



Reading Literacy Management In Improving The Quality Of Elementary School Student Learning

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ABSTRACT

Reading literacy is a fundamental competency that plays a crucial role in improving the learning quality of elementary school students. However, low reading interest and suboptimal management of literacy programs remain major challenges in primary education. This study aims to describe the management of reading literacy in improving students' learning quality at SDN Sukahati, Indramayu Regency. This research employed a qualitative approach with a descriptive method. Data were collected through observations, in-depth interviews, and documentation involving the principal, teachers, and students. Data analysis was conducted through data reduction, data display, and conclusion drawing, while data validity was ensured through source and technique triangulation. The findings indicate that reading literacy management at SDN Sukahati was implemented through four stages: planning literacy programs based on students' needs, organizing the roles of school stakeholders, implementing routine and integrated reading literacy activities within the learning process, and conducting continuous program evaluation. The implementation of reading literacy management had a positive impact on increasing students' reading interest, text comprehension skills, and overall learning quality. This study recommends strengthening school commitment and enhancing literacy facilities as sustainable efforts to improve the quality of learning in elementary schools.

Keywords: *reading literacy management, learning quality, elementary school, school literacy*

INTRODUCTION

Basic education is the primary foundation for developing quality human resources, and at this level, reading literacy plays a crucial role as a fundamental skill. By definition, reading literacy is an individual's ability to understand, use, evaluate, reflect on, and interact effectively with written texts to achieve goals and develop their potential. The urgency of reading literacy is undeniable, as it is the key to accessing all learning materials; students who lack literacy will struggle to process information in other subjects. This is supported by Vygotsky's Socio-Cultural Theory, which positions language and literacy as primary mediators of cognitive development. Implementationally, strengthening reading literacy in schools is driven through the national policy of the School Literacy Movement (GLS), which encompasses classroom, school, and community literacy, requiring integrated management.

Strong reading literacy directly correlates with improved student learning quality, namely the quality of learning outcomes achieved in the cognitive (academic grades), affective (motivation and interest), and psychomotor (practical skills) domains, as categorized in Bloom's Taxonomy. Improving the quality of learning is the ultimate goal of education and an investment in Human Capital Theory, where improving student skills leads to increased national productivity. Learning quality is enhanced through effective management of all school components, and in this context, the management of reading literacy programs is an input variable that significantly determines the quality of output. Therefore, this study is based on the principles of Educational Management, which utilizes the Planning, Organizing, Actuating, and Controlling (POAC) cycle to analyze how literacy programs are managed to optimally promote student learning.

Although numerous studies have confirmed the relationship between literacy and learning outcomes, a significant research gap remains, particularly on the managerial aspects of implementation at the elementary school level. Qualitative research focusing on the mechanisms and strategies of principals and teachers in organizing, supervising, and evaluating reading literacy programs as determinants of successful learning quality improvement is still limited. This study aims to fill this gap by offering an innovative, comprehensive reading literacy management model based on case studies. This will identify best practices and formulate specific managerial success indicators that can serve as a reference.

Sukahati Elementary School was chosen as a research location (case study) because it was considered to have representative conditions (various challenges and a structured literacy program) that were rich enough for analysis. This selection will allow researchers to obtain in-depth and specific data on how literacy management is implemented in a real-world context, allowing the research results to make a strong practical contribution to the development of the School Literacy Movement at the elementary level.

METHODOLOGY

A. Approach

This research uses a qualitative approach. The qualitative approach was chosen because it aims to gain an in-depth understanding of the management process, implementation strategies, constraints, and solutions within the reading literacy program, and how all of these impact the quality of student learning in a natural context. This approach allows researchers to explore rich, descriptive data from the perspectives of the participants (Principal, Teachers, and Students).

B. Research Method

The method used is a case study.

1. Reasons for Selection

The case study method is highly appropriate because this research aims to intensively and in detail examine a single unit, namely SDN Sukahati. The focus is to gain a holistic understanding of how the entire sequence of reading literacy management (planning, organizing, implementing, monitoring, constraints, and solutions) is implemented and functions within the school context to impact student learning quality improvement. The research results are specific and in-depth to the case studied.

2. Research Location: SDN Sukahati, Indramayu Regency.

3. Key Participants

The Principal (as the main manager), Classroom and Subject Teachers (as program implementers), the School Literacy Coordinator, and Students (as subjects whose quality development is being observed).

4. Data Collection Techniques

To obtain valid and comprehensive data (triangulation of sources and methods), this study will use several techniques:

1. Participatory Observation (Involvement):

a. Objective: To directly observe the process of implementing Reading Literacy in the classroom (classroom literacy) and in the school environment (school literacy), including observations of student reading behavior, utilization of reading corners, and teacher-student interactions related to literacy.

b. Focus: To record data on the implementation function and conditions of Raw Input/Environmental Input.

2. In-depth Interviews:

a. Objective: To explore participants' views, experiences, and understanding.

b. Interview Focus:

i. Principal: Regarding Planning, Organizing, Supervision, Obstacles, and Solutions for literacy management (according to the POAC function).

ii. Teachers: About classroom implementation strategies and challenges encountered.

iii. Students: About their reading interests, motivation, and experiences participating in the literacy program.

RESULT AND DISCUSSION

Result

Research findings at Sukahati Elementary School indicate that Reading Literacy Management has been implemented in a structured manner, despite several consistent challenges. In general, the findings indicate a positive correlation between effective literacy management and improved student learning outcomes, particularly in the affective aspect (reading interest). In the Planning function, the school has developed an annual GLS Work Program, but budget allocation and teacher training remain minimal. In the Organizing function, a School Literacy Team exists, but the division of tasks (Tupoksi) is still dominated by the coordinator, resulting in unequal participation by classroom teachers. The Implementation function demonstrated success in the 15-minute reading habit activity, but significant obstacles emerged in integrating literacy into the subject (classroom literacy) due to time constraints and teacher competency. Finally, the Principal's Supervision function was found to be effective, but inconsistent in providing corrective feedback based on student learning outcome assessment data. The most effective solution found was through active collaboration with external parties to procure books and provide independent teacher training, which significantly boosted output (increased literacy assessment scores) and outcomes (increased reading interest) for students at SDN Sukahati.

Discussion

This discussion links empirical findings at SDN Sukahati with the Terry Management Theory (POAC) framework and the Literacy Management Concept. The findings indicate that the Planning and Organizational aspects of literacy management align with the requirements of Minister of Education and Culture Regulation No. 23 of 2015 (GLS) and Minister of Education and Culture Regulation No. 6 of 2018 (Principal Duties). However, the main obstacle lies in the weakness of the Actuating and Controlling functions. Specifically, the Principal's inconsistency in carrying out their supervisory functions and minimal teacher training contributed to the failure to achieve effective Classroom Literacy. Findings indicate that the GLS program is only optimal in the School Literacy pillar (15-minute habituation), but fails to be integrated into the curriculum. As a result, the increase in output (cognitive ability) is not as rapid as the increase in outcome (reading interest/affective). This reinforces the view that reading literacy management must be holistic and not merely comply with regulations, but rather requires strict supervision and consistent follow-up, in accordance with the ideal quality cycle in educational management theory.

CONCLUSION

In general, Reading Literacy Management at Sukahati Elementary School

has contributed positively to improving student learning quality, particularly in affective aspects such as reading interest and motivation. The managerial implementation of the literacy program shows that although the Planning and Organizational functions are operating in accordance with policy requirements (Minister of Education and Culture Regulation No. 23/2015), the overall effectiveness of the program is still hampered by inconsistencies in the Principal's Supervision (Controlling) function and teachers' lack of competence in implementing Classroom Literacy in an integrated manner. Therefore, optimal improvement in learning quality has not been achieved because the management focus is still dominated by habituation activities (School Literacy) and does not address the core of classroom learning, which is key to improving cognitive abilities.

The specific conclusions of the study indicate that the effectiveness of Reading Literacy Management at Sukahati Elementary School varies across managerial functions. Although the Planning and Organizational functions are adequate, with a work program and team structure in place, the main weaknesses lie in the Implementation and Supervision functions. Significant obstacles identified were the lack of teacher training and workload that hampered Classroom Literacy (the integration of literacy into learning), which was exacerbated by the Principal's inconsistency in carrying out the Supervisory function and providing corrective feedback based on assessment data. As a result, the program's impact was more prominent in affective Outcomes (increased reading interest and school culture) than in cognitive Outputs (increased literacy assessment scores), which were still slow. The most prominent and effective solution to overcome this obstacle was through the Principal's independent initiative in mobilizing external resources for book procurement and training.

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