

Collaborative Management in Building a Culture of Literacy in Elementary Schools

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Abstract: A strong literacy culture in elementary schools is built through collaborative management involving shared decision-making, strategic resource allocation, and ongoing evaluation of literacy programs among all stakeholders. By implementing collaborative management, elementary schools can systematically design and implement integrated literacy programs that empower students, transforming the learning environment into an ecosystem that values reading and critical thinking. This study describes the management of the literacy program at SD Negeri 03 Kesesirejo in Pemalang Regency, which consists of four main functions: planning, organizing, implementing, and monitoring and evaluation. This study aims to describe the literacy program management at SD Negeri 03 Kesesirejo, which includes four components: planning, organizing, implementing, and monitoring or controlling. The research used a descriptive qualitative approach with a case study design. Data were obtained through interviews, observations, and documentation with the principal, teachers, students, the school committee, and the community. The results indicate that program planning was carried out in a participatory manner through collaboration between all parties. Organizational processes were effective with a clear division of structures and tasks. Implementation of the literacy program was carried out through routine reading, writing, and publication of student work. Monitoring was conducted periodically to ensure program sustainability. Therefore, collaborative literacy management can foster a productive and sustainable school literacy ecosystem.

Keywords: Elementary School; Literacy Culture; Literacy Management; School Collaboration

Introduction

One of the important issues in elementary school education is efforts to improve literacy skills. Literacy is the ability to read, write, think critically, and analyze information, and use these skills to solve problems (Yasdin dkk. 2021); (Kreijkes dan Greatorex 2024). Literacy skills play a crucial role in shaping students' 21st-century competencies, focusing on character building, critical thinking skills, and the use of digital technology (Avdiu, Bekteshi, dan Gollopeni 2024);

(Utaminingsih dkk. 2023). Elementary schools play a crucial role in instilling a culture of literacy in students' lives (Ferguson dan Merga 2021). Elementary-aged students must cultivate the habits of reading, writing, and reflective thinking. However, literacy practices in schools are still suboptimal and not yet fully implemented (Manak dkk. 2022); (Dahl-Leonard dkk. 2025); (Van Der Weijden dkk. 2024). This means that efforts are needed to maximize the development of elementary school students' literacy skills. The principal's role in organizing learning activities is crucial

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for fostering literacy habits in students. The principal must be a role model and inspire both teachers and students to prioritize literacy as part of the learning culture (Corrigan dan Merry 2022); (Tanzi dan Hermanto 2024). One good literacy practice can be found at Kesesirejo 03 Elementary School in Pemalang Regency. This school has initiated literacy activities such as publishing anthologies, holding literacy events, and integrating reading and writing skills into learning (Noor 2021); (Holdinga, Van Drie, dan Rijlaarsdam 2025). These efforts exemplify the school's successful management, encouraging teachers and students to participate in literacy activities. This success also demonstrates the principal's ability to foster a culture of literacy that positively impacts the quality of learning and fosters a positive culture within the school (Tanzi dan Hermanto 2024); (Plaku dan Leka 2025).

The success of Kesesirejo 03 Public Elementary School demonstrates that literacy depends on how the program is planned and managed. Despite this success, there is limited research specifically describing the management functions used to design and implement literacy programs in schools. Therefore, this study focuses on the study and analysis of the planning, organization, implementation, and supervision of the literacy program at Kesesirejo 03 Public Elementary School, Pemalang Regency. Many previous researchers have focused on the importance of school literacy management (Sulfemi 2023). Emphasize the importance of literacy by involving all members of the school community and components through the development of reading and writing habits. Furthermore, research has also been conducted on the effectiveness of literacy programs, which rely on planning and collaboration. (Zakariah, Ma'ruf, dan Wahyu 2024); (Ika Sari dkk. 2024) report that school principals play a strategic role in implementing literacy programs sustainably. These findings complement the comprehensive description of the implementation of management functions in school literacy programs (Sholeh dkk. 2023); (Prawira dkk. 2023).

Based on the previous explanation, this study aims to describe the literacy program management at SD Negeri 03 Kesesirejo, which includes four components: planning, organizing, implementing, and monitoring or controlling. The results of this study are expected to provide a comprehensive explanation of literacy program management in schools, specifically SD Negeri 03 Kesesirejo.

Method

This research is a descriptive qualitative study using a case study design. A case study design can provide in-

depth understanding and explanation of a case (Cleland, MacLeod, dan Ellaway 2021); (Halkias dkk. 2022). In this case, the focus of the research is on the management of the literacy program at SD Negeri 03 Kesesirejo, Pemalang Regency. This research approach also allows the researcher to provide a comprehensive explanation of the planning, organization, implementation, and supervision of the literacy program at the school. This research was conducted at SD Negeri 03 Kesesirejo, Bodeh District, Pemalang Regency, Central Java. The school was selected as the research sample using a purposive sampling method. Schools that have implemented a structured literacy program and demonstrated tangible results were selected. Subjects included the principal, teachers, and students involved in literacy activities from planning to supervision.

The research data were obtained through three main methods: interviews with informants including the principal, teachers, and students. Further data was collected through observation to directly record literacy activities carried out at the school. The third research data was documentation to obtain supporting data from the interviews and observations. The research procedure was carried out in four main stages: pre-fieldwork, research implementation, data analysis, and report preparation. The complete research stages are explained in Figure 1.

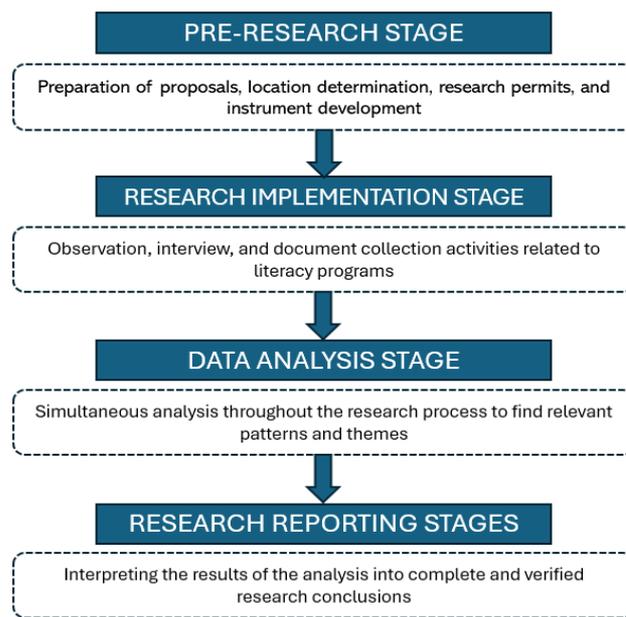


Figure 1. Research Stages

The research data was analyzed using the Miles and Huberman method, which consists of four stages: data collection, data reduction, data presentation, and conclusion drawing. The analysis was conducted simultaneously from the initial to the final stages of the study. To ensure the accuracy of the data obtained,

triangulation of sources and methods was used in this study. Triangulation was carried out by comparing data from several instruments obtained during the study. Member checking was also conducted to ensure the interpretation of the results aligned with the actual conditions at the school.

Result and Discussion

The implementation of various literacy activities at SD Negeri 03 Kesesirejo was supported by harmonious cooperation from various parties. This collaboration and cooperation fostered a harmonious and participatory work culture. Based on observations, the relationships between the elements supporting the implementation of the literacy program can be illustrated. A summary of this is presented in Figure 2.

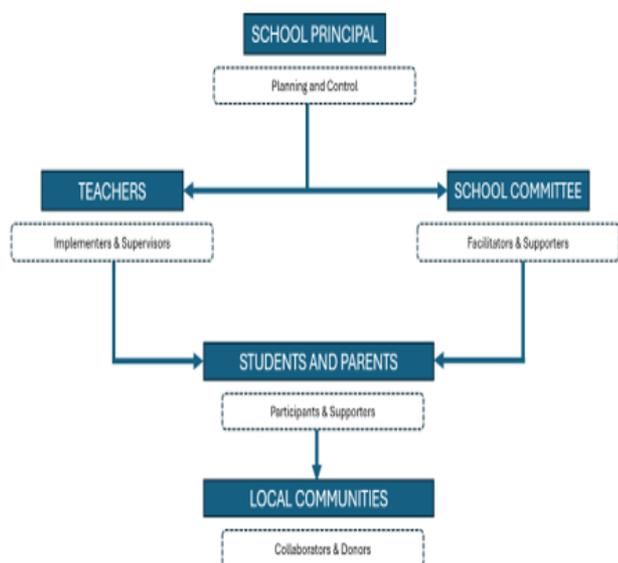


Figure 2. Hierarchical Relationship of Literacy Implementing Parties

Literacy Program Planning

Interviews revealed that the literacy program planning process was carried out collaboratively and participatively between the principal and various other parties. The principal explained the basis for implementing literacy at the school, "First, I noticed that students' interest in reading was still very low, so there needed to be a movement to motivate them." The literacy program was designed in the early stages of learning and incorporated into the School Work Plan (RKS). Teachers were involved in designing the program based on class characteristics. At this stage, parents and the school committee were involved in program development meetings to provide material and moral support for the implementation of each program. From

outside the school, the community and the committee were involved in procuring reading materials and organizing annual literacy activities. The annual literacy activity is called the "Gallery of Literacy." The school committee emphasized that "We help procure books and support literacy events every semester." This demonstrates ongoing synergy in program planning, involving various external parties (Al-Thani 2024). Thus, the literacy program planning process utilizes participatory management principles, with collaboration and open discussion in program development.

Literacy Program Organization

The school's literacy program is structured formally through a Principal's Decree. All teachers are involved in the school's literacy program. This aligns with the principal's statement that, "All teachers here are part of the literacy team, each with a clear role." The principal serves as the primary person in charge of this program, with teachers implementing activities. The program also includes literacy ambassadors, represented by students. The committee and parents act as external partners with specific responsibilities. Duties are divided across various activities, such as managing the reading corner, collecting works, and holding monthly literacy activities (Yang dkk. 2022); (Nan dan Tian 2025). As described in the structure above, the librarian also plays a role and is responsible for managing book rotation and assisting students with borrowing books. A teacher at the school stated, "We schedule the program so that the reading corner remains active and the books are changed monthly." Logistical support, such as bookshelves and literacy banners, demonstrates the support of the school committee and parents. This structured division of tasks and work demonstrates a balanced distribution of authority and responsibility between parties, aligned with management functions.

Literacy Program Implementation

The literacy program at Kesesirejo 03 Public Elementary School is routinely implemented and implemented through a variety of activities. The main activity in this program is a 15-minute reading session before class. Students are also encouraged to write reflections on what they have read. The school also regularly holds poetry writing competitions and anthologies of student work. This is reinforced by the principal's statement that, "This activity is not just a formality, but has become a daily habit that students look forward to." Teachers play an active role in integrating literacy program habits into classroom learning activities (Apriyani dan Elizar 2024); (Zhang dkk. 2023). For example, they are given assignments to

summarize folk tales and narrative texts based on personal experiences. During the program, students enthusiastically participate in each part of the program. This is evidenced by a student's statement that, "I like reading books and sometimes write short stories about my experiences." Parents also play a role in supporting their children in developing literacy habits at home. One parent explained, "At home, we make it a habit for our children to read every night before bed." Support from immediate family members also requires encouragement from the wider community. This is achieved through assistance in providing supplemental reading materials and the annual Literacy Day event. Collaboration and cooperation from various parties indicate that the literacy program, which has been developed in schools, has become part of the broader community culture.

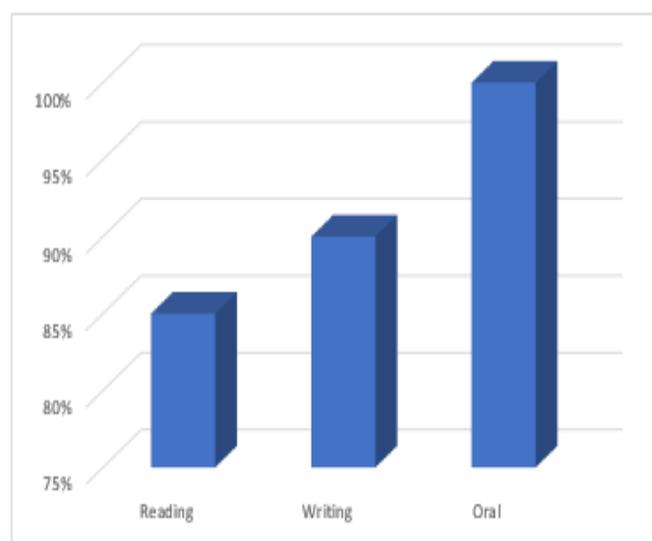


Figure 3. Literacy Implementation

Observation results indicate that the three literacy skills—reading, writing, and oral literacy—have relatively high levels of implementation. Oral literacy scored perfectly, indicating that students were highly enthusiastic about implementing the literacy program, particularly oral literacy. The results also demonstrate that the literacy program design initiated at the school received a very positive response from all parties involved (Martínez-López dkk. 2022); (Sari dan Lestari 2025).

Literacy Program Monitoring and Evaluation

The literacy program at the school is monitored through regular monitoring and evaluation by the principal during literacy team meetings. This is reinforced by the principal's statement, "Every month we hold a small meeting to assess the program's progress and areas for improvement." Each teacher is

given the opportunity to submit a report on literacy activities in the form of a journal or documentation. Evaluation activities also include reviewing student work throughout the program, including each student's reading journal. Monitoring and evaluation are also conducted by an external party, namely the school committee. The committee provides feedback on program implementation, particularly on facilities and community support (Penney dkk. 2021); (Gillon dkk. 2024). One committee member stated, "We are always invited to evaluation meetings so we can identify areas of gaps and areas of need for assistance." Therefore, the monitoring and evaluation conducted serve as follow-up and improvement to the program that has been implemented. It is hoped that the literacy program can continue to be implemented collaboratively and sustainably.

Discussion

Research findings indicate that the success of the literacy program at SD Negeri 03 Kesesiorejo is determined by the effectiveness of school management. The school is able to effectively carry out its planning, organizing, implementation, and monitoring or evaluation functions. The principal, in this case, is able to foster a culture of collaboration and cooperation between teachers, students, parents, and the school committee. This aligns with previous research that the success of school literacy is influenced by the involvement of all school components (Suriagiri 2022). Our research findings also expand on the evidence that collaboration with the community and the school committee is also a crucial factor in the implementation of literacy programs in schools. Findings from the planning stage indicate the need for a participatory approach. This is intended to maximize the roles and responsibilities of each element within the school, which are then formulated into the School Work Plan (RKS). This finding reinforces research findings that involving all parties in formulating objectives can foster a sense of ownership of the literacy program (Dushkova dan Ivlieva 2024); (Han dkk. 2024). Another strength of this research is the support of the community outside the school in designing and implementing the literacy program (Hadianto dkk. 2022); (Marmoah dan Poerwanti, Suharno 2022).

The organizational structure of the literacy program is clearly established, with a balanced division of tasks. This fosters a collaborative and efficient work culture. Similar research findings also explain that the success of a literacy program is influenced by a clear organizational structure and clear division of roles (Allen 2023); (Santaveesuk, Onsampant, dan Sokuma 2024). Previous research has only focused on the role of

teachers in literacy programs (Kerkhoff dan Makubuya 2022), so our research findings address gaps in previous research processes. Another perspective also supports the notion that student participation as literacy ambassadors plays an effective role in fostering a culture of peer literacy. The implementation of the literacy program in schools also revealed that the process of incorporating literacy culture is carried out through various methods, such as a 15-minute reading session before class and a writing competition. This method aligns with the previous statement that literacy activities are integrated into every subject taught at school (Asmayawati, Yufiarti, dan Yetti 2024).

The uniqueness and strength of this research lies in the synergy between school literacy and home literacy through the support of parents. This can increase the success rate of instilling a culture of literacy in students. The monitoring and evaluation stages of the literacy program demonstrate the use of continuous improvement through regular evaluation meetings. Member checks are also conducted on the results of literacy activities implemented at the school. Previous research has also explained that a regular evaluation cycle is a crucial aspect of implementing a sustainable literacy program (Huang dan Hsin 2023); (Wyse dan Bradbury 2022). This research focuses on the qualitative monitoring and evaluation process through reflection on activity implementation.

Conclusion

Based on the findings, it is concluded that the management of the literacy program at SD Negeri 03 Kesesirejo is implemented effectively. Four management functions are implemented: planning, organizing, implementing, and monitoring/evaluation. Planning is carried out in a participatory manner, involving the principal, teachers, parents, the committee, and the community in developing the program within the School Work Plan (RKS). Organization is carried out by forming a literacy team with a clear structure and tasks, and involving the participation of all parties. The literacy program is implemented through various activities, such as a 15-minute reading session before class, a writing competition, and the publication of an anthology of works. Monitoring and evaluation are carried out periodically during coordination meetings with all parties involved. Thus, the success of the literacy program implies that collaboration and cooperation between all parties can foster a sustainable literacy culture.

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Author Contributions

Conceptualization; methodology.; validation; formal analysis; investigation; N. S.; resources; data curation; writing—original draft preparation; E. W.; writing—review and editing.; visualization: M. All authors have read and agreed to the published version of the manuscript.

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Conflicts of Interest

The researchers funded this research independently

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