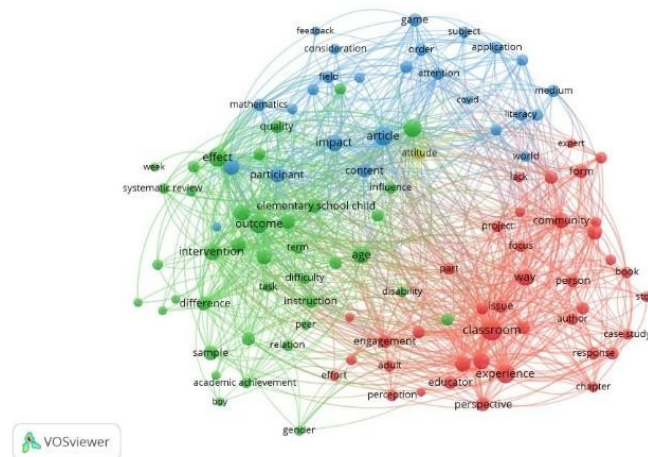


Figure 5. Map of Publication Themes

The visualization of keyword network generated by VOSviewer illustrated the various themes that emerge from research related to children's literature learning in elementary schools. Based on the color groupings, three main clusters are identified which include a wide range of topics in the field of children's literature education. Each cluster has a different theme but related each other.

1. The green cluster focused on elementary education and the impact of interventions in children's literature learning. Keywords such as “effect”, “intervention”, “elementary school child”, “outcome”, “instruction”, “participant”, “quality”, and “academic achievement” indicate that this cluster includes research on how various interventions in literature learning affect student learning outcomes, especially at the elementary education level. It includes studies on the effectiveness of children's literature teaching methods,

the quality of literature education, as well as students' academic outcomes in understanding and appreciating children's literature.

2. The red cluster appears to focus on the classroom experience of children's literature learning and the educators' perpectives. With keywords such as "classroom", "experience", "educator", "perspective", "issue", and "way", this cluster includes research on the classroom dynamics of teaching children's literature, the experience of learning and teaching children's literature, and the issues that educators face in the process of teaching children's literature. It also explores educators' perspectives and responses to various approaches to teaching children's literature.
3. The blue cluster includes topics related to the application of technology and literacy in children's literature education. Keywords such as "game", "subject", "application", "covid", "literacy", and "attention" indicate that this cluster focuses on the use of technology in children's literature education, digital literacy, and the impact of the COVID-19 pandemic on the teaching and learning process of children's literature. Research in this cluster may also explore how technology can be used to improve student engagement and learning outcomes in understanding and appreciating children's literature.

By understanding the key themes within each cluster, future researchers can more effectively navigate relevant research and identify areas that require further attention or collaboration to improve the quality of children's literature learning in elementary schools.

4. CONCLUSION

This study aims to identify and analyze research trends in children's literature learning in elementary schools based on publications indexed in the Scopus database during the period 2013-2023. The bibliometric analysis provides a comprehensive overview of the development and direction of research in this field, with several significant key findings. First, the trend analysis of the number of documents shows a significant increase in interest and attention to research on children's literature learning in elementary schools, especially in the last three years. This increase may be influenced by the development of digital technology and increased awareness of the importance of literacy. This study also shows that more and diverse research allows educators to access more innovative and evidence-based teaching methods and strategies, improve the quality of literature learning, and develop students' literacy and critical thinking skills. Secondly, the keyword network visualization from VOSviewer identified three main clusters in children's literature learning research: (1) basic education and the impact of interventions, (2) children's literature learning experiences in the classroom and educators' perspectives and (3) technology and literacy implementation in children's literature education. These clusters are different but have interrelated research focuses to improve the quality of children's literature learning in elementary schools. Third, the analysis of popular authors and countries with the largest research contributions indicates that the United States dominates research in this field, followed by Indonesia, Spain and Australia. Notable authors such as López-Robertson, J. and Rosário, P. have made significant contributions in developing relevant theoretical frameworks and empirical analysis in children's

literature learning. Fourth, the distribution of document types shows that scholarly articles are the most commonly used type of publication, reflecting a focus on in-depth technical and methodological details. Academic conferences also play an important role in the dissemination of recent and innovative research.

Overall, this research shows that children's literature learning in elementary schools is a dynamic and evolving field, with many studies contributing to a deeper understanding of how literature can be used to improve students' literacy, critical thinking, and cultural understanding skills. With a better understanding of the latest trends and findings in this research, educators, researchers and policymakers can design innovative approaches that can improve the quality of children's literature learning in elementary schools. It will ensure that teaching methods continue to be relevant to technological developments and changes in the education curriculum.

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