

Principal Management in Implementation of the School Literacy Movement Program

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Abstract—The School Literacy Movement is a strategy implemented by the government that aims at improving students' reading skills which are applied from elementary to high school levels. The purpose of this study was to obtain an overview of the management of the principal in the implementation of the School Literacy Movement program at elementary school in Banda Aceh which includes planning, implementation, evaluation, as well as supporting and inhibiting factors. This study uses a qualitative approach with descriptive methods. Data were collected in three elementary schools in Banda Aceh City. The data collection technique was done by observing, interviewing, and documenting. The subjects in this study were the principal, librarian, teachers, students, and school supervisors. The results of this study indicate that the three schools have implemented the program in relatively the same conditions. The implementation of the Literacy Movement refers to the vision and mission of the school that has been formulated, the school principal disseminates policies for the school literacy movement through meetings, issues letter of assignment for the School Literacy Team, designs activities program, provides reading corners in the classrooms and in the school yard and optimizes library functions. The school principal also always reminds about the implementation of the program, allocates funds for the procurement of books, holds competitions, displays literacy works of students, requires students to read books every day for 15 minutes before starting learning activities, encourages the use of good school infrastructure, carries out regular literacy training, carry out good library management, as well as monitor and evaluate the implementation of the school literacy movement are supporting factors in the implementation of the school literacy movement. However, there were a few obstacles faced, such as less updated reading sources and lack of supervision from related agencies.

Keywords—management, principal, literacy

I. INTRODUCTION

The development of information and communication technology which is increasingly rapid in this era has resulted in the ease of information circulating and changing human culture. This development also requires humans to always be aware of changes, be it behavior, attitude, or character. Education is a forum in which there are efforts and plans to

guide, overcome, and train students in preparing their abilities in the future. With the development of technology, literacy is not only limited to the ability to read and write or literacy but also includes broad definitions, namely, digital literacy, scientific literacy, numeracy literacy, financial literacy, cultural literacy, and citizenship. Reading is an important effort in the learning process.

Several international surveys of the PISA (Program for International Student Assessment), TIMSS (Trends in International Mathematics and Science Study), and PRLS (Progress in International Reading Literacy Study) report insignificant improvements in Indonesian students in mathematical literacy, scientific literacy, reading literacy [1]. The 2015 PISA score in mathematics was 397, below the overall average score of 493. In scientific literacy, it shows an average score of 403, also below the overall average score of 493 [2]. On March 9, 2016, data obtained from the World's Most Literate Nations Ranked states that Indonesia is in the 60th position out of 61 countries surveyed in terms of reading culture [3]. Then the United Nations Educational Science and Culture Organization (UNESCO) stated: "The percentage of reading interest among Indonesian children is only 0.01 percent." That means, out of 10,000 Indonesian children, only one person likes to read.

The problem of the low reading interest of students is one of the causes of the low quality of education in Indonesia. This problem is resolved by the government through reading habits in the form of the School Literacy Movement which at the same time can strengthen the character development movement as outlined in the Regulation of the Minister of Education and Culture Number 23 of 2015 concerning the Development of Character which has the aim of improving the quality of life, national character, power, competitiveness, as well as seeing the development of skills and competencies needed in the current era of globalization so that students become lifelong learners. The implementation of the school literacy Movement that is blended into everyday learning activities will become a habit which then becomes a culture for students,

Gunawardena [4] explains that the literacy model is the most effective approach (compared to generic models and

embedded models) to develop students' skills in effective communication, reading, and critical thinking. Then Erwinsah et al., stated that traditionally, literacy is seen as the ability to read and write in a language [5]. In line with what Gustine [6] said, literacy can be seen as a unified process with two complementary aspects, namely reading and writing, the two language skills become the basis for literacy development in various ways. Therefore, in the past people were considered literate if they were able to read and write. As we move through the 21st century, the term literacy has been widely viewed as having various definitions. Several researchers have tried to conceptualize, characterize, and define. Thus literacy can be considered as a valuable skill for society to live in the 21st century. Therefore,

Every program in the world of education is inseparable from the management function in its implementation stage where the role of the principal is very important for the progress of the school. In the world of education, both at the primary school level and up to the university level, a leader should be able to carry out management functions as they should to achieve the expected goals. Management is a formal process where leaders work naturally through systematic learning by adjusting actions and results [7]. For the program to achieve its objectives effectively and efficiently, management must manage all available resources. Management is a powerful process that can integrate all human resources so that it can be well organized

Mahfud and Imron [8] revealed that the principal as a manager must have a careful way to empower all elements of the school through collaboration and provide opportunities for them to improve their profession and motivate them to improve school programs. It is in line with what Gunawan [9] states that the role of the principal as an official leader must act as a consultant for teachers who can help solve their problems, trying to improve the ability of staff to work and think together. This is in line with what was conveyed by Sobri, et al., that leaders must be able to overcome internal and external problems [10].

The school principal plays an important role in communicating between the principal and teachers, employees, students, school committees, and other related parties to develop and realize the School Literacy Movement Program. Kusumaningrum et al., explained that leadership is any action taken by an individual or group to coordinate and give direction to other individuals or groups who are members of a particular forum to achieve predetermined goals [11]. Evaluation and monitoring program by the principal is very important to measure the achievement of the success of the targeted program as well as to find out what has not been done so that the inhibiting factors can be reviewed. The management of the principal in evaluating the implementation of the School Literacy Movement Program is to monitor all its activities starting from planning, implementation, and the results that have been achieved. This study aims to examine how the management is applied by the principal to realize the goals of

the school literacy Movement program to improve the quality of education.

II. METHODS

This study uses a qualitative research method that examines and describes how the Principal of an elementary school in Banda Aceh implements the School Literacy Movement Program in terms of principal management in planning, implementing, and evaluating, including supporting and inhibiting factors as well as solutions implemented in School Literacy Movement Program. The research location are some elementary schools in Banda Aceh with a focus on elementary school 16, elementary school 3, and elementary school 67 in Banda Aceh. The subjects in this study were school principals, teachers, librarians, students, and school supervisors.

Collecting data in the field in this study using an instrument of interview guidelines, observation guidelines, and documentation, so that the data is more accurate and to determine the supporting and inhibiting factors. The data collection method used to collect data used observation, interview, and documentation techniques. This research was conducted directly by recording events or events found in the field, supported by data to be collected by the problem to be investigated.

III. RESULTS AND DISCUSSION

Literacy activities aim to make human beings literate. such as research conducted by Osalusi and Oluwaghohunmi [12] which obtained the results that there is a significant difference between the perspective of literate and illiterate people as a tool to maintain sustainable social relations. Literate people agree that literacy is an important tool for maintaining social relations between humans to be able to coexist peacefully with one another. Unlike illiterate people, that some of them will choose to fight, irritable and irritable, and in many cases result in violence [12]. According to research conducted by Gunawardena [4], the literacy model is the most effective approach (compared to generic models and embedded models) to develop student skills in effective communication, reading, and critical thinking. Then Sihalo et al. [13] in his research revealed that literacy is an individual's ability to access, understand and organize information, by having good literacy students are expected to be able to maximize the development of critical thinking skills. Therefore, literacy activities are an effective way to improve students' abilities if these activities are carried out consistently. The principal as a manager needs to optimize the implementation of the School Literacy Movement Program based on management functions which include; planning, organizing, implementing, and evaluating. These four things are the main keys to the success of school programs. In addition, the principal must also look at things that are supporting and hindering factors in the implementation of the program so that they can become a reference in its improvement.

Based on the results of interviews with school principals regarding management in the implementation of the School Literacy Movement Program at elementary school in Banda Aceh in the planning stage it can be explained that elementary school in Banda Aceh requires many parties involved including school principals, deputy principals, teachers, committees, and all school members. The school principal plans a program to improve the literacy Program by disseminating the School Literacy Movement Program to teachers and all school members then the school principal forms a School Literacy Team consisting of teachers chaired by the school principal. The School Literacy Team is tasked with regulating the smooth running of the literacy program by making an Annual Work Plan where there is an agenda relating to literacy that refers to the school's vision and mission. In addition, the classroom teacher also plans a literacy program by making a reading corner by the School Literacy Team's work program. The school principal also allocates funds for the development of the School Literacy Movement program in preparing school work plans and school budget work plans. Financing related to stationery, provision of books, documentation, and consumables, facilities, and infrastructure that support the implementation of the program. Schools use various sources of funding, namely from school operational assistance and other sources by applicable regulations. As stated by Bagheri [14] that planning is an organized and systematic process for making the basis of decisions and building plans that are set based on organizational goals. Then Augier [15] also says that planning can be understood as an activity based on ideas, frameworks, and concepts. Based on this opinion, it can be concluded that planning is an activity to determine the goals to be achieved along with the ways to achieve these goals. frameworks and concepts [15]. Based on this opinion, it can be concluded that planning is an activity to determine the goals to be achieved along with the ways to achieve these goals. frameworks and concepts [15]. Based on this opinion, it can be concluded that planning is an activity to determine the goals to be achieved along with the ways to achieve these goals.

In the implementation stage, based on the results of interviews with the Principal, that every morning has been allocated for 15 minutes before starting learning in class. Every morning the students carry out routine activities, namely reading the Koran, praying, and getting used to reading books. Students will be invited to choose reading sources other than those used for classroom learning. After the students read, then the class teacher asks them to write on the literacy journal card or just convey what is read in front of their friends. Habitual reading and writing activities are carried out by the habituation schedule in each class. This is in line with what was conveyed by Jinxiu and Zhengping [16] in their research that there are three steps for reading activities, namely before reading, while reading, and after reading. Post-reading activities can be in the form of communicating the content of reading material that has been read to be applied in everyday life, making posters about the content of reading that has been read, or acting out stories based on what students have read. This activity aims to help students focus on language functions, students can use

language appropriately, and students can feel what they read can be learned and applied in real life. Based on this explanation, follow-up activities need to be done because it is useful for students, especially in improving students' reading skills. or acting out a story based on what students have read [16]. This activity aims to help students focus on language functions, students can use language appropriately, and students can feel what they read can be learned and applied in real life. Based on this explanation, follow-up activities need to be done because it is useful for students, especially in improving students' reading skills. or acting out a story based on what students have read [16]. This activity aims to help students focus on language functions, students can use language appropriately, and students can feel what they read can be learned and applied in real life.

The availability of varied reading material is needed to support the implementation of school literacy activities. It is intended to make it easier for students to choose the books they read and it is hoped that students will be interested and motivated to read these books so that literacy activities can be carried out. The school library is an integral part of learning activities and serves as a learning resource center to support the achievement of educational goals in schools. As stated by Purwandari et al., that the School Literacy Movement is a practical solution for the low frequent student in attending to the library [17]. The Reading Corner Program is a program that stimulates students to get used to reading books. From the results of observations and interviews with school principals and library staff, it shows that the condition of the library is well organized and well managed, some special officers manage the facilities and infrastructure. The collection of books in the library is also quite adequate and able to accommodate the reading needs of students, it's just that reading sources are not updated. Likewise with the reading corner is also one of the means to support the implementation of school literacy. From the results of this study, it was found that all classes had reading corners and reading corners were also available on the school grounds. the reading corner is equipped with fiction and non-fiction reading materials. The development of reading corners is an effort by the principal to improve the reading habits of the school community by providing strategic, comfortable, and attractive reading places. To create a text-rich environment for schools, create posters and slogans that are posted in the school environment containing invitations addressed to students. This is the same as research conducted by Yulianto et al., that schools appreciate students' work by displaying the work of participants in every corner of the class and rotating it once a week, and schools providing reading material easily in the reading corner of the class [18]. The school also holds literacy competitions as a form of the School Literacy Campaign program. Literacy competition activities are held by schools when there is a commemoration of a national day or a historic day. The competitions included a class wall magazine competition, a letter-writing competition, a daily experience writing competition, and a fiction story writing competition. In addition to competitions held by schools, the school also sends

outstanding students to take part in competitions outside of school, both academic and non-academic competitions.

The School Literacy Movement Program planned by the principal and school residents is very important for monitoring and evaluation. This is to measure the achievement of the target as well as to find out what has not been done so that the inhibiting factors can be reviewed. The managerial competence of school principals in evaluating the implementation of the School Literacy Movement Program is by monitoring all activities starting from planning, implementation, and the results that have been achieved. Supervision is carried out to see the implementation of the Program in schools. It can be done by monitoring and evaluating the implementation of the School Literacy Movement Program.

The implementation of the School Literacy Movement Program at elementary school in Banda Aceh has the most prominent supporting factors in the form of the enthusiasm of the Principal and teachers in implementing this program and the availability of adequate facilities and infrastructure although there are some obstacles in terms of the availability of reading sources that cannot be updated regularly. routine. This was also found in the research of Syawaluddin and Nurhaedah where students also complained that the books provided were still less varied [19] so that students experienced saturation with no new reading sources. Schools, communities, and families must actively ensure the sustainability of School Literacy Movement programs. As stated by Soim [20] in his research that in implementing an effective strategy, school principals must empower teachers or education personnel by guiding, fostering, and assisting in their development. Principals and teachers are also supporting factors because the presence of teachers who supervise and foster students is important for the well executed of the School Literacy Movement program, although there are a few obstacles in terms of lack of supervision by stakeholders, namely related agencies towards the implementation of the School Literacy Movement Program. but so far, with good management carried out by the principal, the implementation of the School Literacy Movement Program in three elementary schools in Banda Aceh City has gone well.

IV. CONCLUSION

Based on the results related to the management of school principals in implementing the school literacy Movement program at elementary school in Banda Aceh, it shows that planning is carried out through meetings and outreach to school residents and the community while organizing is done by giving responsibility to teachers and the School Literacy Team. The implementation of school literacy is carried out by carrying out various activities in terms of habituation, development, and learning. The principal evaluates to find out obstacles and as a material for program improvement. This has a positive impact, among others, the realization of students who like to read, acquiring good achievements in the field of literacy, and growing character. Therefore, the School Literacy Movement Program must be continued and improved in

elementary schools in Banda Aceh. Meanwhile, the obstacles faced, namely new sources of reading that are not updated and lack of supervision from related agencies are simply something that has been overlooked and need to be resolved immediately.

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