

Reading Literacy Quality Management to Improve MTs Students' Competence: Yakpi Wasilatul Huda and Yamisa Soreang–Bandung

A.D. Rima Widianingsih*, Eva Dianawati Wasliman

Universitas Islam Nusantara, Bandung, Indonesia

*Corresponding Email: Dhewidya31@gmail.com

Abstract. Education in Indonesia emphasises academic development and the formation of students' spiritual character, but the low level of interest in reading among Madrasah Tsanawiyah (MTs) students remains a challenge in improving their competence. This study aims to analyse the implementation of reading literacy quality management in an effort to improve student competency at MTs Yakpi Wasilatul Huda and MTs Yamisa Soreang, Bandung Regency, covering aspects of planning, implementation, evaluation, follow-up, obstacles, and solutions. This study uses a qualitative approach with a case study method, while data is collected through observation, interviews, and documentation studies to obtain a comprehensive picture of the literacy programmes in both madrasahs. The results showed that the planning of the literacy programme was quite thorough, the implementation demonstrated a commitment to developing a culture of literacy, the evaluation focused on student competency achievement as a measure of success, and follow-up was carried out through presentations of students' reading results. The main obstacles found were the limited availability of reading materials that suited the students' needs and the lack of family support, while the solutions were the provision of adequate reading books, the allocation of special reading time, and the provision of opportunities for students to present their reading results. Active participation by teachers and students has been observed, but more systematic and sustainable strategies are needed. The conclusion of this study emphasises that the successful improvement of students' literacy competencies requires targeted quality management through the provision of reading materials, teacher training, and intensive collaboration between schools, parents, and the community, so that literacy programmes not only improve academic abilities but also support the character building of students..

Keywords: management, quality, reading literacy, competence, students.

1 Introduction

Reading is a fundamental skill that is very important in education and forms the foundation for mastering knowledge. The reality on the ground shows that reading interest among secondary school students, especially in Madrasah Tsanawiyah (MTs), is still low. UNESCO data shows that only one in a thousand Indonesians has a high interest in reading. This condition reflects the weakness of the education system in fostering a culture of literacy. The results of the 2022 PISA survey also place Indone-

sia at the bottom in terms of reading literacy skills. Literacy programmes implemented in schools are generally still symbolic and lack integration with learning, resulting in low student competence in understanding texts [1], [2].

Studies on literacy in public schools have been conducted quite extensively, but research specifically reviewing literacy quality management in MTs (Islamic junior high schools) is still very limited. This gap is what this study aims to fill by highlighting the importance of planned and structured literacy management. Facts on the ground show that literacy programmes in madrasahs often do not run optimally and tend to be merely ceremonial activities without strong and continuous management support.

This study aims to describe and analyse reading literacy quality management in improving student competence at MTs Yakpi Wasilatul Huda and MTs Yamisa Soreang, Bandung Regency. The main focus of the research is directed at the planning, implementation, evaluation, and follow-up of literacy programmes run in madrasahs. In addition, this study also explores various obstacles encountered and seeks possible solutions to improve implementation in the future [2].

Findings from previous studies can serve as a basis for strengthening this study. The results of a study by A. Syamsi and Zulela M. (2020) confirm that the success of literacy programmes is largely determined by managerial aspects, including the availability of facilities and infrastructure and the active involvement of teachers. Another study by Nugraheni (2019) emphasises the importance of school-based literacy strategies in improving students' reading comprehension skills. However, many schools are still unable to implement these strategies to their full potential. It is hoped that this study will contribute significantly to the development of literacy policies in madrasahs so that they are more focused, effective, and capable of improving student competence in a sustainable manner [2]–[4].

2 Method

This study utilises a qualitative approach with a case study method. The qualitative approach was chosen because it focuses on a deep understanding of social phenomena in their natural context [5]. The case study method was used to obtain a comprehensive, detailed, and contextual overview of the implementation of reading literacy quality management at Madrasah Tsanawiyah [6]. The research subjects consisted of the head of the madrasah, literacy teachers or Indonesian language teachers, library managers, and students at MTs Yakpi Wasilatul Huda and MTs Yamisa Soreang – Bandung. The object of the research was the practice of reading literacy quality management, which included planning, implementation, evaluation, and follow-up of literacy activities, as well as obstacles and solutions. Data collection techniques were carried out through participant and non-participant observation, in-depth interviews, and documentation studies. These three techniques were combined with data triangulation to improve the validity and reliability of the research results. Data analysis using an interactive analysis model Miles, Huberman, & Saldaña, [7], which includes: first with data reduction, namely selection, focus and simplification of data; secondly, presentation of data in the form of narratives, tables or diagrams to facilitate under-

standing; and thirdly, drawing conclusions and verification, in order to find patterns, themes and meanings related to reading literacy quality management [8], [9].

3 Results

3.1 Planning a Reading Literacy Quality Management Programme

The findings show that both madrasas developed their plans through a literacy calendar, the roles of the madrasa principal, teachers and librarians, competency targets, and tools (literacy journals, reading lists and a "15 minutes of reading" allocation). MTs Yakpi emphasised the habit of reading and improving comprehension, while MTs Yamisa instituted simultaneous pre-learning routines at the class level. This "well-developed" planning became the foundation of a literacy culture, but still required refinement of indicators and strengthening of documentation so that the planning process could be audited from time to time [6] Implementation of Programmes in Classrooms and Madrasah Ecosystems

The core implementation consists of reading for 15 minutes before lessons, diversifying materials (lesson texts, literature, general reading), and literacy journals as follow-up. This practice strengthens memory, fosters interest in reading, and trains written expression; teacher-student participation has increased, although variations in quality between classes still occur. The dominant obstacles are limited collections, family support, and gadget habits. A school-based strategy that mobilises personal books and contributions from the school community appears to be relevant [6], [7].

3.2 Evaluation and Follow-up (PDCA) and Their Impact on Competence

Program evaluation was conducted through literacy journal assessment, presentation observation, and text comprehension monitoring, in line with the PDCA cycle—Plan, Do, Check, Act—to ensure continuous improvement [1]. Follow-up in the form of presentations on reading results has been proven to increase students' confidence and clarity of understanding because it provides space for articulating ideas, peer feedback, and quality standard calibration [2]. The impact on SKL (Permendikbud No. 20/2016) is evident in three areas: attitude (reading habits), knowledge (text comprehension), and skills (concise writing and presentation). To ensure sustainability, use the indicator "good enough to move forward" and a light-handed, regular evaluation rhythm so that improvements are not hampered by the formalism of the instruments [10].

To assess the consistency of implementation, record the implementation of "15 minutes of reading" per week, the level of journal collection (the proportion of students who submit journals on schedule), and the frequency of presentations per class. Weekly records (e.g., 10–15-minute check-ins) make it easier for schools to identify stable classes versus those that need support. This practice is in line with UNESCO's recommendation to create a rich literacy environment—not just having a programme, but seeing its rhythm in the classroom.[10] Use a one-page documentation format (objective–activity–evidence–indicators) to maintain traceability without burdening teachers [11], [12]

Monitor text comprehension through exit tickets (2–3 comprehension questions), short presentation rubrics (clarity of ideas, accuracy of references, articulation), and teacher notes on common misconceptions for improvement in the next session. The 2022 PISA report confirms that consistent formative assessment practices and parental support correlate with post-disruption learning resilience [13], [14]. Therefore, also include indicators of home support (e.g. reading time at home, access to reading materials). By linking classroom data and home context, schools can tailor interventions more precisely [11].

Map the impact on SKL: (a) Attitude: reading habits (frequency, duration), engagement during discussions; (b) Knowledge: trends in comprehension scores over a week to a month; (c) Skills: quality of summaries/reviews and presentations (simple rubric). Add an equity lens: who is most/least engaged (gender, academic group), access to reading materials, and specific barriers (e.g., digital devices, connectivity). PISA 2022 highlights the gap in ICT access and variations in the effectiveness of device use [2]; therefore, the integration of digital reading platforms needs to be accompanied by content curation and technical support so as not to widen the gap [15].

3.3 Operational Constraints and Solutions

Efforts to improve literacy today still face long-standing obstacles: the availability of reading materials that are not very varied and do not always match interests, low levels of family support, and suboptimal use of ICT for literacy. For a long time, UNESCO reports have emphasised that the creation of a "rich literacy environment" — that is, an ecosystem of reading materials, spaces, and literacy practices — is a prerequisite for the emergence of a literate society [10]. The PISA 2022 findings then confirm that non-school factors, including parental support and home learning resources, correlate with students' post-pandemic learning resilience [16]. At the same time, digitalisation creates both opportunities and disparities: devices and platforms can strengthen access, but inequalities in infrastructure and digital literacy can widen the achievement gap [14], [15].

The solution that should be implemented is therefore multi-layered: first, curating collections based on level and interest and allocating mandatory reading time to form consistent reading habits—in line with UNESCO's call for systems to build environments that encourage individuals to acquire and use their literacy skills [17]. Second, build a partnership ecosystem (regional libraries, literacy communities, CSR) to expand the support network outside of school, while showcasing reading results to provide purpose, social recognition, and strengthen students' intrinsic motivation. Third, integrating digital reading platforms that focus on content quality and relevance, rather than quantity; this helps transform digital devices from distractions into meaningful learning tools, while anticipating access gaps through appropriate policies and technical support [15].

At the school governance level, high-frequency micro-interventions such as weekly curated reading targets, brief reflection journals, and short coaching conversations with teachers can maintain the momentum for change without adding to the administrative burden. This approach is in line with evidence-based recommendations: use "good-enough indicators", one-page documentation for traceability, and distributed leadership routes so that literacy support does not depend on a single actor.

Thus, historical data (UNESCO 2006) provides a normative and strategic foundation, while recent findings (PISA 2022) remind us that classic challenges (quality of collections, social support) and new challenges (technology optimisation) must be addressed simultaneously in order to truly pave the way towards a learning society [18].

4 Discussion

The effectiveness of the literacy programme is maintained when the four fundamental management functions—planning, organising, actuating, and controlling (POAC)—operate simultaneously and are intricately linked by the Plan–Do–Check–Act (PDCA) cycle. This integration ensures that each step possesses auditable targets, concrete evidence, and continuous feedback. Effective planning necessitates setting quarterly targets, such as class coverage and activity frequency, alongside clear process-outcome indicators and weekly schedules. Organising entails detailing the specific persons in charge, including the head teacher, literacy coordinator, and form teachers, while establishing a concise reporting flow. Actuating ensures that the three core practices—15 minutes of independent reading, journal writing, and short student presentations—are executed according to rigorous minimum standards. Finally, controlling is conducted through routine journal assessments and brief stand-up evaluations to review achievements against targets and agree on actionable follow-ups. Within this PDCA cycle, field notes transition from mere observations to the foundational basis for documented, iterative improvements [19], [20].

To strengthen the programme's database, consistent operational indicators must be applied across each class. These include the proportion of meetings meeting the 15-minute reading standard, the rate of timely journal collection, the frequency of presentations alongside rubric scores for clarity and articulation, and text comprehension metrics derived from exit tickets. By grouping these into leading indicators, such as reading discipline, and lagging indicators, like presentation quality, the checking stage can detect deviations early while the acting stage focuses on targeted improvements. Field observations confirm that classes with explicit planning and defined roles demonstrate greater consistency in actuation. This phenomenon supports the Total Quality Management (TQM) argument in education: quality is the product of robust process design and execution discipline, not merely end-of-process inspection [21], aligning perfectly with PDCA continuous improvement logic [22].

Addressing priority gaps in the next cycle requires treating collection limitations and family support as root causes rather than superficial issues. For the collection, schools must conduct level-interest suitability audits, curate tiered reading lists, and schedule inter-class rotation to maximize exposure. Family involvement can be enhanced through light home reading logs and regular communication channels between form teachers and parents. This "good enough to move" strategy, combined with stand-up evaluations, prevents excessive formalism while building a reliable quality audit trail, the hallmark of a learning organisation expected by PDCA and TQM frameworks [18], [21].

This managerial foundation naturally drives a pedagogical shift from symbolic programmes to meaningful, responsive literacy practices. This transition occurs when formative assessments directly guide subsequent teaching decisions. Formative data is

not merely collected for administrative compliance; it is actively utilized to adjust daily objectives, text selection, differentiation strategies, and feedback methods. Literacy must be seamlessly integrated with broader learning objectives and the student context rather than being executed as a routine ceremony devoid of instructional consequences [8]. To ensure this connection, schools must monitor the traceability of instructional decisions arising from journals, the quality of classroom interaction reflected in high-level questioning, and the accuracy of student understanding. When these indicators are utilized, student participation deepens and the clarity of their short presentations improves, signaling the cultivation of a vibrant literacy culture. The classroom cycle becomes highly responsive: teachers design engaging questions linked to actual misconceptions, select accompanying texts based on group needs, and provide specific feedback. Consequently, literacy programmes transform into evidence-based learning mechanisms [15].

Furthermore, resource limitations must be strategically managed as a process quality issue rather than a mere lack of assets. Applying TQM principles, the initial step involves curating the collection based on an audit of the suitability ratio, median publication age, and weekly circulation rates. Realistic targets—such as a 60% suitability ratio and a circulation of at least one book per student weekly—guide phased procurement to maintain budget sustainability [23]. External partnerships, including interlibrary loans and community donation programmes, expand the supply of materials without burdening the budget. These partnerships act as vital instruments for leveraging quality, effectively closing equity gaps by ensuring equal exposure for all student groups [24].

Internally, implementing distributed leadership guarantees that the pace of execution does not rely on a single individual. Appointing core literacy teachers as classroom facilitators and positioning librarians as active learning resource managers fosters shared responsibility. Effectiveness is continuously measured through coaching coverage, reading consistency, and journal submission rates. Ultimately, the combination of TQM and distributed leadership, bound by the PDCA cycle, ensures a closed feedback loop that elevates coaching efficacy and maintains a consistent, high-quality educational rhythm at the classroom level [24].

5 Conclusion

Research on reading literacy quality management at MTs Yakpi Wasilatul Huda and MTs Yamisa Soreang found that both madrasahs had well-developed plans for building a culture of literacy. The main programme consists of 15 minutes of reading before lessons begin, which is carried out consistently and supported by follow-up activities in the form of literacy journals. This plan involves the head of the madrasah, teachers, and librarians, who play a strategic role in supervising and implementing the programme.

The implementation of literacy programmes has proven to have a positive impact on students' interest in reading, reading comprehension, and writing skills. Students who were initially reluctant to read gradually became accustomed to and began to enjoy literacy activities. Literacy journals and presentations of reading results serve

as effective follow-up measures in strengthening students' memory, communication skills, and self-confidence.

Literacy quality evaluation is conducted through journal assessment, presentation observation, and student involvement in literacy activities. This evaluation shows an increase in student competence in line with Graduate Competency Standards, which cover aspects of attitude, knowledge, and skills.

The main obstacles in implementing the literacy programme are the limited number and variety of reading materials, as well as the lack of support from families in encouraging reading at home. Structural factors, such as limited reading facilities, and cultural factors, such as a reading culture that is not yet strongly established, are hindering the development of literacy in both madrasahs.

The solutions implemented to overcome these obstacles include adding to the reading collection, allocating regular reading time, and giving students the opportunity to present their reading results. The sustainability of the literacy programme requires support from parents, the community, and external institutions. The use of digital technology is also an urgent need to expand access to reading and attract students' interest.

This research confirms that reading literacy quality management in madrasahs contributes significantly to improving student competence. Strengthening facilities, teacher training, structured evaluation, and collaboration with various parties are strategic steps that need to be developed so that the culture of literacy becomes stronger and more sustainable.

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