

Reading Literacy Management in Improving Primary School Students' Learning Achievement

Linlin Nuryati*, Ida Tejawiani

Universitas Islam Nusantara, Bandung, Indonesia

*Corresponding Email: linlinnuryatiuninus@gmail.com

Abstract. This research is motivated by the low reading literacy in Indonesia, as evidenced by the PISA 2025 ranking that places Indonesia at 70th out of 80 countries, becoming a major challenge for the world of education. Although the government has issued various regulations such as the National Education System Law and the School Literacy Movement (GLS) to foster a reading culture, implementation in the field still faces obstacles, as indicated by fluctuations in literacy scores on the Education Report Card. This study aims to analyze reading literacy management at SDN Kemirimuka 2 and SDN Beji Timur 1. The theory of this research is to examine the management cycle according to Henry Fayol which includes planning, organizing, directing, coordinating, and controlling. The method used in this study is a qualitative approach with a multiple case study design. Data were collected through in-depth interviews, observations, and document analysis, then analyzed using the interactive model of Miles and Huberman. The results of the study indicate that systematic and structured management of reading literacy programs based on Fayol's management principles is able to create a conducive learning environment and support a significant increase in students' reading abilities. Reading literacy management in both schools was implemented well. It has been proven that the implementation of Reading Literacy management using Henry Fayol's *theory can improve the learning achievements of elementary school students*.

Keywords: Literacy Management, Student Achievement, Elementary School, GLS.

1 Introduction

Reading is a fundamental skill that is often underestimated, even though it is the core of all forms of literacy and language skills. This activity is not merely a mechanical process of recognizing letters and words, but a complex cognitive process of interpreting, understanding and internalizing information. Reading skills are the main foundation that supports other language skills, such as speaking, listening and writing [1].

In the context of modern life, characterized by a constant and boundless flow of information, literacy occupies a strategic position. The ability to critically filter, validate and interpret information is an absolute prerequisite for every individual to be able to participate actively in society, make wise decisions and improve their quality

of life. Ironically, amid this rapid flow of information, Indonesia still faces serious challenges in terms of literacy [2].

Based on data from the Programmed for International Student Assessment (PISA) in 2025, Indonesia ranked 70th out of 80 countries with a reading literacy score of 359. This figure not only reflects a lag, but also indicates systemic dysfunction in efforts to foster a culture of reading. This gap shows that although awareness of the importance of literacy has grown, its implementation in the field has not been effective. This low interest in reading stems from various factors, ranging from limited resources and unattractive teaching methods to a lack of support from the social environment [3]–[5].

Recognizing this urgency, the Indonesian government has issued various regulations and policies to address literacy issues. The National Education System Law No. 20 of 2003 explicitly mandates the development of a reading culture as an integral part of education. This step is reinforced by Law No. 43 of 2017 on the Book System, which defines literacy as "the ability to critically interpret information". This legal framework provides the basis for the implementation of national programmes such as the School Literacy Movement (GLS), which aims to create a conducive literacy ecosystem in schools [6].

This commitment is even manifested at the local level, as stipulated in Depok City Regulation No. 1 of 2018 concerning the Cultivation of a Love of Reading. However, the reality on the ground shows that the effectiveness of these regulations and programmes is still questionable. Reports from *Raport Pendidikan* indicate fluctuations in literacy scores in several schools, including SDN Kemirimuka 2 and SDN Beji Timur 1 in Depok City. Based on interview results, the principal of SDN Kemirimuka 2 reported a decline in literacy scores in 2022 and 2024, despite an increase in 2023. A similar pattern occurred at SDN Beji Timur 1, with a decline in 2022 and an increase in 2023 and 2024. This data shows a significant gap between the expectations outlined in the policy and the reality on the ground [7].

Theoretically, this gap can be analysed from various perspectives. First, there is a gap between ideal policy and pragmatic implementation. Although policies have been well formulated, their implementation at school level faces various challenges, ranging from limited resources to a lack of managerial understanding. Second, there is a gap between a programme-centric approach and a management-centric approach. Most literacy interventions focus on launching programmes such as "15 minutes of reading", but pay little attention to how these programmes are managed systematically [8], [9].

A literature review shows that literacy has been studied from various perspectives. First, literacy as a basic skill: Gujjar defines literacy as "a fundamental need and component for every individual who wants to acquire knowledge". Emphasises that literacy is "a person's ability to use skills and potential in managing and understanding information". Second, literacy as a cultural movement state that "literacy is an important tool for maintaining social relationships between people". In line with this, UNESCO (2017) views literacy as the ability to actively participate in society. Third, the implementation of the School Literacy Movement (GLS): various studies have evaluated GLS, but most focus on the overall results of the programme and do not examine the managerial factors behind its success or failure [10].

This study offers scientific innovation by focusing on reading literacy management as a systematic cycle that includes planning, organising, directing, coordinating, and controlling. Unlike previous studies that tend to examine literacy separately from management aspects, this study argues that the effectiveness of literacy programmes is largely determined by the quality of their management. By analysing the management cycle in two schools that showed fluctuations in performance, this study makes a significant contribution to filling theoretical and practical gaps.

Based on background analysis and previous literature reviews, the hypothesis proposed in this study is that structured and systematically integrated reading literacy management will correlate positively with stable and sustainable improvements in students' literacy skills. Conversely, weaknesses in one or more stages of management have the potential to cause fluctuations or programme failure.

The purpose of this study is to make a tangible contribution to improving the effectiveness of reading literacy management at the primary school level through a systematic and data-driven approach. Specifically, this study aims to conduct an in-depth analysis of the reading literacy management cycle, which comprises five main stages: planning, organising, directing, coordinating, and controlling. This analysis focuses on two primary schools in Depok City, namely SDN Kemirimuka 2 and SDN Beji Timur 1, which show the dynamics of literacy scores in recent years.

In addition, this study also aims to identify various supporting and inhibiting factors that influence the implementation of reading literacy in both schools. These factors include internal aspects such as managerial capacity, availability of resources, and the commitment of educators, as well as external aspects such as policy support, parental involvement, and the social environment.

The ultimate goal of this study is to formulate practical recommendations based on empirical findings to improve the effectiveness of reading literacy management in primary schools. These recommendations are expected to serve as a reference for education stakeholders in designing literacy strategies that are more structured, sustainable, and have a direct impact on improving students' literacy skills.

2 Method

This study utilises a qualitative approach with a multiple case study design. The qualitative approach was chosen because it allows researchers to explore the meaning, understanding, and context behind the phenomenon being studied in depth. The multiple case study design is highly relevant in this context because it allows for cross-location comparisons, thereby identifying similarities and differences in literacy management practices in two schools that show similar fluctuations in literacy outcomes. With this design, researchers can build a rich and deep understanding of the complex phenomena occurring in the field.

The subjects of this study consist of three main categories. First, the principals of SDN Kemirimuka 2 and SDN Beji Timur 1, who act as the main persons in charge of school management. Second, the teachers who are directly involved in the implementation of literacy programmes at both schools. Third, supporting quantitative data in the form of education reports for 2022, 2023, and 2024 from each school. The selection of these two schools was done purposively, based on specific criteria

relevant to the research questions, namely the fluctuation in literacy scores recorded in the education reports.

Data collection was conducted using triangulation techniques, which included three main methods. First, in-depth interviews: researchers conducted semi-structured interviews with school principals and teachers to explore the practices of planning, organising, directing, coordinating, and controlling literacy programmes. Second, direct observation: researchers directly observed interactions in the school environment, including teacher-student interactions, the use of literacy facilities, and the implementation of the designed literacy programme. Third, document analysis: researchers collected and analysed internal school documents such as education reports, lesson plans, and School Literacy Movement (GLS) activity reports [7], [11].

The research procedure was divided into several stages. The pre-field stage included obtaining research permits, conducting preliminary studies, and preparing research instruments. The data collection stage was conducted through interviews, observations, and document analysis alternately at both research locations. The data analysis stage was carried out using the Miles and Huberman interactive model, which included data reduction, data presentation, and conclusion drawing. The final stage was the preparation of the report, in which the researchers formulated the findings and analysis systematically.

Data analysis was conducted qualitatively by classifying, coding, and analysing data from interviews, observations, and documents to identify patterns and key themes related to literacy management. Management theory was used as a framework to interpret the data and explain the research findings academically and contextually [12], [13].

3 Results

3.1 Comparison of Literacy Education Report Card Results (2022–2024)

This study illuminates significant fluctuations in student literacy outcomes at SDN Kemirimuka 2 and SDN Beji Timur 1, a phenomenon starkly reflected in the longitudinal discrepancies within their respective official Education Report Card (*Rapor Pendidikan*) scores. An analysis of the acquired data reveals a concerning trajectory for SDN Kemirimuka 2, which experienced a substantial and critical decline in its literacy proficiency rate, dropping to 60% in the 2023 academic year. Fortunately, this institution managed to orchestrate a recovery, experiencing a notable instructional resurgence to a 70% proficiency rate in 2024. Conversely, SDN Beji Timur 1 demonstrated a comparatively more stable baseline, albeit with its own mild developmental dip. The school recorded a slight decrease to 66.67% in 2023, which was subsequently followed by a highly impressive, sharp escalation to an 83.33% proficiency rate in 2024. These measurable, year-over-year fluctuations in standardized scores serve as a critical diagnostic indicator [7]. They strongly suggest that the internal management, pedagogical execution, and daily oversight of literacy programmes within both educational institutions remain fundamentally unstable and highly inconsistent. This systemic volatility is likely deeply rooted in a chronic lack of meticulous, long-term strategic planning and an over-reliance on superficial, post-hoc evaluations of programme results rather than continuous, formative monitoring [7].

The underlying factors precipitating these uneven literacy results become distinctly apparent when critically examining how the two schools operationalize and manage their respective reading initiatives. At SDN Kemirimuka 2, the overarching management paradigm governing the literacy programme is inherently reactive rather than proactive. Pedagogical intensification efforts, such as sudden reading drives, concentrated tutoring, or emergency remedial sessions, are typically only mobilized after a detrimental decline in official scores has already been formally observed and published [4], [14], [15]. This reactionary "firefighting" approach creates a predictable cyclical pattern of temporary improvement followed by inevitable stagnation once the immediate pressure subsides. Meanwhile, the operational landscape at SDN Beji Timur 1 presents a different, yet equally challenging, paradigm. This institution attempts a more structurally sound approach, evidenced by the formal establishment of a dedicated literacy team tasked with overseeing reading initiatives. However, despite this commendable organizational architecture, the school's ability to optimize literacy outcomes is severely bottlenecked by rigid, systemic constraints. Acute budget limitations prevent the continuous acquisition of diverse, engaging, and level-appropriate reading materials, while severely restricted instructional time forces teachers to prioritize core curriculum completion over dedicated, immersive literacy enrichment. Both distinct institutional scenarios vividly demonstrate the absolute necessity for a more integrated, robust, and anticipatory planning framework to successfully mitigate these academic fluctuations and stabilize student performance trajectories [7], [9].

Drawing from this comparative institutional analysis, it becomes unequivocally clear that enduring educational success in reading comprehension cannot be sustainably built upon episodic, intensive short-term efforts or panic-driven instructional interventions. Instead, cultivating a robust institutional literacy culture depends heavily on the implementation of genuinely sustainable strategic planning, the provision of highly adequate and consistent resource support, and the execution of comprehensive, multifaceted evaluation protocols. Educational leaders must transcend the habit of viewing literacy as a temporary, isolated project. Therefore, a paradigm shift in evaluation methodology is urgently required. Assessment frameworks must pivot from merely analyzing final, summative test scores to focusing intently on the daily pedagogical processes and the long-term sustainability of the reading programmes themselves. By institutionalizing continuous evaluations and ensuring that operational planning proactively anticipates both resource constraints and shifting student needs, schools can guarantee resilient and optimal literacy achievements in the future [16].

3.2 Literacy Management Practices at Kemirimuka 2 Primary School and Beji Timur 1 Primary School

Literacy management practices at SDN Kemirimuka 2 present an organizational paradigm characterized by profound informality and a conspicuous absence of clear administrative architecture. Within this institutional framework, there is no designated, specialized literacy team. Instead, the heavy pedagogical burden of driving reading initiatives is uniformly distributed among all classroom teachers. While these educators display highly commendable dedication and an unwavering commitment to fostering student literacy despite the structural void, this decentralized approach inherently breeds systemic operational inefficiencies. The absence of a specialized co-

ordinating body inevitably results in overlapping administrative tasks, where instructional efforts are frequently duplicated, and pedagogical continuity across different grade levels is easily disrupted. More critically, this diffuse distribution of responsibility creates a severe accountability vacuum within the school. When literacy is broadly categorized as everyone's job, it paradoxically risks becoming no one's primary professional directive. Consequently, without formal oversight or a dedicated leadership team to rigorously monitor progress, programme evaluations tend to be largely superficial, anecdotal, and critically lacking in the empirical depth necessary to drive continuous, data-informed institutional improvement [17], [18].

In stark contrast, the managerial landscape at SDN Beji Timur 1 illustrates a deliberate attempt at structural formalization through the establishment of a dedicated literacy team, complete with a designated chairperson and specific, role-bound members. However, the primary operational bottleneck at this institution emerges not from a lack of organizational clarity, but from acute, persistent limitations in resource allocation. Despite possessing a clear hierarchical framework, this dedicated team continuously grapples with severe constraints regarding both instructional time and institutional funding. Consequently, highly ambitious literacy plans and strategic reading enrichment programmes frequently remain aspirational, as the team lacks the material and temporal resources required to execute them optimally. Nevertheless, the mere existence of this formalized team provides an undeniably superior operational structure and a much more focused, strategic allocation of pedagogical tasks when directly compared to the decentralized, informal model at SDN Kemirimuka 2. The establishment of clear roles at SDN Beji Timur 1 creates valuable institutional opportunities for designing and deploying highly structured, sequential literacy programmes, even though the persistent scarcity of tangible resources remains a formidable barrier to maximizing their full educational impact [19].

This critical comparative analysis starkly indicates that fostering effective organizational capacity demands significantly more than the mere administrative formation of a committee. True managerial efficacy in educational settings requires a dual mandate: the establishment of a robust organizational architecture must be inextricably coupled with the deliberate, strategic allocation of adequate time, specialized training, and financial backing. Without these critical supportive inputs, even the most meticulously designed literacy programmes will inevitably struggle to transition from strategic blueprints to impactful classroom realities. Both SDN Kemirimuka 2 and SDN Beji Timur 1 serve as compelling institutional case studies, underscoring the universal administrative truth that clear reporting structures and optimal, sustained resource management are absolute prerequisites. Only when these dual elements operate in synergy can literacy management function effectively, transcend superficial implementation, and ultimately deliver robust, consistent, and measurable improvements in student reading comprehension across successive academic years.

3.3 Supporting and Hindering Factors in the Implementation of Literacy Programs

The successful initiation and sustained momentum of the literacy programmes in both observed schools are fundamentally anchored by two primary supporting pillars: the unwavering commitment of the headteachers and the robust regulatory scaffolding

provided by the government. Despite navigating a myriad of operational challenges, chronic resource deficits, and institutional limitations, the headteachers at both educational institutions have demonstrated a profound, serious concern for cultivating a thriving reading culture [20]. They serve as the primary motivational engines, actively driving these initiatives forward and maintaining faculty morale when obstacles arise. Furthermore, macro-level support from both central and local government authorities endows these school-level initiatives with essential institutional legitimacy. Clear regulatory mandates and official educational guidelines do not merely suggest action; they help to create a comprehensive, adequate framework that legally and structurally compels the implementation of targeted literacy programmes within both schools, aligning local efforts with national educational goals [21].

However, the ambitious implementation of these literacy programmes is heavily compromised by a series of formidable structural and pedagogical obstacles. Foremost among these challenges is the chronic limitation of essential resources, encompassing both severe financial constraints and inadequate physical facilities. Both schools persistently struggle with the complex logistics of procuring high-quality, diverse, and age-appropriate reading books. When library collections remain stagnant, outdated, or unappealing, student engagement inevitably plummets. Compounding this issue is the stark limitation of dedicated, comfortable reading room facilities that are conducive to quiet study and immersive reading experiences [11].

Beyond physical and financial deficits, a critical pedagogical barrier severely hampers the long-term efficacy of these initiatives: the glaring lack of specialized literacy training for the teaching staff. Without comprehensive, ongoing professional development, teachers are frequently ill-equipped to employ modern, innovative, and highly engaging literacy teaching methodologies. Merely instructing students to read is fundamentally insufficient; educators require advanced pedagogical tools to foster deep comprehension, analytical thinking, and a genuine passion for literature. This critical deficit in professional capacity directly correlates with the low overall effectiveness of the implemented programmes, as teachers are forced to default to traditional, uninspiring instructional methods [22].

Another significant hindering factor that critically undermines the sustainability of these literacy efforts is the pronounced lack of strategic collaboration between the schools, parents, and broader external stakeholders. While individual teachers frequently demonstrate highly commendable personal initiative in attempting to elevate student literacy levels within the confines of their classrooms, these isolated efforts are insufficient to drive systemic, cultural change. The limited, often superficial communication between schools and parents results in a critical lack of support for nurturing a culture of literacy within the home environment. When reading habits are not actively reinforced or modeled by parents and caregivers, the academic momentum generated during school hours quickly dissipates. Therefore, a much more concerted, deliberate institutional effort is urgently required to build robust, synergistic partnerships with parents and the surrounding community. By actively transforming the home into a supportive extension of the school's reading ecosystem, educators can successfully cultivate deeply ingrained reading habits that endure well beyond the formal school day [23].

4 Discussion

From the research findings, literacy programme planning in both schools tends to be reactive rather than proactive. At SDN Kemirimuka 2 and SDN Beji Timur 1, literacy programmes are often only intensified after seeing a decline in scores on the Education Report Card. This shows that both schools are more focused on solving short-term problems than designing sustainable strategies. According to strategic management theory, good planning should be anticipatory, with long-term goals integrated with the school's vision. Reactive planning will only produce short-term solutions that are less effective and cannot provide a sustainable impact.

More proactive planning will involve an in-depth analysis of students' literacy needs from the outset, rather than only after seeing a decline in scores. This requires an evaluation of literacy achievement data, feedback from teachers, and mapping of available resources. Without careful planning, literacy programmes will continue to experience fluctuations, as reflected in inconsistent education report card results. Therefore, it is important to develop more comprehensive and data-driven planning to achieve more stable literacy outcomes [24], [25].

Going forward, it is necessary to integrate literacy planning with the school's long-term goals, where literacy programmes become an integral part of the overall education strategy. With more careful and structured planning, fluctuations in literacy outcomes can be minimised, and schools can achieve more sustainable literacy outcomes.

A more structured literacy programme has proven to yield better results. At SDN Beji Timur 1, despite having a formal literacy team, the main obstacle lies in the limited allocation of resources. This shows that a good organisational structure must be supported by adequate resources. Without sufficient resources, even with a clear division of tasks, the literacy programme cannot run effectively. Conversely, SDN Kemirimuka 2, which does not have a clear literacy team structure, tends to face overlapping roles among teachers, which ultimately hinders optimal literacy management [7].

According to organisational management theory, a clear structure and appropriate allocation of resources are essential to ensure the smooth running of a programme. Without a clear structure, the management of a literacy programme can become chaotic and disorganised. Conversely, even with a good structure, a lack of resources will make it difficult for the literacy team to run the programme effectively. Therefore, it is important to ensure sufficient support in terms of budget, facilities, and time to run the literacy programme properly [9].

To improve organisation, SDN Kemirimuka 2 could consider forming a clear literacy team, while SDN Beji Timur 1 needs to improve resource allocation, particularly in terms of budget and time. With improvements in organisation and better resource support, both schools can be more effective in running their literacy programmes.

Control is one of the most important management functions in ensuring that literacy programmes run according to plan. However, the findings show that control in both schools is still weak. Evaluations focus more on end results, such as Education Report scores, without in-depth analysis of the literacy programme implementation process. This makes it difficult for both schools to identify the root

causes of fluctuations in literacy scores. Furthermore, the absence of a structured feedback system from teachers to school management makes evaluations more one-sided and less effective [9]

Classical management theory suggests that effective control must be carried out systematically and continuously. Without structured control, literacy programmes will continue to run without a clear direction, and the results will remain unstable. Therefore, it is important to implement a more comprehensive evaluation system, which not only assesses the final results but also pays attention to the processes and obstacles faced by teachers and students. Feedback from teachers and students should also be used as evaluation material for future programme improvements.

5 Conclusion

Based on an in-depth analysis of reading literacy management at SDN Kemirimuka 2 and SDN Beji Timur 1, it can be concluded that fluctuations in student literacy scores over the past three years were not caused by a lack of programmes, but rather by fundamental weaknesses in the programme management cycle itself. Although government commitment and regulations are in place, their implementation at the school level has not been optimal. Reactive planning, disorganised implementation, ineffective guidance, and weak control collectively constitute the main factors hindering the success of literacy programmes. These findings emphasise that in order to achieve the desired results, the government needs to formulate a comprehensive and well-structured literacy policy framework.

Furthermore, the results of this study confirm that the establishment of a strong literacy culture requires comprehensive improvements at every stage of management, from proactive planning to systematic and continuous evaluation. Based on these findings and conclusions, several relevant recommendations are proposed.

Schools need to design literacy programmes that are strategically integrated with the curriculum and the institution's vision and mission. The formation of a formal literacy team with adequate resource allocation is highly recommended. In addition, school principals need to implement a leadership style that empowers teachers through continuous training and mentoring.

The government and relevant ministries need to ensure that schools are not only given the mandate to implement literacy programmes, but also adequate financial support and training so that the programmes can run effectively and sustainably.

This study recommends further research on sustainable, data-driven literacy management models. Experimental studies could be conducted to test the effectiveness of specific managerial interventions, such as leadership training and literacy programme management for head teachers and teachers.

References

- [1] N. Pachler, A. Barnes, and K. Field, 'Teaching listening, speaking, reading and writing', in *Learning to Teach Modern Languages in the Secondary School*, 2020. doi: 10.4324/9781315800066-14.
- [2] K. S. Cho and S. Krashen, 'Pleasure reading in a foreign language and competence in

- speaking, listening, reading and writing', *Teflin J.*, vol. 30, no. 2, pp. 231–236, 2019, doi: 10.15639/teflinjournal.v30i2/231-236.
- [3] A. Copping, 'Speaking and listening scaffolds reading and writing', in *Being Creative in Primary English*, 2018. doi: 10.4135/9781473983700.n5.
- [4] R. S. Habibah, T. Ruhimat, and M. Supriatna, 'Strategi Pembelajaran Multiliterasi Untuk Mengembangkan Berpikir Kritis Siswa Madrasah Tsanawiyah', *Edusentris*, vol. 5, no. 3, p. 155, 2019, doi: 10.17509/edusentris.v5i3.302.
- [5] U. Suherman *et al.*, 'Implementing a Kindness-Based Leadership Strategy in Islamic Elementary Education', *EDUKASIA J. Pendidik. dan Pembelajaran*, vol. 6, no. 1, pp. 281–292, 2025, doi: <https://doi.org/10.62775/edukasia.v6i1.1384>.
- [6] L. B. Mirnawati and R. A. V. Fabriya, 'Penerapan Media Flipbook untuk Meningkatkan Literasi Membaca Siswa SD', *J. Pemikir. dan Pengemb. Sekol. Dasar*, vol. 10, no. 1, 2022, doi: 10.22219/jp2sd.v10i1.19837.
- [7] S. Marmoah, H. Hartono, and S. Sadiman, 'Implementation of School-Based Management Through a Culture of Literacy in Elementary Schools', *DWIJA CENDEKIA J. Ris. Pedagog.*, vol. 3, no. 2, 2019, doi: 10.20961/jdc.v3i2.35349.
- [8] G. Anand, A. Atluri, L. Crawford, T. Pugatch, and K. Sheth, 'Improving school management in low and middle income countries: A systematic review', *Econ. Educ. Rev.*, vol. 97, 2023, doi: 10.1016/j.econedurev.2023.102464.
- [9] S. Marmoah, J. I. S. Poerwanti, and Suharno, 'Literacy culture management of elementary school in Indonesia', *Heliyon*, vol. 8, no. 4, 2022, doi: 10.1016/j.heliyon.2022.e09315.
- [10] UNESCO, *Education for Sustainable Development Goals: Learning Objectives*. UNESCO, 2017.
- [11] V. Liansari, W. Taufiq, and D. R. Santoso, 'The Implementation of Literacy Culture Programs in Elementary School', *Jo-ELT (Journal English Lang. Teaching)*, vol. 8, no. 2, 2021, doi: 10.33394/jo-elt.v8i2.4481.
- [12] L. J. Moleong and J. W. Creswell, *Metodologi Penelitian Kualitatif (Edisi Revisi)*, vol. 103. Bandung: Sage Publications, 2017.
- [13] M. B. Miles, A. M. Huberman, and J. Saldana, *Qualitative Data Analysis, A Methods Sourcebook*. London: SAGE Publications, Inc, 2014.
- [14] N. E. Priyani, 'Improving Scientific Literacy through Cooperative Learning: Eclipse Crossword for Students in the Border Area of Indonesia', *JENIUS (Journal Educ. Policy Elem. Educ. Issues)*, vol. 3, no. 1, 2022, doi: 10.22515/jenius.v3i1.4913.
- [15] N. Sulastri, S. Anwar, U. Suherman, and E. S. Cipta, 'Deep Learning-Based Planning Model for Islamic Education in Indonesian Integrated Schools', *EDUKASIA J. Pendidik. dan Pembelajaran*, vol. 5, no. 2, pp. 645–658, 2024, doi: <https://doi.org/10.62775/edukasia.v5i2.1734>.
- [16] N. M. Maryati, H. Hidayat, N. Sulastri, and S. Anwar, 'School Management in Preventing Bullying in Primary Schools', *J. Innov. Res. Prim. Educ.*, vol. 4, no. 4, pp. 1891–1903, 2025, doi: <https://doi.org/10.56916/jirpe.v4i4.1770>.
- [17] C. D. Glickman *et al.*, *Effective Teacher Professional Development*, 2nd ed., vol. 58, no. 1. New York: Routledge, 2020.
- [18] I. M. Mbiti, 'The need for accountability in education in developing countries', *J. Econ. Perspect.*, vol. 30, no. 3, p. 109, 2016, doi: 10.1257/jep.30.3.109.
- [19] C. Klotzbach-Russell, E. M. Rowley, and R. Starry, 'Librarians in the LaunchPad: Building partnerships for entrepreneurial information literacy', *J. Bus. Financ. Librariansh.*, vol. 27, no. 1, 2022, doi: 10.1080/08963568.2021.1982567.
- [20] S. N. Pratiwi, I. Prasetya, and N. Gaja, 'Literacy Culture in Elementary Schools: The Impact of the Literacy Movement Program and Library Facilities', *J. Kependidikan*, vol. 8, no. 3, 2022, doi: 10.33394/jk.v8i3.5559.
- [21] R. Hofmann, M. Vrikki, and M. Evagorou, 'Engaging Teachers in Dialogic Teaching

- as a Way to Promote Cultural Literacy Learning: A Reflection on Teacher Professional Development', pp. 135–148, 2021, doi: 10.1007/978-3-030-71778-0_10.
- [22] Y. Apriati *et al.*, 'Developing and managing your school guidance and counseling program', *Palgrave Handb. Fam. policy*, vol. 2, no. 1, pp. 2048–2060, Oct. 2022, doi: 10.23916/083345011.
- [23] S. Sahiruddin and S. Herminingrum, 'Developing Reading Literacy through Parent–Teacher Partnership Program in Indonesian Primary Schools', *KnE Soc. Sci.*, 2021, doi: 10.18502/kss.v5i3.8556.
- [24] M. Nurtanto, N. Kholifah, A. Masek, P. Sudira, and A. Samsudin, 'Crucial problems in arranged the lesson plan of vocational teacher', *Int. J. Eval. Res. Educ.*, vol. 10, no. 1, 2021, doi: 10.11591/ijere.v10i1.20604.
- [25] M. R. Canavaro, 'Pentingnya Literasi Digital untuk Membedakan antara Hoaks atau Bukan , Beserta Pola Penyebarannya', pp. 1–5, 2019.