Research Article

Management of Literacy Culture Development in Elementary Schools

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ABSTRACT

The demand for knowledge plays a major role in the reading and writing ability of individuals towards an advanced generation. This study aims to describe the planning, organization, implementation, evaluation, and follow-up of literacy culture at SDN SN Sungai Miai 5 and 7 (National Standardized State Elementary Schools) in Banjarmasin. Data were collected through in-depth interviews, participatory observation, and documentation techniques, with its analysis carried out qualitatively. The results show that both schools have a good literacy culture and work together with residents to achieve the desired goals. It also shows a big influence on the achievements generated by the schools. It is hoped that the results of this study is used as material for consideration in implementing literacy culture development management in other schools.

Keywords: Management, literacy, elementary school, literacy school

Introduction

The concurrent development of science and technology has led to changes in the behavior of humans in communities and organizations (Metroyadi, 2015). Nowadays literacy is considered important because many educational processes depend on one's ability and awareness of its usage. Literacy does not only mean reading books, it is also the interpretation of a person's ability to understand and process information during reading or writing.

Currently, literacy is interpreted as a key that can open the door of modernization, participation, empathy, democracy, decentralization of science, and improvement of the economic living standards of a nation (Gong & Irkham, 2012).

The current knowledge needs of each individual differ from the past when literacy was only interpreted as the ability to read and write. Nowadays, its understanding is developing into the ability to read, write, speak, listen, and use technology. The understanding involves mastering the literacy's writing systems

and conventions which is primarily concerned with language (Gong & Irkham, 2012).

The demand for knowledge has shifted its understanding from a narrow to a broader understanding, thereby, covering various other important fields. The factors that cause the development of literacy understanding start from the demands of times, which require more abilities besides reading and writing. Currently, literacy is defined as technological, political, critical, and sensitive thinking of the surrounding environment (Gong & Irkham, 2012).

The awareness of schools on the importance of literacy development needs to be carried out through cultural development in primary schools. GLS (School Literacy Movement) is carried out in almost every school.

GLS is a program formulated by the Minister of Education and Culture Regulation No. 23 of 2015 concerning the growth of character. One of the objectives of the Minister of Education and Culture Regulations is to make education a movement that involves families, communities as well as the central and regional

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governments. Since 2016, the Directorate General of Primary and Secondary Education has been actively socializing GLS through various channels of activities in the form of training (workshops), technical guidance, and meetings (Gong & Irkham, 2012). Furthermore, various stakeholders were involved, including the Provincial and District/City Education Offices, Quality Assurance Agency, the Ministry of Education and Culture, the National Library, publishers, other ministries, and universities.

This activity is carried out to foster students' interest and improve reading skills for knowledge to be better mastered. The reading material contains the values of character, in the form of local, national, and global wisdom, which are delivered according to the level of education and the stages of student development.

Management of literacy culture development in reality on the field of reading culture activities is sourced and focused on the School Literacy Movement (GLS). The GLS program as a whole involves public participation, such as literacy activists, parents, community leaders, and professionals. The success of literacy activities in schools needs to have endeavored with activities that produce literacy culture. In the management of the development of literacy culture, it is required to have various components that regulate, implement, and monitor the course of the program, therefore it is necessary to form a School Literacy Team. The establishment of a School Literacy Team (TLS) consisting of school principals, supervisors, teachers, and representatives of student, parents who are tasked with monitoring the progress of literacy activities in schools.

As for some of the research results that research found and have relevance to this study, researched by Mufid (2017). Aims to find out about how the principal's policy in implementing a literacy program in schools is related to Islamic religious education to improve the religiosity of their students.

The next research by Santoso (2018), the purpose of this study is to explain and analyze how the effect of the school literacy program on students reading interest.

Related to the problem of literacy, Indonesia is currently experiencing a case of low interest in reading its citizens, especially school-age children. Therefore, the government is striving for an increase in interest in reading by forming the School Literacy Movement. It is hoped that with this the number of children's interest in reading can increase.

Material and Methods

This study used a qualitative approach with multi-sites. Furthermore, the data obtained in this research were descriptively developed based on events obtained through research in the field.

The population and sample in qualitative research are people, documents, and observation.

Data were obtained from grouped into main and complementary sources. The main sources were headmasters, teachers, and librarians, while, complementary sources were documents in the form of photos, correspondence, or written notes. Data were collected through interviews, observation, and documentation. The data analysis was conducted in two stages, the first analyzed the individual sites through reduction, display, and concluding/verification as shown in Fig. 1.

Interactive model (Miles & Huberman, 2014)

Figure 1. Individual site data analysis

The second is a cross-site data analysis that compares the findings obtained with similarities and differences at each site. Cross-site data analysis in this study adopted the opinions of Yin (2002) and Bogdan and Biklen (2003), which were visually realized in figure 2.

Cross-site data analysis activity

Figure 2. Data analysis of individual site and cross-site research in the water model

Results and Discussion

The findings and discussion in the management of literacy culture development in elementary schools are described in several stages starting from planning, implementation, of organizing, monitoring, and following up on the development of literacy culture.

Planning of literacy culture development

The development and strengthening of character, as well as literacy activities, is an important element in the globalization era. For the success of Indonesia's development in the 21st century, its citizens need to master six basic literacies, namely language, numeracy, science, digital, finance, and citizenship culture.

The Ministry of Education and Culture conducts various literacy activities to improve the development of skills in the 21st century through the National Literacy Movement which includes School Literacy Movement (SLM).

The planning for literacy culture development carried out by the two schools started from meetings that were conducted by the principal through socialization on what is literacy, its movement, implementation, and purpose. Salasiah et al. (2018) success in achieving educational goals is determined by

the foundation of the learning system and the elements contained in it, such as students, educators, the school environment, and content.

The findings in this study are in line with Mulyasa (2014) which stated that to realize the goals of national education, management is defined as a cooperation process that is properly and systematically implied. The principal as a leader needs to be able to build and develop schools following educational goals. Suri-ansyah & Aslamiah (2015) stated that principals always emphasize the relationship of interdependence and mutual need between schools, teachers, and other administrative staff.

Literacy activities begin with planning, which is commanded by the principal and supported by teachers and staff/librarians, to create a literate-culture school.

The homeroom teacher is mandated by the principal to plan the implementation of literacy activities to provide good literacy examples to children and ensure proper implementation.

According to Kusmoro (2008), the teacher needs to familiarize the regulation of roles and responsibilities for each child, towards the creation of the expected physical and social classroom environment. The creation of joint responsibility between children and teachers can create a conducive learning environment.

Teachers need to provide good examples for children on literacy culture and guide them to consistently love books, express their thoughts, and accept differences of opinion from others.

The participation of teachers, staff/librarians, and school principals in civilizing literacy is going to be improperly conducted by thorough preparation of facilities and infrastructure. The preparation of facilities and infrastructure that support literacy activities is very important to improve its culture in schools. Besides, the provision of reading corners with varieties of books is the first step to make children love books and literacy activities.

Facilities and infrastructure to improve the quality and support the success of education in schools, Metroyadi (2015). It acts as a formal school institution and the foundation for

children to become quality readers through a program that is planned and supported with facilities according to standards.

The preparation in terms of facilities carried out by the SDN SN Sungai Miai 5 Banjarmasin is by making a class reading corner with children's reading books, to make it easier for children to locate and read books.

Furthermore, SDN SN Sungai Miai Banjarmasin also provides a class reading corner decorated in such a way that children are happy and interested to read books. It is also equipped with a library that is fun and friendly, therefore, children become happy reading in class, and during breaks.

Implementation of literacy culture development

Literacy activities at both sites varied, following the stages of thinking development based on the characteristics and needs of the child. Lickona (2008) stated that there are three components of good character, namely (1) Moral knowing, which includes awareness, reasoning, decision making, and self-knowledge, (2) Moral feelings that contain conscience, self-system, empathy, loving the good, self-control, and humility, (3) Moral action, such as competence, zeal, and habit.

Children are provided with literacy activities according to their needs, stages of thought, development, and characteristics. Those in low and high classes are not provided with the same literacy activities and the type of books being read. This is useful for increasing their knowledge and insight according to their needs. Suriansyah & Aslamiah (2015), stated that education in a national perspective shapes a person's character and intelligence. Character education is several noble qualities that are taught to children.

The literacy is implemented at least 15 minutes before the learning activities begin. For low classes, literacy activities are associated with the recognition, and practice of understanding the story. The teacher shares stories with children during literacy activities. For high classes, it is carried out by reading storybooks.

From this research, it was found that the literacy activities at the SDN SN Sungai Miai 5 Banjarmasin have been properly conducted, with low-grade children presented with various picture books with little text, while the high is given storybooks with little pictures and lots of text. However, the findings obtained at SDN SN Sungai Miai 7 Banjarmasin was different, in addition to providing picture books for low-grade children, homeroom teachers tell stories and invite children to provide explanations.

In this regard, Desmita (2015) stated that the development of children was not limited to the understanding of physical changes, but it consists of a series of ongoing physical and spiritual changes, towards maturity.

Literacy activities are also carried out on an ongoing basis and is a culture within children at school. As stated by Pavlov in Hikmat (2014), human behavior is formed through the process of habituation, which is an activity carried out repeatedly in a person. In the initial stages, there are slight changes in behavior following the activities carried out continuously to achieve better results.

Literacy activities are not only focused on reading, it has a wide scope which involves verbal skills. Children are active in reading activities and are also able to provide opinions and tell stories until they can appreciate differences of opinion from others. This is in line with Zamzani's (1997) research which stated that speaking is essentially a process of communication, because in its activities messages are delivered from one source to another.

Schools implement varied literacy activities, with children not only focused on being able to read, but also tell stories. After reading, the child is asked to explain the contents of the book. In both schools, literacy activities are also presented with children telling stories in front of the class on interesting experiences. This is strengthened by the research from Ratih et al. (2015) on solutions for the stimulation of children's literacy by using multisensory models. The results of this study are children's interest and attention to literacy is focused on all five senses. Children are easily attracted to literacy activities when various

stimuli are carried out through reading, telling stories, listening, and having a view of the various activities being conducted.

Organizing literact culture development

The development of literacy culture is inseparable from the participation of all school members. This is because they all play important roles in the success of the goals to be achieved. Suhaimi and Rinawati (2018) stated that the willingness to work together with fellow members of the organization leads to harmonious working relationships and fosters mutual trust and cohesiveness. Suriansyah & Aslamiah (2015) reported that quality education requires the availability of professional teachers and education personnel. This provides graduates willing to enter the community and create a society with a strong future, and respect for cultural values and diversity for national integration. It is accompanied by mastering the foundations of life skills as well as science and technology needed by individuals in the society to uphold upholding ethical values and being responsible for the welfare of the nation and the motherland.

Concerning organization, both schools participated in efforts to implement the development of literacy culture, such as daily reading activities, management of charts, and training other literacy activities.

The collaboration of all school elements such as principals, teachers, librarians, parents, and students in launching the mission as well as a vision of character education is very important for all elements to be unified to become a culture in schools.

Ibrahim (2015) reaffirmed the above findings, with the support of all parties in planning the goals, with the various resources needed to achieve the objectives carried out efficiently. Mulyasa (2006) added that partnership is important to be implemented by schools because it is useful for getting results from various elements and producing ideal and balanced teamwork.

The implementation of school literacy culture does not only depend on the cooperation of all parties but the availability of

books, facilities, and infrastructures. Furthermore, the provision of various reading corners stimulates children's interest in reading.

In the first school, children were so enthusiastic about providing a class reading corner filled with various kinds of storybooks for children. Also, reading charts were placed on the schoolyard containing various types of non-learning books that can be borrowed and read by anyone.

The second site, also provided facilities and infrastructure that support literacy activities with the existence of a mobile library. The books provided are accessible to the children at any time. Furthermore, when children need more knowledge more, they go to the library to read and borrow books.

The above findings are following Arifin and Barnawi's (2012) explanations regarding the management of facilities and infrastructure which include planning, procurement of facilities and infrastructure, regulations, good use, and deletion.

Facilities and projects that complement the elements of schools cultivate the act of reading to excel, and compete globally. Irrespective of how good beautiful, and available a reading book is, it worthless when the educators fail to provide good literacy examples to students. In this regard, Usman (2003) stated that, in the hands of a dexterous teacher, inadequate facilities are properly overcome. However, the reverse is the case when the teacher is less capable.

Monitoring the development of literacy culture

Further findings from the two schools are periodic checks relating to the availability of books that are adequate, appropriate, and useful for children. Books are the main source of the School Literacy Movement. Schools are not literately cultured without reading books. The reading books provided are understandable by students, following the development stages. This is consistent with the opinion of Agustina (2011) which stated that indicators supporting aspects both in terms of material and language used in a textbook are communicative, dialogic, interactive, the suitability of the

flow of thought, coherence, following the correct Indonesian language rules, and the use of terms or symbols that are appropriate to student development.

Another result of the research is the development of reading interest which is carried out by schools through the provision of various appropriate facilities and infrastructure that are friendly and comfortable. Data from both schools have shown that they make great efforts to develop a reading interest in children.

At SDN SN Sungai Miai 5 Banjarmasin, the teachers stated that not all children are interested in reading with lots of irregularities. This is tricked with the existence of a daily reading journal, in which children are required to write the title of books and the number of pages they read daily. The findings at SDN SN Sungai Miai 7 Banjarmasin stated that most children possess high reading interest. This is because school activities always try to introduce and bring children closer to books, by collaborating with school and regional library. This led to regular monthly activities from the mobile library which invites children to be active and enjoy reading. Besides, the libraries are open to anyone, therefore, parents are opportune to pick up books for their children.

Furthermore, Slameto (2015) stated that interest in reading is a constant tendency to pay attention and remember various activities. The preferred activity is continuously considered with a feeling of pleasure and satisfaction. Interest greatly affects learning, when the material used is not following the child's zeal.

Follow-up development of literacy culture

A satisfying achievement is obtained from schools with literacy culture. Schools with good literacy implementation and directed development management tend to produce good output. Schools with good literacy culture do not experience obstacles when participating in various competitions, besides, their habits and cooperation are also good, therefore, it produces a proud output.

Efforts made by the school to acquire a variety of brilliant achievements are inseparable from the collaboration of all parties

involved. At the cluster level of National Literacy Competition activity held at the beginning of 2019, SDN SN Sungai Miai 5 Banjarmasin won first place. Their students always made it to the top 6 champions. Besides, in the storytelling competition held by the Library Office, it also represented Banjarmasin city at the provincial level and became the first runner up.

The collaboration between the principal and teachers with expertise in the field of competition assisted in preparing students since the notification of the competition which was carried out intensively, for 3 months, from Monday to Thursday.

SDN SN Sungai Miai 7 Banjarmasin is a school with good academic achievements. This is evidenced by the frequent achievement of schools at the national level. Besides, one of its students received the highest score in the city of Banjarmasin on the National Examination in 2018/2019.

The school and parents always support every competition held for their students. Talented children, parents, and schools are the main keys to academic success.

This is in line with Balson and Maurice's (1999) research, which stated that to understand children's physical and psychological, intelligence, social life, and emotional development, parents need to have adequate knowledge of their behavior.

Besides, the follow-up of the literacy activities carried out by the two schools is said to be planned. On the first site, SDN SN Sungai Miai 5 Banjarmasin plans to be more active in 15 minutes reading activities in early learning. This is because children are fond of reading with the teacher able to socialize its importance. On the second site, there is a finding that requires schools to make new regulations relating to the implementation of literacy activities, because when children go up to the next grade level, many of them bring books from the reading corners to the new class. This resulted in a reduced and insufficient number of books.

Table 1: Cross-Site Findings

Indicator	Management of Literacy Culture Development		
	Site 1	Site 2	Conclusion
Planning of Literacy Culture Development	The socialization activity was carried out by holding meetings. Schools prepared facilities and infrastructure such as class reading corners and reading charts.	The socialization of the school literacy movement began with a meeting and various prepared books for reading material to be placed in the class reading corner, and by maximizing the function of the school library.	The socialization of the introduction and planning of school literacy was carried out through a meeting by discussing the preparation, manufacture of reading corners, and other supporting infrastructures.
Implementation of Literacy Culture Development	Low-grade children were given picture storybooks, and high-grade children received storybooks with few pictures. Activities were carried out routinely, after reading the child is asked to summarize.	For low-grade children, the teacher tells a story or fairy tale, while high grade read their storybooks. Literacy activities were carried out every day, sometimes children were asked to describe the contents of the books they had read or their life experiences.	Literacy activities are following the thinking abilities and characteristics of children, and it is carried out continuously with verbal skills.
Organizing the Development of Literacy Culture	All parties participated in efforts to develop literacy culture in schools, also sought to facilitate children by providing reading corners and reading charts.	Schools involved all parties to participate in developing a literacy culture, and also provided a variety of facilities and infrastructure, such as reading corners and libraries	In general, schools have not created a School Literacy Team, but all parties are responsible for developing a culture of literacy by providing the best possible infrastructure for children.
Monitoring the Development of Literacy Culture	All parties were responsible for monitoring the literacy movement progress in schools, and to always check the availability of books	School principals, teachers, staff, and librarians are all responsible for monitoring the course of literacy and development of activities by taking into account the quality and quantity of the available books	Schools always monitor the development of literacy culture by paying attention to the availability of books for children

Indicator	Management of Literacy Culture Development		
	Site 1	Site 2	Conclusion
Follow-Up Development of Literacy Culture in Schools	The school achieved various goals related to literacy activities, this was following its efforts in guiding children to prepare themselves when participating in competitions	Schools always obtain proud achievements at the city, provincial and national levels, this is in line with the collaboration of the principal, teachers, and parents of students	The school had properly implemented its literacy activities, therefore, students were able to make proud achievements

Conclusion and Recommendation

Based on the results, the conclusions in this study are as follows:

- a. Planning of literacy culture development in schools begins with the socialization and introduction of the School Literation Movement with various stages of planning preparation carried out, followed by cooperation from all elements for proper preparation.
- b. Implementation of literacy culture development is carried out following the stages of development of children's thinking and age, therefore, they become more interested in reading. Literacy activities are carried out continuously to produce a literate school culture. Children are invited to express their opinions wisely, politely, and be able to accept the opinions of others.
- c. Organizing the implementation of literacy culture in schools was followed by all parties working together. The availability of facilities and infrastructure that support literacy activities are also well provided and equipped.
- d. Monitoring the development of literary culture in schools is not only the duty of principals but also the authority of teachers and librarians. This needs to start from the periodic checking of books available in the class reading corner and in the school environment

which provides reading material for children. Principals, teachers, and librarians need to work together to provide and supervise a variety of facilities that are easily found by children to develop their reading interest.

- e. The follow-up development of literary culture in schools is related to their achievements.

Based on the results of the study, the following were suggested:

- a. The school principal is expected to maintain and further increase the involvement of teachers, parents, and various academicians in developing literacy culture in schools.
- b. The Education Office of Banjarmasin City is expected to provide support and sufficient funds to meet all the various needs in each school to achieve a literacy cultured environment.
- c. Teachers are expected to further improve their professionalism in managing and innovating literacy activities in the classroom.
- d. The next researcher need to be able to study and develop deeper aspects related to literacy management in schools.

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