Literacy Development Management in Schools

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ABSTRACT: This study aims to describe literacy development planning in schools, implementation of school literacy development, monitoring of literacy development in schools, and follow-up of literacy development in schools. The approach used in this research was a phenomenological type qualitative approach with a multi-site study design and constant comparative method. Data was collected using in-depth interviews, participant observation, and documentation techniques. The informants involved were selected using purposive techniques combined with snowball sampling techniques. The data collected through these various techniques was examined, then data reduction, data presentation, and data verification were carried out. Checking the validity of the data in this present study was done using credibility, transferability, dependability, and confirmability. After checking, the collected data was analyzed by cross case analysis. The results obtained from this study indicate that the school has a good literacy culture and cooperates with each other among school members to achieve the desired goals of the school literacy movement. The results of this activity also have a major effect on the achievements produced by teachers and students at school. Based on the findings, it is suggested that planning for the development of literacy in schools should be carried out in meetings among school principals, teachers and staff. The implementation of literacy development is expected to be carried out according to the needs of children. Monitoring literacy development is also expected to be an evaluation for implementing literacy in schools. Meanwhile, follow-up literacy development in schools is expected to be a reference for schools to improve the achievements of both teachers and students.

KEYWORDS: Literacy development, management, school literacy

I. INTRODUCTION

Literacy has developed to encompass the ability to comprehend technology, politics, think critically, and be environmentally conscious. This has evolved from the original interpretation, which merely included the capacity to read and write. According to Mills, there has been a larger transition in the history of text culture, with the help of new technology, towards a point where the visual mode is increasingly prominent (Abidin et al., 2017). The ability to access, comprehend, and intelligently apply knowledge through diverse activities, such as listening, speaking, reading and writing; all of which are language skills and significant aspects in the learning process, as children can obtain information through reading. Reading is one of the literacy activities. In the learning stage, literacy cannot be separated from the world of education.

In the contemporary period of globalization, society's life is characterized by the development of science, technology, and art, which necessitates that its citizens possess fundamental skills in order to survive. In this era of globalization, literacy culture plays a crucial role for this reason. Since this is what contributes to the evolution of the concept of literacy. In order to establish a culture of literacy, the definition also specifies how progress or accomplishment is measured. In the current pandemic period, technical literacy can be considered the correct definition of literacy. Due to the Covid-19 pandemic, online schools were implemented everywhere.

Indonesia has also experienced almost two years of online schooling or Distance Learning. Either we expect this condition or not, all students and parents are forced to be able to operate at least a mobile phone to be able to study and carry out school learning. According to Gestalt, learning is an active process which not only looks like body movements but also mental activities, such as the process of thinking and learning (Ahmadi, 2010). In a different research titled World's Most Literate Nations Ranked conducted by Central Connecticut Stated University in March 2016, Indonesia was ranked 60th out of 61 countries in terms of reading comprehension, just below Thailand (59) and Botswana (61). In terms of infrastructure evaluation to facilitate reading, Indonesia ranks higher than European nations. Ironically, the statistics indicates that 60 million Indonesians own electronic devices. Despite the fact that interest in reading books and comprehension of reading are still quite poor, wearesocial data indicates that as of January 2017, Indonesians spend roughly 9 hours per day staring at electronic devices. Literacy is not limited to students in school, but extends beyond them. The term literacy should encompass all demographics, including students, teachers, academics, and the general populace. This research seeks to identify a methodology for integrating character education for avid readers via literacy initiatives.

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II. METHOD

This research employed a qualitative research with a phenomenological approach (Budiningtyas et al., 2010), with a multi-case study type at SDN 1 Barabai Timur and SDIT Alkhair, Hulu Sungai Tengah District. Techniques for gathering information were done through the in interviews, participant observation, and documenting. Validity of the data was determined through data triangulation utilizing technical triangulation and source triangulation. The Key informants were school principals, teachers, and parents determined by purposive snowball sampling technique. The focuses of this research are including 1. planning, 2. implementation, 3. monitoring, and 4. following-up. The data of this study was analyzed using interactive analysis of the Huberman 2006 model which consists of data collection, data display, data condensation and verification/conclusion of all sampling such as school principals, teachers, parents, and students. The instruments in this study included planning for developing school literacy, implementing school literacy development, monitoring school literacy programs, and following up on developing school literacy.

III. RESEARCH RESULTS AND DISCUSSION

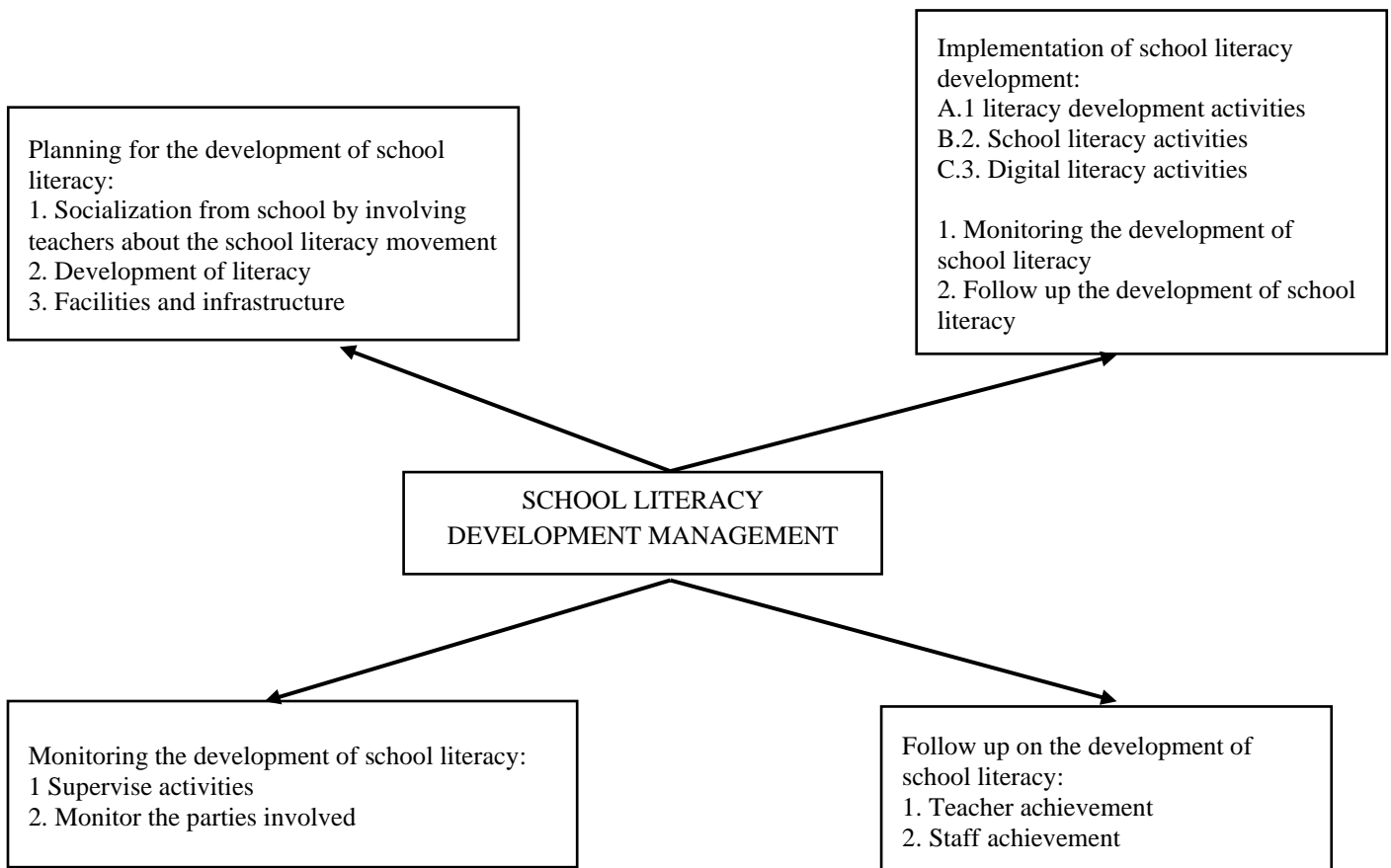Based on the results of the data analysis, this study showed the following results.

The first focus is planning for literacy development. With the school's socialization efforts, all school components are aware of what and how the school's reading culture will be implemented, and it is hoped that everyone will support the achievement of the school's literacy program. Reading books and/or surahs/Qurans every morning in preparation for the growth of school literacy so that students acquire accustomed to doing so and a good literacy culture is established at school. With the availability of facilities and infrastructure that support literacy activities, the school provides a class reading corner. Additionally, the school maximizes the function of the school library and a number of innovations made by schools, so that children become increasingly familiar with and fond of books. The second focus is the implementation of literacy development. By maximizing literacy development activities by introducing children to intriguing books and reading, this consistent introduction can have a cultural impact on children's enthusiasm for reading. Children acquire habituated and familiar with books as a result of daily reading exercises conducted at the beginning of the school day, throughout the school day, and during free time, such as during breaks or free hours. During a pandemic such as the Covid 19 pandemic, schools implemented digital-based learning, allowing students to learn well during the time of study from home.

The third focus is monitoring school literacy development. With the assistance of the school principal and the awareness of every teacher, acculturation school literacy is proceeding well. As a result of monitoring how the performance of teachers and staff in schools relates to literacy activities, a large number of teachers and staff participate in training to improve service and learning.

The last focus is following-up on school literacy development by involving teachers in training and selfdevelopment activities, teachers have achieved many achievements related to literacy and others. With enthusiasm and support, both mental and academic for students, students become more enthusiastic about achieving brilliant achievements. teachers, competitions and training that teachers can participate in.

On the basis of the preceding findings, the following model is described.

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Planning for the development of school literacy:
1. Socialization from school by involving teachers about the school literacy movement
2. Development of literacy
3. Facilities and infrastructure

Implementation of school literacy development:
A.1 literacy development activities
B.2. School literacy activities
C.3. Digital literacy activities

1. Monitoring the development of school literacy
2. Follow up the development of school literacy

SCHOOL LITERACY DEVELOPMENT MANAGEMENT

Monitoring the development of school literacy:
1 Supervise activities
2. Monitor the parties involved

Follow up on the development of school literacy:
1. Teacher achievement
2. Staff achievement

A. School Literacy Development Planning

The improvement of a country's ability to live in the period of globalization is reliant on a number of factors, including the development and strengthening of character and literacy. For the success of Indonesia's growth in the 21st century, the Indonesian population must have mastered six forms of fundamental literacy: language literacy, numeracy literacy, scientific literacy, digital literacy, financial literacy, and civic cultural literacy. The Ministry of Education and Culture organizes various literacy activities to increase the national literacy index as part of the

National Literacy Movement, which also includes the School Literacy Movement or *Gerakan Literasi Sekolah* (GLS). This is done in order to improve quality of life, competitiveness, national character, and the development of skills and competencies required for the 21st century. Schools' efforts to implement the school literacy movement program include: (1) adding enrichment books, (2) bringing books closer to students by creating text-rich reading areas and environments, (3) conducting various forms of literacy activities, and (4) involving the public in the implementation of the literacy movement. Schools confront the following challenges in implementing the GLS: (1) poor teacher awareness, (2) difficulty locating enrichment books that meet children's needs, (3) teachers' reluctance to read, (4) teachers' inability to comprehend the implementation of the literacy movement, and (5) lack of funding. (Batubara et al., 2018).

The results of this study on two school sites focus on school socialization to implement the School Literacy Movement. It started from holding a school meeting, where the principal socializes what GLS is, how it is implemented and the goals to be achieved. Thus, can make all school members work together to prepare and implement it. Efforts undertaken by the school, specifically 15 minutes of reading exercises, either silently or aloud.

Supporting components, the active engagement of the school community, the teacher's supervision, and a richly literate environment. While the restricting factors, such as the lack of parental support, the absence of a particular day to allocate 15 minutes, and the lack of enthusiasm in reading among students, do exist, they are not sufficient to prevent students from reading. On the other hand, attempts are made to pique students' interest in reading by arranging sociability and work sessions with parents and book updates (Lmi et al., 2021). Planning for the establishment of a literacy culture by the two schools begins with a school meeting at which the principal disseminates information about what literacy is, the School Literacy Movement, how it is done, and the desired outcomes. The foundation of the learning system and its parts, such as students, teachers, interactions between students and educators, the school environment, and the substance of education, determine the achievement of educational goals (Salasiah et al., 2018).

The result of the research is that the school literacy movement is able to access, understand, and use it through reading (Wandasari, 2017). Another finding found in this study is that the preparation of facilities and infrastructure that support literacy activities is very important for implementing an increase in literacy culture in children. Providing a reading corner with adequate and varied

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book content is certainly the beginning of a child's love for books and literacy activities. Having a reading corner outside of school, whether in the yard or using the library optimally, is also able to increase children's interest and love for books. Facilities and infrastructure that support the success of education in schools are an effort to improve quality (Metroyadi, 2015).

It was explained that the preparation of facilities and infrastructure from both sites greatly maximized the function of the library. Developments in information and technology have changed the culture of manual library services to digital. The school library has a role in providing digital information to students at school (Supriati, 2021). As a result, during the teaching and learning activities, children can explore various knowledge they need in the school library. These findings are in line with the explanation from research by Sanjaya (2016) regarding the importance of learning resources in learning activities. Learning resources that are able to make students have learning experiences, which are related to the physical environment such as places to study, available books, teachers, librarians, and anyone who is directly or indirectly involved with success in learning experiences. The findings of this study are corroborated by research from Mufid et al. (2017) which explains the success of Islamic Religion-based literacy supported by the facilities and infrastructure available for the implementation of the program.

B. School Literacy Development Implementation

The findings of this study indicate that literacy activities are implemented in a variety of methods dependent on the child's cognitive development stage, traits, and demands. Children will get literacy activities depending on their requirements, their stage of development, and their individual qualities, so that they can appreciate books and reading activities organically and from the heart. Low-and high-level ability children will not participate in the same reading activities or read the same books. This is important for enhancing children's knowledge and insight in accordance with their specific requirements. These discoveries, in accordance with the explanation of development, are not restricted to the concept of physical change, but also include a series of ongoing physical and spiritual changes of a person approaching the level of maturity in learning activities (Desmita, 2016).

The third finding is that literacy activities are conducted on a continuing basis, allowing children to incorporate literacy activities into their culture. As explained by Pavlov, human behavior can be shaped through a process of habituation. A person's conduct will be influenced by an action that is repeated. In the beginning phases, there will be few behavioral changes. This will continue to evolve in accordance with ongoing actions, eventually giving rise to beneficial activities (Hikmat, 2014). The next finding is that literacy activities are not focused just on reading activities, more than that the scope of literacy may be considered to be broad, to the extent that it relates to literacy activities that incorporate speech abilities. Children are expected to not only be able and active readers, but also to have opinions, share tales, and appreciate the differing opinions of others. This is consistent with Zamzani et al. (2009) assertion that speaking is fundamentally a communication process, as its actions involve the transmission of messages from one source to another. The findings of this study are supported by Lisnawati & Lestari (2015) research on multimodal approaches to promoting early childhood literacy. The findings of this study indicate that children's interest and emphasis on literacy is not limited to a single sense, but encompasses all five. Children will be easily engaged in literacy activities if they are exposed to a variety of stimuli through reading, storytelling, listening, and direct observation. Through literacy programs in school libraries, lifelong learning can be promoted (Fadhli & Rahmat, 2021).

C. School Literacy Development Monitoring

The availability of adequate, acceptable, and beneficial books for children is the next finding. The primary resource of the School Literacy Movement is books. Schools cannot be considered literate or culturally literate if there are no books in the classroom setting.

The offered reading books must be comprehensible by students, suitable for the child's developmental level, and suitable for children to read. This is consistent with the opinion of Hamdu & Agustina (2011), who explains that indicators that support aspects both in terms of material and language used in a reading textbook are communicative, dialogic, and interactive, conformity to the flow of thought, coherence, and conformity with the correct Indonesian language rules, as well as the use of terms or symbols or symbols that are consistent with the development of students. A second finding from the research is that schools foster a love of reading by attempting to provide a variety of relevant, user-friendly facilities and infrastructure. YouTube and other social media can be utilized by teachers or educators as a venue for channeling the development of character qualities. Digital literacy is vital since children tend to be more interested in things that smell of technology (Anggraeni & Sundayana, 2021). According to data from the two schools, the school exerts great effort to foster a love of reading in its students. Regarding this, Slameto (2010) states that reading interest is a set inclination to pay attention to and recall numerous types of activities. Continuously accompanying interested actions will be sentiments of joy. Feelings of pleasure follow feelings of interest to produce feelings of satisfaction. Interest has a significant impact on learning because if the learning materials are not aligned with the child's interests, the children will not be able to study effectively and would feel pressured.

D. School Literacy Development Follow Up

According to data found at these two schools, the accomplishments of both schools can be described as satisfactory. Regarding accomplishment, the schools' literacy culture is closely related. The function of the teachers who educate and teach students seriously

is inseparable from the accomplishment outcomes of children in schools with effective literacy implementation and directed literacy development management.

According to Suriansyah (2017), a teacher who graduates with competency and high quality will be a good and capable educator. Therefore, they will aid their students in the classroom. These students will eventually contribute to the nation. Teachers who are skilled at instructing their students are believed to be able to produce a new, higherquality generation (Suriansyah, 2018).

The second conclusion is that all parties in the school, including the principal, instructors, trainers, parents, and students themselves, collaborated in order for the two schools to attain this success. Parents have a significant impact on their children's academic attempts because they are the one who know their child's daily development best. This is consistent with the opinion of (Balson, 1999), who explains that in order to understand children physically and psychologically, intelligence, social life, and emotional development, parents must have knowledge of children's behavior so that they can adjust their parenting in terms of decision-making and act in accordance with the children's development.

IV. CONCLUSION

The results of this study conclude that various kinds of achievements from clusters, sub-districts, cities, provinces to national are achievements achieved from the formation of schools with a culture of literacy. Schools have their own achievements and different ways to achieve them. Schools with a culture of literacy are able to make children love to read and be able to think critically. Various kinds of efforts have been made by schools to achieve proud achievements by working with every member of the school community including the principals, teachers, parents, and the children themselves.

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