



**QUALITY MANAGEMENT OF INDONESIAN LANGUAGE LEARNING IN
IMPROVING STUDENTS' LITERACY IN MEKARSARI STATE ELEMENTARY
SCHOOL, SINDANGBARANG DISTRICT**

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ABSTRACT

Effective learning quality management will be able to influence teachers as facilitators and students as subjects in teaching and learning. In the teaching and learning process, it is still found that students experience learning difficulties, especially in learning Indonesian. This reality must be addressed and resolved, learning difficulties are a natural condition of the teaching and learning process characterized by certain obstacles in achieving the expected learning outcomes. And literacy is an important ability for students to master. Therefore, literacy can be obtained through the process of learning to write and read, which of course is learned through Indonesian language subjects. In the world of education, writing in particular is absolutely necessary. Textbooks and other reading books are a means for learning for students in school institutions from elementary to tertiary level. Without writing and reading, the process of scientific transformation would not be possible. This shows how important writing and the culture of reading and writing are among society. Therefore, we continue to strive to encourage and guide the younger generation, including pupils and students, to cultivate literacy activities. Literacy is a basic ability that every student must have to be able to access, understand and process information. Increasing student literacy in the world of education today is also an effort to increase student literacy, namely by implementing quality management of Indonesian language learning. This mini reset report discusses the concept of quality management of Indonesian language learning and how its implementation can improve student literacy in elementary schools. This report will also discuss several more effective strategies and techniques that can be used to increase students' reading interest and literacy skills in implementing quality management of Indonesian language learning at the Mekarsari State Elementary School, Kec. Sindangbarang

Keywords: *Management, Learning Quality, Literacy.*

INTRODUCTION

In the world of education, especially writing, textbooks and other reading books are absolutely necessary as a means of learning for students in educational institutions from elementary to college. Without writing and reading, the process of transforming knowledge will not be able to run. This shows how important writing, reading culture, and writing are among the community. Therefore, we must continue to strive to encourage and guide the younger generation, including students and college students, to cultivate literacy activities.

Literacy is a basic skill that must be possessed by students to be able to access and understand information. Good literacy will help students learn, communicate, and solve problems. Improving student literacy in elementary schools is an important thing to pay attention to. This is because elementary school is the initial stage for students to develop their literacy skills. One important factor in efforts to improve student literacy is to implement quality management of Indonesian language learning. Quality management of Indonesian language learning is a process that aims to improve the quality of Indonesian language learning in elementary schools. This process includes planning, implementing, monitoring, and evaluating Indonesian language learning.

According to Sulisty (2017) the general objective of school literacy is to develop students' character through the cultivation of various types of literacy manifested in the School Literacy Movement, so that it becomes lifelong learning. School literacy movement activities certainly involve all school residents starting from teachers, parents/guardians of students, the community and especially students. It should be noted because students are the main actors involved in the School Literacy Movement. However, not all students have an interest in reading and writing, especially elementary school students. Of course, not only reading and writing literacy, but there are many types of literacy. Meanwhile, Lerner (1988) reading skills are the basis for mastering various fields of study. If children at early school age do not immediately have reading skills, then they will have many difficulties in learning various fields of study in the following classes. National Institute for Literacy. Defines literacy as "an individual's ability to read, write, speak, calculate and solve problems at the level of expertise required in work, family and society." This definition interprets literacy from a more contextual perspective. From the definition, it is implied that the definition of literacy depends on the skills needed in a particular environment. Based on the background of the problem above, it can be formulated that there are several factors that influence the literacy interests of elementary school students. These causal factors require structured handling through quality management of Indonesian language learning. The role of supervisors, principals, and teachers is very necessary in the quality of effective, directed, and empowered Indonesian language learning so that children have the desire to read so that literacy habits increase.

METHODOLOGY

The approach used in this study is a qualitative approach. In this study, the researcher used a descriptive method, namely a research method that focuses on actual problems by collecting data that is compiled, explained, and then analyzed. The type used in this study is interactive qualitative research with a case study method. This method is an in-depth study using direct data collection techniques from people in their natural environment and interpreting them. The subjects in this study were the Learning Community of the Education Unit at SMAN 1 Karangtengah Cianjur KCD Region VI, West Java Provincial Education Office. The objects of this study were the Supervisor of Development, Principal, Community Leader, and teachers at SMAN 1 Karangtengah Cianjur Observation Sheet, Interview, Document Study Data Collection Techniques using several techniques, including: Interviews, Observations or Document Study Observations. Data Analysis Techniques in this qualitative study, the analysis is qualitative narrative.

RESULT AND DISCUSSION

In the discussion of the results of this study, the results of data processing that have been obtained from interviews, documentation studies and field observations related to the research questions that we have formulated previously will be described, namely as follows:

1. Planning for the quality management of Indonesian language learning in improving student literacy at SD Negeri Mekarsari, Sindangbarang District, Cianjur

Based on the data we obtained from interviews and also the results of field documentation studies, the following data were obtained:

The supervisor, as a supervisor at the SD Negeri Mekarsari education unit, Sindangbarang District, Cianjur, knows and is involved in the planning of compiling a Long-Term Learning Plan (RPJM) at SD Negeri Mekarsari, Sindangbarang District, Cianjur. The supervisor provides direction and technicalities for making the Long-Term Learning Plan (RPJM). The school supervisor also validates the Long-Term Learning Plan (RPJM) which is made as a material for planning teaching and learning activities at SD Negeri Mekarsari, Sindangbarang District, Cianjur. Based on interview data, documentation study data and field observation results, it can be seen that literacy at Mekarsari State Elementary School, Sindangbarang District, Cianjur, is formed through various stages of the activity process. The stages begin with an evaluation of the overall work program, evaluation and analysis of the results of educational report card achievements. The results of the evaluation are then followed up by creating a Team tasked with compiling various literacy needs.

2. Organization of Indonesian Language Learning Quality Management in Improving Student Literacy at Mekarsari State Elementary School, Sindangbarang District, Cianjur

Based on the data we obtained from interviews and also the results of documentation studies and field observations, the following data were obtained:

literacy at Mekarsari State Elementary School, Sindangbarang District, Cianjur appears to be quite good, there is a management structure. As a supervisor, the supervisor is also part of the program structure, namely as a program mentor. The management structure is formed based on the proposal of the team design which is then agreed upon in a meeting of all members. In the management structure, the principal is responsible for the program and teachers and students are program implementers.

literacy of Mekarsari State Elementary School, Sindangbarang District, Cianjur, was formed based on mutual agreement and commitment. In order for activities to run well, there must be someone responsible for carrying out the activities.

3. Implementation of the Indonesian Language Learning Quality Management program in improving student literacy at Mekarsari State Elementary School, Sindangbarang District, Cianjur

Based on the data we obtained from interviews and also the results of field documentation studies, the following data were obtained:

Implementation of Indonesian Language Learning Quality Management to Improve Student Literacy.

The implementation of Indonesian Language learning quality management can improve student literacy in elementary schools in several ways, namely:

- a. Increasing student reading interest: Teachers can increase student reading interest by providing books that are interesting and relevant to students' interests, and by creating a classroom atmosphere that is conducive to reading.
- b. Developing student reading skills: Teachers can develop student reading skills by using various reading strategies and techniques, such as reading aloud, speed reading, and critical reading.
- c. Improving students' writing skills: Teachers can improve students' writing skills by giving a variety of writing assignments and by providing constructive feedback on students' writing.
- d. Fostering a culture of literacy in schools: Teachers and principals can foster a culture of literacy in schools by organizing various literacy activities, such as reading competitions, book fairs, and literacy festivals.

Effective Indonesian Language Learning Strategies and Techniques to Improve Student Literacy

There are several effective Indonesian language learning strategies and techniques to improve student literacy, including:

- a. Project-based learning: Project-based learning allows students to learn actively and deeply through research and problem solving.
- b. Cooperative learning: Cooperative learning allows students to learn together and help each other in completing assignments.

- c. Technology-based learning: Technology-based learning can make learning more interesting and interactive for students.
- d. Differentiated learning: Differentiated learning allows teachers to meet the diverse learning needs of students.

The documentation data that the author obtained regarding the implementation of literacy, including supervisors being fully involved in literacy activities. The principal and team provide an understanding of the Learning Community and align perceptions; then convince all PTK to support and actively participate in activities literacy

Teaching and learning activities can be carried out well, this can also be seen from document data in the form of work programs, activity schedules, training schedules, dissemination schedules. In addition, it can also be seen from the literacy learning device documents that are made together in the program. There are also diagnostic results for students' literacy understanding, and can be seen from documents in the form of written works by teachers and school residents, the results of writing training.

4. Evaluation and Follow-up of Indonesian Language learning quality management in improving student literacy at Mekarsari Elementary School, Sindangbarang District, Cianjur

Based on the data we obtained from interviews and also the results of field documentation studies, the following data were obtained:

Supervisors as Community mentors, participate in implementing activity evaluations. In evaluating learning activities, school supervisors do this by looking at the involvement and participation of members (whether community members are actively participating in activities), the increase in knowledge and skills of Community members. Supervisors actively participate in monitoring the development of Indonesian language learning, and also see the achievement of improving student literacy learning.

In evaluating the role of the principal, it is done by conducting surveys and general meetings to collect data and input from teachers, encouraging participation and sharing of leadership in the program, focusing on empowering individuals to improve school culture and learning so that it has an impact on increasing the achievement of educational report literacy. Routine evaluation meetings are held every month, to evaluate various activities and programs, including literacy programs. From the results of the evaluation, a follow-up plan is then made.

CONCLUSION

Planning The management of the quality of Indonesian language learning in improving literacy at Mekarsari State Elementary School, Sindangbarang District, Cianjur has been formed after going through several stages of planning activities. The formation activity starts from the analysis of program needs, coordination meetings for the formation of work programs. The planning stage is prepared by the team. The

activity planning is stated in the principal's work program which is equipped with an activity schedule, evaluation schedule, program manager, resource person, etc.

Management of the quality of Indonesian language learning in improving literacy at Mekarsari State Elementary School, Sindangbarang District, Cianjur, has a fairly complete organizational structure. The management is taken from various elements in the school, such as supervisors as mentors, principals as those in charge, teachers as implementers. The organizational structure is accompanied by their respective main tasks and functions. With this good organization, the Mekarsari State Elementary School program, Sindangbarang District, can run well, and the goals set can be achieved.

The implementation of the Indonesian language learning quality management activities in improving literacy at Mekarsari State Elementary School, Sindangbarang District, Cianjur, went quite well. Many routinely programmed and scheduled activities, such as training, discussions, seminars or dissemination, various good pro-actives, and the PMM literacy program, reading corner, 10-minute literacy before teaching and learning activities specifically to improve teacher and student literacy competencies have been implemented quite well. The activities were attended by almost all residents at Mekarsari State Elementary School, Sindangbarang District, Cianjur

Evaluation of the Indonesian language learning quality management activities in improving literacy at Mekarsari State Elementary School, Sindangbarang District, Cianjur, evaluations are carried out every month through evaluation meetings attended by teachers. The results of the reflection from the evaluation are used to make recommendations and also follow-up plans, this is to improve or enhance the results that have been achieved previously

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