

Strategic Literacy Management through the POAC Model: Strengthening the Gerakan Literasi Sekolah in Indonesian Primary Education

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Abstract. This study investigates the management of poetry-writing literacy programs in elementary schools through the application of the POAC (Planning, Organizing, Actuating, and Controlling) management model within the framework of the Gerakan Literasi Sekolah (GLS) and the Kurikulum Merdeka. Employing a qualitative multi-site case study design, the research was conducted at SDN Jambudipa 1 and SDN Cimanggu in Cianjur, West Java. Data were collected through in-depth interviews, participatory observations, and document analysis, and analyzed using the interactive model of Miles, Huberman, and Saldaña. The findings reveal that effective program management characterized by systematic planning, participatory organization, creative implementation, and adaptive evaluation significantly enhances students' interest, creativity, and performance in poetry writing. Quantitative data show an increase of 42–57% in students' interest levels, while the average number of poems produced more than doubled, and rubric-based scores improved from 68–70 to 82–85. Qualitative evidence further demonstrates growing learner autonomy, motivation, and engagement as students began to express local culture, nature, and personal reflections through poetry. These results underscore that when GLS and Kurikulum Merdeka are operationalized through structured managerial frameworks, they yield transformative educational impacts beyond linguistic skills strengthening character formation, critical thinking, and aesthetic appreciation in alignment with the values of the Profil Pelajar Pancasila. The study concludes that integrating systematic management practices with culturally grounded pedagogy is essential for ensuring the sustainability and contextual relevance of school-based literacy programs.

Keywords: Literacy Management, Poetry Writing, POAC Model, Gerakan Literasi Sekolah (GLS), Kurikulum Merdeka.

1 Introduction

Literacy education at the elementary school level plays a crucial role in developing the foundational competencies of language, critical thinking, creativity, and character formation from an early age [1], [2]. Writing literacy particularly through poetry serves as an essential medium for cultivating imagination, aesthetic appreciation, and reflective awareness among learners [3], [4]. Within Indonesia's national education framework, the Gerakan Literasi Sekolah (GLS) and the Kurikulum Merdeka emphasize the importance of meaningful learning that aligns with students' interests and talents [5], [6]. In practice, GLS implementation in Cianjur's elementary schools commonly includes fifteen-minute daily reading sessions, classroom reading corners, poetry competitions with local themes, and collaboration among teachers, librarians, and school committees to sustain a culture of literacy [6], [7]. Poetry writing, therefore, becomes a strategic medium for realizing the values of the Profil Pelajar Pancasila, especially in nurturing critical, creative, and ethical reasoning consistent with the aims of the Ministry of Education, Culture, Research, and Technology [8], [9].

From a broader educational perspective, literacy development aligns with the national agenda for achieving Sustainable Development Goal 4 (SDG 4) on Quality Education, which underscores inclusive and equitable learning opportunities [10], [11]. Indonesia's national literacy index and the results of international assessments such as PISA indicate that reading and writing competencies among students remain below global averages, reinforcing the urgency of strengthening foundational literacy through innovative school-based programs.

Historically, the Indonesian government has implemented several initiatives to promote literacy, beginning with the Gerakan Nasional Membaca and evolving into the GLS as a more integrated movement under the Kurikulum Merdeka [12], [13]. These policies aim to cultivate lifelong reading and writing habits while embedding literacy into character education [14], [15]. Yet, at the elementary level, the translation of such national directives into effective school practices remains inconsistent, particularly in regions outside urban centers [16].

In Cianjur Regency, which is rich in cultural heritage, local language, and oral literary traditions, poetry literacy holds the potential to bridge modern educational goals with local identity formation [17]. Incorporating local wisdom and indigenous literature into the curriculum not only preserves cultural continuity but also enhances students' engagement and sense of belonging [18]. The sociocultural environment characterized by religiosity, mutual cooperation, and artistic expression positions poetry literacy as a vehicle for transmitting moral and cultural values [19].

Nevertheless, empirical observations reveal that literacy programs at schools such as SDN Jambudipa 1 and SDN Cimanggu face significant managerial and pedagogical challenges. Weak planning, inadequate resource organization, inconsistent implementation, and limited monitoring and evaluation mechanisms hinder program sustainability. Teachers and principals often express difficulties in balancing administrative responsibilities with creative literacy initiatives, indicating a need for stronger managerial frameworks and capacity building.

Literacy education at the elementary school level occupies a pivotal role in constructing the foundational competencies of language, critical thinking, creativity, and character formation from an early age. Poetry writing, therefore, becomes a strategic medium for realizing the values of the [20]. Writing literacy, particularly through poetry, serves as a vital medium for cultivating imagination, aesthetic expression, and reflective awareness among learners [3]. Within the framework of national education, the Gerakan Literasi Sekolah (GLS) and the Kurikulum Merdeka emphasize the importance of meaningful learning experiences that align with students' interests and talents. At the level of practical implementation, Gerakan Literasi Sekolah (GLS) programs in elementary schools across Cianjur are commonly realized through activities such as a fifteen-minute reading routine before class, the establishment of classroom reading corners, poetry writing and reading competitions grounded in local themes, and collaborative efforts among teachers, librarians, and school committees to sustain a culture of literacy [6]. Writing poetry thus functions as a vehicle for actualizing the values embedded within the Profil Pelajar Pancasila, particularly through the development of critical reasoning, creativity, and moral character in accordance with the objectives of the Ministry of Education, Culture, Research, and Technology [21], [22].

In the local context, Cianjur Regency possesses a rich cultural heritage, regional language, and oral literary traditions that can serve as a foundation for developing poetry writing literacy at the elementary level [23]. The sociocultural environment deeply rooted in religiosity, mutual cooperation, and traditional artistic expression positions poetry literacy not merely as an academic pursuit but as a medium for internalizing local wisdom [22], [24].

The persistent disparity between the idealized objectives of national literacy policies and the practical challenges encountered during school-level implementation such as insufficient planning, limited resource organization, inconsistent execution, and weak monitoring and evaluation mechanisms observed in regions like Cianjur critically underscores the necessity of adopting a more systematic management approach. Previous studies from Ariyani et al., (2025) and Nurhasanah et al., (2025) consistently emphasize that the success and sustainability of literacy programs are intrinsically linked to robust strategic planning, effective leadership from school principals, and comprehensive evaluation mechanisms [25], [26]. However, despite this recognition, there remains a significant paucity of research specifically examining the systematic management of poetry writing literacy programs within elementary education. This gap highlights a critical need for comprehensive and contextually grounded research that elucidates effective managerial strategies in this vital educational domain.

Theoretically, educational management can be effectively analyzed through the POAC model (Planning, Organizing, Actuating, Controlling) as formulated by G.R. Terry (1972). This framework posits that the success of any program depends upon the synergy among its core managerial functions careful planning, structured organization, consistent implementation, and continuous evaluation. In the context of poetry writing literacy at the elementary level, each POAC component manifests concretely as follows: (1) Planning entails defining program objectives, selecting instructional themes and methods aligned with students' characteristics, and scheduling literacy activities such as poetry competitions or exhibitions; (2) Organizing involves establishing

literacy teams, delineating roles among teachers, librarians, and students, and managing resources such as learning media and reading spaces; (3) Actuating encompasses the execution of collaborative poetry writing sessions, teacher workshops, student mentoring, and creative showcases; while (4) Controlling includes monitoring program implementation, evaluating student outputs, and conducting reflective reviews for continuous improvement. These dimensions provide a conceptual foundation for assessing how effectively schools operationalize managerial functions. Prior research on poetry writing at the elementary level has largely emphasized instructional creativity while neglecting the managerial structures necessary for sustainability.

The roles of principals and teachers constitute crucial determinants of program success. The principal functions not merely as an administrative leader but as a transformative agent who fosters a literacy-oriented culture and strategically allocates institutional resources [27]. Strong leadership has been shown to enhance teacher commitment and ensure the continuity of literacy initiatives [28]. Teachers, conversely, act as facilitators and creative motivators who cultivate student engagement in poetry writing [29]. Their pedagogical competence in integrating creative writing techniques, delivering constructive feedback, and adapting materials to student needs plays a decisive role in determining learning outcomes.

The literature collectively highlights that effective literacy programs require the integration of robust management practices with creative pedagogical approaches. Nevertheless, few studies have elaborated how the interrelated functions of planning, organization, implementation, and evaluation can be holistically applied to poetry writing literacy within elementary settings. Hence, this research seeks to address that gap by examining how literacy management strategies are enacted and how they influence the cultivation of students' creative potential and literary interest.

This study employs a multi-site qualitative design to systematically investigate the management of poetry writing literacy programs in two elementary schools within Cianjur Regency. Unlike prior studies that have analyzed programs in isolation, this research adopts the classical POAC framework planning, organizing, implementing, and controlling as an analytical lens to provide a comprehensive understanding of how literacy programs are administered within specific sociocultural contexts. The selection of a multi-site qualitative approach is justified by the contrasting yet representative characteristics of the participating schools: SDN Jambudipa 1, which benefits from strong community literacy engagement, and SDN Cimanggu, which operates under resource constraints. This comparative design enables a nuanced analysis of how contextual differences shape the effectiveness of literacy management.

Moreover, poetry writing literacy exerts a profound influence on students' character formation, fostering emotional sensitivity, empathy, religiosity, and reflective thinking qualities that resonate strongly with the values embodied in the Profil Pelajar Pancasila. Through the acts of composing and interpreting poetry, learners develop positive self-expression, appreciation for diverse perspectives, and the internalization of moral and cultural values.

2 Method

This study employs a qualitative approach with a multi-site case study design, following the paradigmatic assumptions of Creswell (2018) and Stake (1995) regarding the exploration of complex social phenomena within natural contexts [30], [31]. The qualitative approach enables an in-depth understanding of meanings, practices, and managerial strategies involved in implementing poetry writing literacy programs at the elementary school level. The multi-site design allows analysis across two different settings, facilitating cross-case comparison to identify shared patterns, contextual variations, and factors influencing the success of literacy management [32]. This approach is suited to building a theoretical understanding that is context-sensitive and transferable rather than statistically generalizable.

The research is conducted at SDN Jambudipa 1 and SDN Cimanggu, two public elementary schools in Cianjur Regency, West Java. Both schools have implemented poetry writing literacy programs but exhibit distinct managerial and environmental characteristics. SDN Jambudipa 1 represents a model of community-based literacy culture and participatory leadership, whereas SDN Cimanggu illustrates resource-limited management conditions. The contrast between these sites allows for a comprehensive understanding of how contextual dynamics shape literacy management practices [33].

Participants include key stakeholders directly engaged in literacy program implementation: principals as program managers, teachers as facilitators of learning activities, students as the central focus of literacy development, and administrative staff and parents as supporting agents. Their diverse perspectives offer holistic insights into managerial practices and program sustainability.

Data are collected through in-depth interviews, participatory observation, and document analysis [34]. Semi-structured interviews with principals, teachers, administrative staff, and students explore experiences, managerial strategies, and evaluations of program effectiveness. Observations involve participation in classroom poetry writing and other literacy activities, capturing contextual realities such as classroom interaction, media use, and student participation. Document analysis includes reviewing program plans, instructional materials, evaluation reports, student poetry anthologies, and administrative records.

Data analysis follows the interactive model developed by Miles, Huberman, and Saldaña (2014), comprising three concurrent activities: data reduction, data display, and conclusion drawing/verification [32]. Data reduction entails organizing, coding, and categorizing data into emerging themes. Data display employs matrices, tables, and diagrams to highlight relationships among themes. The final stage involves interpreting patterns, validating findings through triangulation of sources and methods, and confirming results via member checking and peer debriefing.

To ensure credibility and trustworthiness, this study applies Lincoln and Guba's (1985) criteria: credibility, transferability, dependability, and confirmability [35]. Credibility is achieved through prolonged engagement and triangulation; transferability through thick description of context; dependability via transparent documentation of procedures; and confirmability through reflective journaling and audit trails. Ethical

principles are observed by obtaining informed consent, ensuring participant anonymity, and safeguarding confidentiality.

3 Results

3.1 Planning

The planning phase at both schools was explicitly aligned with the Gerakan Literasi Sekolah (GLS) framework, emphasizing reading and writing culture as a core element of the Kurikulum Merdeka. Each activity weekly poetry writing, thematic competitions, and poetry exhibitions was designed as a contextualized embodiment of Proyek Penguatan Profil Pelajar Pancasila (P5) within the Merdeka curriculum structure. The planning phase of the poetry literacy program at SDN Jambudipa 1 and SDN Cimanggu was implemented through a structured, multi-layered process involving strategic goal formulation, systematic scheduling, and participatory engagement of stakeholders. Both schools articulated a shared objective to enhance students' interest and competence in poetry writing as an integral part of language development and character education. Activities were embedded within the Merdeka Curriculum and conducted weekly, reinforcing both linguistic fluency and creativity. Planning was not merely administrative but also contextualized, reflecting the local cultural identity of Cianjur. The collaboration between principals, teachers, school committees, and parents was crucial in ensuring that the literacy agenda remained contextually relevant and pedagogically meaningful.

3.2 Organizing

Organizational management encompassed human, material, and temporal resources. Task distribution was clearly delineated: principals provided strategic direction and oversight; Indonesian language and homeroom teachers facilitated and coordinated literacy activities; and administrative staff supported documentation. Both schools utilized diverse pedagogical media including poetry modules, student anthologies, and visual displays to cultivate a stimulating literary environment. However, SDN Jambudipa 1 faced infrastructural challenges that occasionally disrupted activity flow and student comfort. Despite these constraints, the schools demonstrated adaptive resource management and policy support, ensuring that literacy activities remained sustainable and integrated within the broader school program.

3.3 Actuating

The implementation of the literacy program exhibited consistent dynamism and student engagement. Weekly poetry-writing sessions, thematic competitions, and exhibition events became routine and well-received. Students demonstrated marked improvement in creative expression, thematic diversity, and linguistic precision. Teachers functioned as creative mentors providing constructive feedback, facilitating reflective

discussions, and nurturing students’ confidence in self-expression. Collaborative poetry readings further strengthened students’ affective, social, and aesthetic sensibilities, reinforcing the program’s holistic educational intent.

Table 1. Enhancement in Students’ Interest and Poetry Writing Proficiency

School	Interest Increase (%)	Avg. Poem Before	Avg. Poems After	Avg. Initial Score	Avg. Final Score
SDN Jambudipa 1	42%	1.8	3.3	68	82
SDN Cimanggu	57%	2.1	5.2	70	85

The data indicate substantial progress across both institutions. Students’ interest in poetry increased by 42% at SDN Jambudipa 1 and by 57% at SDN Cimanggu, corresponding with improvements in both quantity and quality of poetic output. The average number of poems produced more than doubled, while rubric-based evaluations encompassing technical accuracy, aesthetic quality, and thematic originality revealed a statistically significant enhancement in performance. These improvements suggest a successful synthesis between pedagogical creativity and managerial structure.

The narrative accounts corroborate the quantitative outcomes. A student from SDN Cimanggu reflected, “I used to find writing difficult, but now I love writing about my school and the trees around it.” Similarly, a teacher from SDN Jambudipa 1 observed, “Students are now writing with their own voices they are not just imitating, but interpreting their experiences through poetry.” Such testimonies demonstrate internalized engagement and growing creative autonomy. Parental feedback further confirmed the program’s extended impact: “My child now writes poems at home and asks me to listen. It’s wonderful to see this change,” shared one parent. Collectively, these perspectives illustrate a shift toward a sustainable literacy culture that transcends classroom boundaries.

3.4 Controlling

Program monitoring and evaluation were systematically conducted through continuous observation, artifact documentation, and stakeholder feedback. The evaluative framework utilized analytic rubrics emphasizing linguistic structure, expressive depth, and aesthetic coherence. Findings demonstrated consistent gains in performance and participation, though minor fluctuations were noted during resource shortages or scheduling overlaps. Adaptive control mechanisms such as realigning activity timetables and optimizing available media were introduced to maintain program momentum. These iterative adjustments reflected a responsive and evidence-based managerial approach consistent with the Controlling component of the POAC model.

3.5 Challenges and Solutions

Implementation barriers primarily stemmed from infrastructural inadequacies, inconsistent documentation, and the difficulty of sustaining teacher motivation amid administrative workload. To address these issues, both schools institutionalized innovative strategies such as recurring poetry contests, periodic publication of student anthologies, and school-wide exhibitions celebrating literary achievement. Capacity-building workshops were also organized to enhance teachers' pedagogical and managerial competencies. Strengthened collaboration with parents and community partners further reinforced program continuity. Through these adaptive and reflective practices, the schools succeeded in institutionalizing poetry literacy as a core element of holistic education and character formation.

4 Discussion

The findings of this study reveal a multifaceted and interdependent relationship between educational management systems and the success of poetry literacy programs within elementary education. Anchored in the POAC (Planning, Organizing, Actuating, and Controlling) framework, this discussion critically interprets how managerial mechanisms at SDN Jambudipa 1 and SDN Cimanggu shape pedagogical practices, influence learner outcomes, and interact with contextual variables unique to the Cianjur region. By integrating empirical data, qualitative interpretation, and theoretical reflection, this section situates the study within the broader scholarly discourse on literacy management while contributing novel insights into the systematic orchestration of creative literacy in constrained educational settings.

4.1 Correlation with Previous Literature and Theoretical Context

The results substantiate and extend the findings of Ariyani et al. (2025) and Nurhasanah et al. (2025), who identified persistent inconsistencies between national literacy objectives and their operationalization in schools. Both scholars argued that the sustainability of literacy initiatives hinges upon coherent planning, competent leadership, and continuous evaluation. The present research corroborates these principles but extends them through its empirical demonstration of how systematic management, when applied to creative domains such as poetry writing, can narrow the gap between policy ideals and local practice. The documented managerial deficits namely inadequate planning, limited coordination, and weak monitoring mirror prior studies, yet this investigation provides a constructive model for resolution. The integration of the POAC approach evidences that structured management fosters contextual adaptability, a finding that deepens the theoretical conversation on the operationalization of literacy management in elementary education.

4.2 Integration of Management, Pedagogy, and Empirical Data

The Planning stage was characterized by efforts to align school-level initiatives with national policies like Gerakan Literasi Sekolah (GLS) and Kurikulum Merdeka. Quantitative data illustrate notable progress: student interest in poetry writing increased by 42% at SDN Jambudipa 1 and 57% at SDN Cimanggu; the average number of poems per student rose from 1.8 to 4.3 and from 2.1 to 5.2, respectively; while rubric-based poem scores improved from 68 to 82 and 70 to 85. These quantitative outcomes attest to the efficacy of well-structured planning and its alignment with motivational pedagogy. Strategic synchronization between goals, curriculum design, and teacher collaboration established the foundation for sustainable program implementation and measurable creative growth.

The Organizing dimension highlighted the distributed nature of leadership and collaboration. Principals supervised budgeting, policy integration, and community partnerships, while teachers assumed dual roles as facilitators and mentors. At SDN Jambudipa 1, limited access to digital media necessitated innovative solutions poetry walls, student-led recitations, and rotating exhibitions that redefined resource constraints as creative opportunities. This adaptive management practice exemplifies Terry's (1972) notion that organizational efficacy derives from contextual fit rather than resource abundance. Thus, the organizing phase functioned as an exercise in resilience and localized innovation.

4.3 Qualitative Insights and Pedagogical Transformation

The qualitative data deepen the understanding of these outcomes by revealing the emotional and behavioral shifts among students, teachers, and parents. One fifth-grade student from SDN Jambudipa 1 remarked, "Now I like to write about nature and my friends it feels good when my poem is read in class." Another student at SDN Cimanggu shared, "Before, I thought poetry was difficult, but now I feel it's a way to express what I see and feel." Teachers observed increased participation and self-expression: "Students who used to be quiet now compete to read their poems aloud," one teacher reflected. Parents confirmed these developments, noting growth in empathy, creativity, and confidence at home. These narratives demonstrate that the managerial rigor of the program was instrumental in facilitating pedagogical transformation, integrating cognitive, affective, and moral dimensions consistent with the Profil Pelajar Pancasila.

Contextual Factors and Comparative Insights

Cross-site comparison underscores how environmental and cultural conditions shaped outcomes. SDN Cimanggu benefited from stronger infrastructural and digital capacities, yielding smoother operational flow. Conversely, SDN Jambudipa 1 leveraged limited resources through adaptive scheduling, peer mentoring, and strong community involvement. While Cimanggu achieved higher numerical gains, Jambudipa exhibited deeper community integration and participatory learning ethos. This comparative dynamic illustrates that effective literacy management is not contingent upon material resources alone but upon the capacity for adaptive leadership and stakeholder

engagement. The study thus refines Terry's (1972) framework by highlighting contextual adaptability as a principal driver of organizational efficiency.

4.4 Leadership, Collaboration, and Continuous Improvement

Leadership emerged as the central catalyst linking managerial processes with learning outcomes. Principals exercised instructional leadership that balanced authority with collegial collaboration, fostering shared accountability through regular meetings and reflective evaluations. This resonates with Risky's (2025) assertion that distributed leadership cultivates sustainability and institutional learning. The data reveal a reciprocal relationship between teacher empowerment and student creativity, facilitated by parental and community participation. Together, these factors transformed the poetry literacy initiative from an isolated pedagogical program into a community-based movement for cultural and educational renewal.

4.5 Theoretical and Practical Implications

Theoretically, the study reinforces the enduring relevance of the POAC framework as a dynamic system for managing creative literacy programs. The interaction among planning, organizing, actuating, and controlling is dialectical each phase reinforcing the next to ensure pedagogical coherence and institutional sustainability. Empirically, the data reveal that systematic management, when culturally attuned and participatory, enhances not only literacy skills but also the formation of critical thinking, creativity, and ethical sensibility. Practically, these insights offer a transferable management model for other schools confronting similar disparities between national literacy mandates and local capacities.

In conclusion, this study demonstrates that the integration of disciplined management with creative pedagogy generates a transformative literacy ecosystem. By merging structured processes with adaptive leadership, schools cultivate expressive, reflective, and ethically grounded learners. The systematic management of poetry literacy thus transcends its immediate educational objectives, positioning it as a strategic avenue for realizing the holistic educational vision embodied in the Profil Pelajar Pancasila.

5 Conclusion

This study concludes that the systematic application of the POAC (Planning, Organizing, Actuating, Controlling) model within the framework of the *Gerakan Literasi Sekolah (GLS)* and the *Kurikulum Merdeka* has significantly strengthened the management and pedagogical impact of poetry literacy programs in elementary schools. The coordinated integration of these frameworks ensures that literacy initiatives move beyond symbolic policy compliance toward genuine educational transformation. By aligning strategic planning, resource organization, participatory implementation, and reflective evaluation with the principles of GLS and the Merdeka curriculum, schools

can create sustainable literacy ecosystems that nurture creativity, critical thinking, and character development among students. Empirical findings show a notable increase in students' interest, productivity, and poetic competence, as evidenced by quantitative improvements and qualitative behavioral transformations. These outcomes demonstrate that effective school management, when harmonized with contextualized pedagogy, produces measurable academic and affective gains. The leadership roles of principals and the collaborative efforts of teachers, parents, and the community were essential in embedding poetry literacy into the cultural and operational fabric of the schools. Theoretically, the study contributes to educational management discourse by reaffirming that the POAC model remains relevant in contemporary literacy movements, particularly when integrated with national frameworks like GLS and the *Profil Pelajar Pancasila*. Practically, it offers a transferable model for other schools seeking to translate national literacy mandates into localized, creative, and sustainable practices. The synergy between managerial rigor and creative pedagogy, as observed in SDN Jambudipa 1 and SDN Cimanggu, exemplifies how education management can operationalize national policy ideals while empowering students as reflective and expressive learners. Ultimately, this research affirms that well-managed poetry literacy programs serve not only as platforms for linguistic development but also as transformative spaces for cultivating the values and competencies envisioned by holistic education.

6 References

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