Management of Strengthening Literacy Culture of Elementary Schools in Hulu Sungai Tengah Regency

Ridhani, M. I.*, Susanto, D. & Yuliansyah, M.

Universitas Islam Kalimantan Muhammad Arsyad Al Banjari Banjarmasin, INDONESIA

Corresponding Author: pakikhwan89@gmail.com

Abstract: The demand for knowledge has broadened the understanding of literacy today. The understanding of literacy has shifted from a narrow understanding to a broader understanding, where the understanding of literacy includes various other important fields. The factors that caused the development of the understanding of literacy began with the demands of the development of the era, which requires more abilities besides the ability to read and write. Using a descriptive qualitative approach, data was collected through in-depth interviews and participatory observations, which were then processed thematically to produce a comprehensive understanding of the management of strengthening literacy culture in elementary schools. The results of the study showed that schools have a good literacy culture and work together between school residents to achieve the desired goals of the school literacy movement, the results of this activity also have a major impact on the achievements of teachers and students in schools. Based on the findings, it is recommended that: Planning for literacy development in schools should be carried out with a meeting between the principal and teachers and staff, Implementation of literacy development is expected to be carried out by adjusting to the needs of children, Monitoring of literacy development is also expected to be an evaluation for the implementation of literacy in schools, Follow-up to literacy development in schools is expected to be a reference for schools to improve the achievements of both teachers and students.

Keywords: Management, literacy, elementary school

1. Introduction

Nowadays, literacy is important because most of the educational process depends on a person's ability and awareness of literacy. Literacy was not only being fond of reading books but more than that. Literacy is defined as a person's ability to understand information when he obtains it, either when reading or writing. This ability will have a great impact on the quality of human resources. The definition of literacy then developed into the ability to read, write, speak, listen, and utilize technology. The definition involves mastery of writing systems and the conventions that accompany them. However, literacy is primarily related to language and how it's used.

Research from World's Most Literate Nations Ranked conducted by Central Connecticut Stated University in March 2016, Indonesia was ranked 60th out of 61 countries in terms of reading comprehension, right below Thailand (59) and Botswana (61). In fact, in terms of infrastructure assessment to support reading, Indonesia's ranking is above European countries. Ironically, the data states that 60 million Indonesians have gadgets. Although interest in reading books and reading comprehension is still very low, data from wearesocial states that as of January 2017, Indonesians can stare at gadget screens for approximately 9 hours per day. Literacy does not only focus on students in schools but more than that. The term literacy should include all groups, from students, teachers to the wider community in general.

Schools are expected to plan and implement development activities, monitor, and follow up on literacy development in schools in an integrated manner. The meaning of the word integrated here refers more to the cultural awareness of each component involved in literacy development according to the characteristics of each school. Schools that can have good literacy development with the school management system itself. This means that schools plan literacy activity programs, implement literacy activity programs, and control their literacy development according to the programs in force in their schools. This integrated approach not only enhances students' reading and writing skills but also fosters a deeper understanding of the diverse cultural contexts in which they live. By tailoring literacy programs to reflect the

unique characteristics of their student populations, schools can create a more inclusive and effective learning environment that promotes lifelong literacy.

These management elements (tools of management) are commonly known as the 6 M, namely: (a) men, the energy utilized; (b) money, the budget needed; (c) materials, the materials needed; (d) machines, machines or tools used in production; (e) method, the method used in working; and (f) market/marketing, the market or marketing of the production results produced (Majir, 2020).

The Indonesian government, in realizing a nation that is able to compete with other nations, has made various efforts and movements that are expected to improve the quality of Indonesian education. One of these efforts is to make it a habit for students to read through a school literacy movement (GLS) activity. Literacy itself is not only limited to the ability to read and write. Literacy is a person's ability to use all of their potential and skills to understand something that becomes a learning experience consisting of print, visual, and digital media.

The implementation of the School Literacy Movement (GLS) is carried out in stages according to considerations of the readiness and capabilities of each school throughout Indonesia. The readiness in question is readiness that includes school capacity (availability of literacy facilities and various reading materials), preparation of the ecosystem in schools, and various other support system readiness (public participation, institutions, and relevant policy instruments).

From what was revealed above, a study was conducted on literacy management in Hulu Sungai Tengah with the title "Management of Strengthening Literacy Culture of Elementary Schools in Hulu Sungai Tengah Regency."

2.   Problem Formulation

Based on the background above, in this study the following problems can be formulated:

a. How is the planning of strengthening literacy culture at SDN 1 Barabai Timur and SD IT Al-Khair, Hulu Sungai Tengah Regency?
b. How is the organizing of strengthening literacy culture at SDN 1 Barabai Timur and SD IT Al-Khair, Hulu Sungai Tengah Regency?
c. How is the implementation of strengthening literacy culture at SDN 1 Barabai Timur and SD IT Al-Khair, Hulu Sungai Tengah Regency?
d. How is the evaluation of strengthening literacy culture at SDN 1 Barabai Timur and SD IT Al-Khair, Hulu Sungai Tengah Regency?

3.   Research Objectives

This study generally aims to describe in depth the management of the development of a reading culture climate at SDN 1 Barabai Timur and SD IT Al-Khair Hulu Sungai Tengah Regency, and then specifically the purpose of this study is to describe in depth:

a. Planning for strengthening literacy culture at SDN 1 Barabai Timur and SD IT AL-Khair Hulu Sungai Tengah Regency
b. Organization of strengthening literacy culture at SDN 1 Barabai Timur and SD IT AL-Khair Hulu Sungai Tengah Regency
c. Implementation of Strengthening Literacy Culture at SDN 1 Barabai Timur and SD IT AL-Khair Hulu Sungai Tengah Regency
d. Evaluation of Strengthening Literacy Culture at SDN 1 Barabai Timur and SD IT AL-Khair Hulu Sungai Tengah Regency

4.   Literatur Review

The concept of literacy culture management is an ability to plan, organize, mobilize and control positive values through reading and writing activities. (Ifadhah et. al, 2025).

4.1   Planning

Planning is a projection of what must be implemented in order to achieve the goals and objectives that have been set with elements of activities identifying, inventorying and selecting needs based on a priority scale, making more detailed specifications regarding the results to be achieved, identifying requirements or criteria to meet each need, and identifying possible alternatives, strategies and targets for the implementers (Wandra & Hadiyanto, 2021). Just like making a learning plan that teachers often make before teaching, educational planning is not only a basic pattern but also a systematic guide as a continuous direction and as the goal of education (Susanto et al, 2023).

4.2   Organizing

Organizing is a process that coordinates all individuals in an educational organization and unites their tasks and functions in a network system that is interconnected with each other. Several things that must be considered in the organizing process, namely: (1) The availability of facilities, equipment, and staff needed to carry out the agreed plan, (2) Dividing staff into organized work groups, (3) Giving authority to groups and group coordination systems, (4) Determining work procedures and implementation procedures, (5) Selecting, training and providing information to staff (Maryono, 2020).

4.3   Actuating

After the planning is completed and approved by all components involved, and produces a school literacy activity plan, the next management stage is implementation. Implementation is the ability of individuals to provide enthusiasm and motivation so that others are willing to support, implement, and work voluntarily to achieve the goals of the organization/educational institution based on the tasks given to them. The actuating function is closely related to human resources. Therefore, a leader in an educational organization in fostering cooperation, directing and encouraging work enthusiasm to his subordinates so that it is necessary to understand human nature and behavior (Tumanggor, 2021). This is in line with Yuliansyah's opinion (2021) that organization in the school organizational structure is carried out by outlining the details of the tasks of the team or teacher so that authority and responsibility become clearer. At this implementation stage, the principal as a leader will be seen in mobilizing the team and teachers in the school. This is the manifestation of the principal as a leader of change in the school. As stated by Ulfah et al. (2025), leadership is a determining factor in the success of a group.

4.4   Evaluation

The definition of evaluation according to Edwin Wand and Gerald W. Brown, "evaluation refers to the act or process to determine the value of something", which is an action or process in determining the value of something (Purwanto, 2011). Educational evaluation is also defined as the process of providing a quality value of an educational activity that has been implemented, the process is carried out systematically, continuously, planned, and implemented in accordance with agreed procedures (Mariyah et al. 2021).

Strengthening literacy must also be accompanied by developing competencies that include critical thinking skills and being able to master problem solving, creativity, communication, and collaboration. In order to improve the quality of life of the nation, competitiveness, character development, and develop skills and competencies needed in the 21st century, the Ministry of Education and Culture holds various activities that focus on increasing the national literacy index through the National Literacy Movement (Gerakan Literasi Nasional).

The School Literacy Movement (GLS) emphasizes literacy activities consisting of thinking skills using various sources of knowledge in print, visual, digital, and auditory forms. A literate school ecosystem has characteristics including being fun and child-friendly, school residents showing caring and respectful attitudes towards others, thus fostering a high sense of curiosity and love of knowledge, striving for school residents to be good at communicating and being able to contribute to their social environment, and accommodating the participation of all residents of the external school environment.

According to the Ministry of Education and Culture (Antoro. 2017), the School Literacy Movement is a participatory activity involving all elements of the school (students, educators, education personnel, school principals, school supervisors, School Committees, and parents/guardians of students), academics, publishers, mass media, the community (community leaders who are able to represent role models, the business world, etc.), and stakeholders under the coordination of the Directorate General of Primary and Secondary Education, Ministry of Education and Culture

5.   Methodology
5.1   Research Methods

The research was conducted in Hulu Sungai Tengah district, which in 2024 was known to have received the highest SPM (Minimum Service Standards) in the field of education in the province of South Kalimantan. This city was chosen because it has social and cultural characteristics that are relevant to the objectives of the research. The research location was in two elementary schools, namely SDN 1 Barabai Timur and SDIT Al-Khair.

Qualitative research functions to measure and observe human behavior, attitudes or responses. Therefore, qualitative research is often interpreted as a human instrument or makes humans the object of research. As a medium for measurement and observation, data accuracy is determined by determining research boundaries or focus, the reliability of informants as data sources, assessing the validity or reliability of data, how to analyze data, how to interpret or interpret data and how to formulate conclusions from the findings (Sugiyono, 2013). The data obtained from the research will later be used to describe to describe the reality of literacy culture strengthening management in elementary schools.

5.2   Data and Data Sources

This study, the type of data that has been excavated is data or information and descriptions that are related to the objectives or objects of research that are in accordance with the focus of this study. There are two types of data that researchers will examine in this study, namely primary data and secondary data. Primary data is data that is obtained directly either in verbal form or through the behavior of the research subject with interview techniques. In this primary data collection, there are several relevant informants to be used as sources. Among others:

a.   principal
b.   librarian
c.   teacher
d.   parent/guardian

While secondary data is a collection of data obtained from indirect sources, such as documents, books, research results, reports and so on which aim to complement primary data. In this study, the secondary data needed are documents, articles, research results, photos related to the purpose of this study.

5.3   Research Instruments

In qualitative research, the instrument or research tool is the researcher as the writer. Therefore, the researcher as an instrument must also be "validated" to what extent the role of the qualitative researcher is ready to conduct research and go into the field. Validation of this researcher as an instrument includes validation of the understanding of qualitative research methods, mastery of insights in the field being studied, and the researcher's readiness to enter the research object, both academically and logistically (Hardani et al., 2020).

To obtain as much in-depth data as possible during field research activities at SDN 1 Barabai Timur and SD IT Al-Khair Hulu Sungai Tengah Regency, the researcher was present directly at the research location. In this case, the researcher acts as the main instrument in data collection and is present to find data that is directly or indirectly related to the problem being studied. The role as an instrument and data collector is realized by the researcher being directly at the research location.

6.   Discussion

This study aims to describe how the management of strengthening literacy culture in elementary schools in Hulu Sungai Tengah district. The results of the study were obtained through in-depth interviews with informants from elementary schools, as well as participatory observations conducted in various school activities. These results are arranged based on the main themes that emerged from the data analysis process.

6.1   Planning

In planning to strengthen school literacy, the first thing to do is to conduct socialization. In public schools, socialization is carried out by involving supervisors, teachers, education staff, and parents of students. Private schools also conduct socialization but involve the foundation as the school owner. Socialization is carried out to spread the word that literacy skills are something that will be tested in the national assessment.

Preparation is then carried out by preparing activities that schools can do, such as preparing quality reading books that have been standardized, preparing reading corners, and preparing reading carts at SD IT AL-Khair. Maximizing the existing school library to attract students to come and read books there. The facilities and infrastructure needed are made into a list to be planned together. SDN 1 Barabai Timur, which maximizes the existence of wall magazines at school. SD IT AL-Khair prepares quality books with funds from the foundation.

6.2   Organizinng

The formation of a school literacy team as an effort to manage literacy-strengthening activities that have been planned by the school. The team, consisting of teachers and education personnel, is the driving force that inspires both teachers and students to participate in literacy culture-strengthening activities. The school literacy team prepares and divides the tasks of teachers, education personnel, and all parties involved to coordinate and complement each other when the implementation of school literacy strengthening activities takes place.

6.3   Actuating

School literacy strengthening activities are carried out by strengthening the abilities of teachers and education personnel in terms of literacy. Teachers and education personnel can participate in meeting activities such as learning communities that are routinely held. Class teachers participate in learning community activities of class teacher work groups, subject teachers participate in learning community work groups of subject teachers, and librarians participate in librarian work groups.

Teachers and education personnel also take part in independent training through the "Ruang GTK" application owned by the Ministry of Primary and Secondary Education. In the "Ruang GTK" room topic, there are several independent training courses on literacy that can be followed until real action tasks can be done so as to obtain a competency development certificate.

Reading activities at the beginning of the lesson are common activities in classes. Teachers can modify it by making it at the beginning or end of learning or when the time before the bell rings for recess. There are also morning activities like reading wirid and the holy book of the Al-Quran. SD IT Al-Khair has a reading suitcase program where there are students who become officers and bring books for their friends to read.

When learning takes place, the teacher gives students assignments to find information from the school library. Getting children used to looking for references in solving problems by using sources in books in the library. A neat and interesting library arrangement will make students feel more at home there.

Schools also teach digital literacy, where the Ministry of Education and Culture has started launching coding and AI learning for elementary schools. Moreover, SDN 1 Barabai Timur, which is a candidate for a Google reference school, often provides learning using laptops and other digital equipment. Teachers instill digital literacy in students when learning takes place.

Literacy activities carried out by schools will be included in school social media such as Instagram, Facebook, and YouTube as a dissemination of good practices. This can provide information to parents about school activities and serve as an inspiration for other schools to also carry out literacy activities

6.4 Evaluation

The first evaluation activity is to supervise the implementation of literacy-strengthening activities. Supervision of the implementation of literacy development activities cannot be separated from the principal, who always supervises the implementation of literacy activities properly. The principal needs to ensure that the school has implemented literacy activities properly.

Literacy activities carried out at SDN 1 Barabai Timur will not be carried out properly if there are no supervision activities carried out by the principal, who always monitors whether teachers, students, and parents have carried out their roles properly.

When there are teachers or students who receive achievements in the field of literacy, the school gives appreciation. Appreciation with congratulations when after the flag ceremony on Monday, so that other teachers and students can see and be inspired to achieve too.

Monitoring is carried out by the school literacy team to oversee the implementation of literacy culture-strengthening activities. Measuring the effectiveness of the activity and then reflecting on the program. SD IT AL-Khair has an upgrading program to reflect competence.

7. Conclusion

When planning the strengthening of elementary school literacy based on the objectives of the Ministry of Education to make schools with a culture of literacy. The principal conducts socialization with teachers, staff, and parents so that all elements of the school know and can support the program to strengthen the culture of literacy. Preparations were made by the school by making reading a habit in the morning, both classically and in the classroom, as the beginning of learning. Facilities and infrastructure that support the strengthening of literacy culture, such as reading corners, quality books, and maximizing the function of the school library.

The implementation of school literacy strengthening has a variety that is adjusted to the conditions and circumstances of elementary schools. Providing an understanding to students and teachers about the benefits of literacy culture for the future. carrying out literacy-strengthening activities every morning at the beginning of learning, or when learning is taking place, or during breaks. Digital-based learning is also implemented so that digital literacy emerges.

While monitoring activities to strengthen literacy culture, it does not only involve the principal and the school literacy team but is assisted by teachers and staff. Monitoring is done by monitoring how teachers and staff perform in relation to strengthening literacy culture. Monitoring is also done by observing the participation of teachers and school staff in various trainings, both in learning communities and online independent learning, in order to provide better services and learning in terms of literacy.

Follow-up in strengthening elementary school literacy culture can be done by giving appreciation to teachers, staff, and students who have achievements in literacy. giving permission to teachers and staff to improve their competence and capacity by participating in literacy training. Schools have their own achievements and different ways to achieve them. Schools with a culture of literacy are able to make children love reading and think critically. Various efforts made by schools to achieve proud achievements are by working together with every member of the school, be it the principal, teachers, parents, and the children themselves.

Acknowledgement

Conflict of Interest

The authors declare no conflicts of interest.

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