Implementation of the Teacher in Educational Management Literacy at Elementary School

Ridwan

Universitas Sains Cut Nyak Dhien, Langsa, Indonesia
ridwanspdmsi@gmail.com

Abstract

School of literacy movement has the goal of familiarizing and motivating students want to read and write in order to foster characters. Literacy Movement is a participatory effort or activity involving school members (students, teachers, school principals, education staff, school supervisors. Need for proper management in literacy learning. This study aims to answer the question how to manage educational literacy in elementary school through four aspects of activities namely planning, organizing, implementing and evaluating. This study used a qualitative approach with a descriptive research type. This research used in-depth interviews. The data analyzed in this study were in the form of narrative transcripts produced through interview and documentation techniques. The stages the analysis is data reduction, data presentation and data verification. The results of this study indicate that 85% of several elementary schools in Langsa City apply planning in the educational literacy management program carried out by the school is to set goals, make short term plans as the main goal from the learning literacy management program is used so that it is effective and efficient.

Keywords: Education of Learning, Management Literacy, Teachers

1. INTRODUCTION

Education units face enormous challenges in educating the younger generation to become intelligent and responsible generations (uci dwi cahya et al., 2021). Learning is a very important part in the implementation of educational activities. Facilitating learning for students is the duty and responsibility of a teacher. For this reason, teachers are not only required to simply transfer knowledge to students, but teachers must also be able to create a comfortable and interesting learning atmosphere for students. In order for a teacher to be able to create an interesting atmosphere for students, of course there must be mastery and understanding of knowledge about learning management by a teacher, both mastery in the classroom and outside the classroom. Teachers must be able to choose and apply learning methods that are appropriate to the complexity of the material and the character of each student. (Putri et al., 2023a)

One component that is the most important benchmark of the progress and development of something nation is education. Education plays an important role in the formation of the character and

personality of the future generation of the nation who will continue the baton of governance. To create good character and personality for the future successors of the nation, is very much determined by the education they get. In fact, if something goes wrong in providing education it will actually boomerang for the nation itself. The role of education is so great that there is a need for innovation, invention and discovery that are able to overcome the interests mentioned above. Learning is a very important part in the implementation of educational activities.

Facilitating learning for students is the duty and responsibility of a teacher. For this reason, teachers are not only required to simply transfer knowledge to students, but teachers must also be able to create a comfortable and interesting learning atmosphere for students. In order for a teacher to be able to create an interesting atmosphere for students, of course there must be mastery and understanding of the knowledge of learning management by a teacher, both mastery in the classroom and outside the classroom. Teachers must be able to choose and apply learning methods that are appropriate to the complexity of the material and the character of each student. So that the methods and approaches applied by the teacher are truly in accordance with the self-development of students and can create a pleasant educational atmosphere. In teaching and learning activities students are involved as subjects rather than as objects in education. The implementation of the learning process is strongly influenced by several components, namely: educators, students, curriculum and educational tools needed to support the quality of the learning process. Thus, learning activities can bring good changes to students, both changes in knowledge, behavior, and skills. (Putri et al., 2023b)

One of the major problems in the field of education in Indonesia which is much discussed is the low quality of education which is reflected in the low average academic achievement. Another problem is that the approach to learning is still too dominated by the role of the teacher (teacher centered). Teachers place more students as objects and not as subjects of students. Our education does not provide opportunities for students in various subjects to develop holistic (thorough) thinking skills, creative, objective and logical, has not utilized quantum learning as one of the interesting paradigms in learning, and pays little attention to individual learning completeness in the educational process. in our school system, generally do not apply learning until students master the learning material thoroughly. As a result, many students do not master the learning material even though they have graduated from school. It is not surprising that the quality of education nationally is still low. The implementation of Content Standards based on a competency approach as an effort to improve the condition of education in this country has several reasons, including: first, the potential of students is different, and this potential will develop if the stimulus is right; second, the quality of educational outcomes is still low and ignores the aspects of

morals, character, manners, arts & sports, and life skills; third, global competition where only those who can afford it will succeed; fourth, Competition in human resource capabilities Changes in academic performance standards occur in line with developments in information and communication technology and global economic growth. Changes in standards demand adjustments in the world of education in preparing students. Information and communication technology facilitates communication between members of society and the world of work which is not limited by space and time. Global economic growth demands increasingly fierce competition in every aspect of life, the market is no longer limited by geographical barriers, but has become a global market. 21st century students need to be equipped with ICT skills and pay close attention to global economic developments. The learning process must accommodate this. (BAROYA, 2018)

One of the teacher's tasks is to provide examples of good behavior, speak politely, start teaching and learning activities in class starting with prayer, get used to self-reflection activities that aim to make students aware of the mistakes they have made. Positive teacher activities in giving examples with commendable behavior, is the formation of student character towards things that are positive. So that students can imitate behavior that has not been good so far, it is hoped that it can be corrected. In practice, everything depends on the teacher as the axis of the learning system. Starting from the schedule, method, even the book to be taught, everything is under the full authority of the teacher. Classroom management is not only about arranging classrooms, physical facilities and routines. Classroom management activities are intended to create and maintain an atmosphere and classroom conditions. So that the teaching and learning process can take place effectively and efficiently. For example, providing reinforcement, fostering teacher-student relationships and making consistent group rules. Classroom management is necessary because from day to day even from time to time the behavior and actions of students are always changing. Classes are always dynamic in the form of behavior, actions, attitudes, mental, and emotional students.

Effective management performance is reflected in the teacher's success in creating a positive learning environment and empowering students to understand and be effective in involving themselves in the classroom management process. In teaching and learning activities, the teacher becomes the center of attention and is responsible for directing and guiding students in every ongoing learning process. As a class manager, the teacher is responsible for maintaining the physical environment of the class so that learning is always enjoyable and guiding the intellectual and social processes in the class. The teacher not only encourages students to learn, but also cultivates the character of working with other students. Successful learning activities not only require teachers to have the ability to master the subject matter, as

for teaching strategies and methods, using media or learning tools. However, the teacher must also be able to create conducive and enjoyable learning situations and conditions which can only be realized if the teacher is able to regulate the learning atmosphere, condition students to learn and utilize learning facilities or media and can control a pleasant atmosphere to achieve learning goals, this ability is what called the ability to manage the class. Classroom management activities are activities that are closely related to learning activities and are very important in order to achieve an effective learning process. (Mukhlisin, 2022)

Literacy is a movement launched by the Ministry of Education and Culture. Literacy embedded in students affects the level of success and students' ability to understand information analytically, critically, and reflectively. The government has implemented a literacy movement in the learning process in schools. The School Literacy Movement was developed based on the Minister of Education and Culture Regulation Number 21 of 2015 concerning the Growth of Character and Character. The implementation of literacy in schools must be supported by related agencies and school residents, the principal must make programs to support the literacy movement run well as well as teachers who directly deal with students should link literacy with learning. Literacy is not only taught or applied to students, but literacy must be applied to all school members (Junita et al., 2022).

Implementation of education in Indonesia is regulated in the Act (UU) Number 20 of 2003 concerning the National Education System Chapter III article 4 paragraph (5) "Education is organized by developing a culture of reading, writing, and counting for all citizens. Permendikbud No 22 of 2016 about the Process Standard states that the learning process is designed for develop a love of reading, understanding a variety of readings, and expression in various forms of writing. The ability to read as one of the literacy skills needs to be emphasized in individuals from an early age. Furthermore, the level of someone's reading interest is very high determine the quality of a person in insight. In the learning process success is determined by the ability to read which is highly supported by someone's reading interest (Budi Chandra Wicaksono et al., 2019). Reading interest influenced by factors from within the student (internal) which includes attention, feeling, and motivation, then factors from outside the student (external) which includes the role of the teacher, environment, family, facilities and environmental factors (at school).(Sardani et al., 2021)

The School Literacy Movement has the aim of familiarizing and motivating students to want to read and write in order to develop character. The School Literacy Movement is a participatory effort or activity involving school members (students, teachers, school principals, education staff, school supervisors, school committees, parents/guardians of students), academics, publishers, mass media,

community (community leaders who can represent exemplary, the business world, and others), and stakeholders under the coordination of the Directorate General of Primary and Secondary Education, Ministry of Education and Culture.

Literacy is defined as:

a. The ability to do reading, writing, arithmetic, and speaking activities;

b. The ability to find information and use it;

c. The social activities which in their application are influenced by various conditions;

d. Learning activities in which there are reading activities,

e. Write, calculate which is used to think about, investigate, ask, and criticize all the things that have been learned; And

f. The use of readings that have variations in terms of subject, flow, and level of complexity of language.

```
┌─────────────────────────────────────┐
│     Lingkungan ramah literacy        │
└─────────────────────────────────────┘

┌─────────────────────────────────────┐
│        Lingkungan social             │
└─────────────────────────────────────┘

┌─────────────────────────────────────┐
│       Lingkungan academik            │
└─────────────────────────────────────┘
```
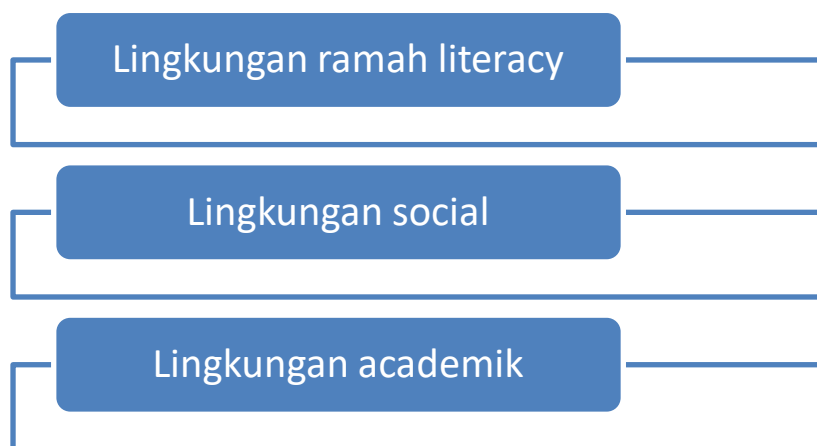
Figure 1. Teacher management literacy diagram

The picture above explain that teachers are able to be at the forefront of developing a literacy culture, some of these strategies to create a positive literacy culture in schools, include (a). Conditioning a literacy-friendly physical environment. The physical environment is the first thing the school community sees and feels. Therefore, the physical environment needs to look friendly and conducive to learning. Schools that support the development of a literacy culture should display students' work in all areas of the school, including corridors, the principal's and teacher's offices, (b). Strive for the social and affective environment as a literate model of communication and interaction. The social and affective environment is built through a model of communication and interaction of all components of the school. This can be developed by recognizing the achievements of students throughout the year. Awards can be given at flag

ceremonies every week to appreciate the progress of students in all aspects, (c). Striving for a school as a literate academic environment. Physical, social, and affective environment is closely related to the academic environment. This can be seen from the planning and implementation of the literacy movement in schools. Schools should allocate sufficient time for literacy learning. This research described implementation of management of the Madrasah Literacy Movement program, explains the stages of implementing the Literacy Movement program Madrasah, explaining the advantages and disadvantages of the program Madrasah Literacy Movement at MAN 1 Lamongan.

Technique data collection used is interview, observation, and documentation. The validity of the data using triangulation sources and techniques. Data analysis techniques using techniques Miles and Huberman's analysis includes data reduction, presenting data, and draw conclusions. The results of the implementation discussion managing the Madrasah Literacy Movement program at MAN 1 Lamongan carried out in accordance with management functions includes planning organizing, implementing and evaluation. Planning is carried out by establishing a vision, mission, and objectives of the Madrasah Literacy Movement program. Organization that gives responsibility and division of tasks to the person in charge, the implementation is carried out accordingly with what has been planned, and which evaluation control all activities carried out. And in the This study also explains the advantages and deficiencies in the Madrasah Literacy Movement Program at MAN 1 Lamongan. (Ramadhan, 2019).

2. RESEARCH METHOD

There are six steps of research carried out, namely: 1) determining research approaches and methods; 2) determining the type and source of data; 3) determination of data collection techniques; 4) determination of data analysis techniques; 5) determination of data validation test; 6) determining the place and time of research. The approach used in this research is a qualitative approach with a phenomenological model. The qualitative approach is to direct researchers in achieving research objectives by getting an in-depth explanation of the application of a theory and thinking inductively. Qualitative research is the activity of collecting data in a natural setting, using natural methods, and carried out by naturally interested researchers. Phenomenology is a strategy that requires researchers to examine several subjects by participating directly in a long enough period of time to develop patterns and relationships. While the research method using descriptive method. Descriptive research is a form of research to describe phenomena that exist in the field naturally or artificially. Phenomena can be in the form of characteristics, activities, relationships, changes, similarities and differences between one phenomenon and another. The sample in this study is the elementary school in Langsa City.

3. FINDINGS AND DISCUSSION

There are six steps of research carried out, namely: 1) determining research approaches and methods; 2) determining the type and source of data; 3) determination of data collection techniques; 4) determination of data analysis techniques; 5) determination of data validation test; 6) determining the place and time of research. The approach used in this research is a qualitative approach with a phenomenological model. The qualitative approach is to direct researchers in achieving research objectives by getting an in-depth explanation of the application of a theory and thinking inductively. Qualitative research is the activity of collecting data in a natural setting, using natural methods, and carried out by naturally interested researchers. Phenomenology is a strategy that requires researchers to examine several subjects by participating directly in a long enough period of time to develop patterns and relationships. While the research method using descriptive method. Descriptive research is a form of research to describe phenomena that exist in the field naturally or artificially. Phenomena can be in the form of characteristics, activities, relationships, changes, similarities and differences between one phenomenon and another. The sample in this study is the elementary school in Langsa City .(Wirdayanti & Supriyanto, 2021)

Learning management is an effectively and efficient effort to create conducive learning for students and maintain effective teaching and learning. Management includes activities carried out to achieve goals by providing the best effort through predetermined actions, including knowledge of what must be done, determining how to do it, measuring the effectiveness of the efforts carried out, establishing and maintaining environmental conditions that can be provide economic, psychological, social, political, and technical contributions, as well as their control (Rahmawati & Puspita, 2020). Literacy comes from the atin word literacy which is defined as mastery of the writing systems of the conventions that accompany it. Furthermore, the term literacy is more defined as the ability to read and write, then it develops to include the process of reading, writing, speaking, hearing, imagining, and seeing (Barokah & Bentari, 2019).

Literacy is the use of social, and historical, and cultural situational practices in creating and interpreting meaning through text. Literacy requires at least a tacit sensitivity to the relationships between textual conventions and the context in which they are used and ideally the ability to reflect critically about these relationships. Because it is sensitive to purpose, literacy is dynamic - not static - and can vary between and within discourse communities and cultures. There are seven elements that make up the definition of literacy which then forms the seven principles of literacy education. The first is interpretation in which the writer or speaker and the reader or listener participate in the interpretation, that

is, the writer or speaker interprets the world (events, experiences, ideas, feelings, ideas, etc.), and the reader or listener then interprets the author's or reader's interpretation in the form of his own conception of the world. The second is collaboration. There is collaboration between two parties, namely the writer or speaker and the reader or listener. The intended cooperation is in an effort to reach a common understanding. Writers or readers decide what to write or say or what not to write or say based on their understanding of the reader or listener. Meanwhile, readers or listeners devote their motivation, knowledge, and experience to interpret the text or the speaker.

The third is Convention in which the Convention includes rules of language both spoken and written. A person reads and writes or listens and speaks determined by cultural conventions or agreements (not universal) that develop through use and modification for individual purposes. Afterwards, the cultural knowledge is reading and writing or listening and speaking function within certain systems of attitudes, beliefs, habits, ideals and values. For this reason, literacy involves cultural knowledge. The fifth is troubleshooting. Words are always attached to the linguistic context and the situation that surrounds it, so the act of reading, writing, listening, and speaking involves trying to imagine the relationships between words, phrases, sentences, units of meaning, texts, and the world. Attempts to imagine this is a form of problem solving.

The sixth is reflection and self-reflection. Writers or readers and readers or listeners think about language and its relationships with the world and oneself. Once in a communication situation they think about what they said, how they said it, and why they said it. Afterwards, language users, literacy is not limited to language systems (oral or written) but requires knowledge of the language to be used both in spoken and written contexts to create a discourse. It can be concluded that literacy is not limited to language systems (oral or written) but requires that knowledge of the language is used both in spoken and written contexts to create a discourse. Derived from the Latin "manus" means hand (hand).

The following are the stages of schools in developing appropriate Madrasah Literacy Movement programs or implementing management functions namely, planning, preparation, implementation, habituation stage, development stage, learning stage, reporting stage, evaluation, and reporting. Firstly, planning is determining what should happen in the future, forming an activity plan. The program leader coordinates to draw up a draft plan in the form of program activities, program targets, and various matters related to the program activities being carried out. The Madrasah Literacy Movement (Gelam) was organized with a team structure accompanied by the main tasks and functions of authority consisting of the head of the madrasa, the deputy head of the madrasa (the department of facilities, curriculum, student

affairs, public relations, and head of quality assurance) the head of the library, and the language teacher/teacher who is interested with literacy.

Secondly, preparation is making optimal use of resources occur to achieve goals. To support the success of Literacy activities, it is necessary to prepare supporting infrastructure, including the existence of classroom reading corners that contain collections of non-learning books, (novels, collections of short stories, popular scientific books, dictionaries, comics, magazines, newspapers, charts, atlases, reading slogans , posters about living a clean, healthy, and beautiful life prepared in every corner of the class in such a way that the readers feel comfortable and reluctant to part, and even always miss literacy activities. Thirdly, implementation is habituation activities must be carried out every day in class at the beginning of learning by reading the Hamdalah and praying in congregation guided by a student using centralized audio.

Fourthly, habituation stage, this activity can be carried out for 10 minutes of reading by means of the teacher reading the text aloud and then discussing it or students reading silently which can be followed by an informal discussion of books read with responses from students that are optional. This activity is not followed by billing/assessment tasks so that students feel comfortable, relaxed and fun. When students read as educator's they also participate in reading with the aim of motivating students to want and get used to reading. Fifthly, development stage, at this development stage the implementation lasts for 15 minutes starting with students reading silently, or reading the text aloud followed by follow-up activities that aim to hone students' abilities in responding to enrichment books orally and in writing.

Sixthly, learning stage, this learning phase is carried out to support the implementation of the 2013 curriculum which requires the preparation of learning implementation plans for all subjects to include literacy activities. The implementation of this stage is for 10 minutes by continuing the development stage activities and is assessed academically. This activity aims to develop the ability to understand text and relate it to everyday life so that lifelong learners are formed, think critically, creatively and innovatively and are able to produce works of both fiction and non-fiction. Seventhly, reporting stage is to improve the quality of the development of the Literacy Movement school program, literacy team compiled a report on the results of the activity to find out the strengths and weaknesses and follow up on future program activities. Eighthly, evaluation is implementation of monitoring and evaluation is carried out once a year in stages by stakeholders starting from the head of the madrasa, supervisors, the district ministry of religion, the regional ministry of religion to the central ministry of religion. Ninthly, reporting, at the end of the learning year, students submit a book of reports on the results of literacy activities to the library to

obtain a certificate of having implemented the literacy movement which is used as a requirement for taking report cards.

4. CONCLUSION

School of literacy movement has the goal of familiarizing and motivating students want to read and write in order to foster characters. Literacy Movement is a participatory effort or activity involving school members (students, teachers, school principals, education staff, school supervisors. Need for proper management in literacy learning. This study aims to answer the question how to manage educational literacy in elementary school through four aspects of activities namely planning, organizing, implementing and evaluating. This study used a qualitative approach with a descriptive research type. This research used in-depth interviews. The data analyzed in this study were in the form of narrative transcripts produced through interview and documentation techniques. The stages the analysis is data reduction, data presentation and data verification. The results of this study indicate that 85% of several elementary schools in Langsa City apply planning in the educational literacy management program carried out by the school is to set goals, make short term plans as the main goal from the learning literacy management program is used so that it is effective and efficient. The data analyzed in this study were in the form of narrative transcripts produced through interview and documentation techniques. The stages of analysis were data reduction, data presentation and data verification. The results of this study indicate that 85% of the planning in the educational literacy management program is carried out by schools is setting goals, making short-term plans and long-term plans as the main objectives of literacy programs to be used effectively.

REFERENCES

Barokah, S. R., & Bentari, Y. Y. (2019). Implementasi Manajemen Program Gerakan Literasi Madrasah Di Man 1 Lamongan. *Jurnal Administrasi Pendidikan Islam*, *1*(2).

BAROYA, E. H. (2018). Strategi Pembelajaran Abad 21. *Jurnal Ilmiah Ilmu-Ilmu Keislaman*, *1*(1).

Budi Chandra Wicaksono, Nurkolis, & Fenny Roshayanti. (2019). Manajemen Literasi Sekolah Dalam Meningkatkan Minat Baca Di Sd Negeri Sendangmulyo 04. *Jurnal Manajemen Pendidikan (JMP)*, *8*(3).

Junita, T. T., Wulandari, B. A., & Ali, M. (2022). Analisis Penerapan Literasi Membaca Dan Menulis Di Sd Pertiwi I Kota Jambi. *Jurnal Manajemen Pendidikan Dan Ilmu Sosial*, *3*(2).

Mukhlisin. (2022). Manajemen Sekolah Dalam Menerapkan Pembelajaran Berbasis Literasi Digital. *Tadris MPI: Jurnal Manajemen Pendidikan Islam*, *1*(1).

Putri, S. M., Putri, R. S., Sukma, G. D., & Leska, V. (2023a). Efektivitas Proses Pembelajaran Abad 21 Melalui Manajemen Pembelajaran Berbasis Teknologi Informasi Dan Komunikasi (TIK). *Jurnal Prodi PLS Universitas Nusa Cendana*, *3*(1).

Putri, S. M., Putri, R. S., Sukma, G. D., & Leska, V. (2023b). Pengembangan Manajemen Pembelajaran Berbasis Teknologi Di Abad 21. *Jurnal Ilmiah Pendidikan Citra Bakti*, *10*(2).

Rahmawati, D. N. U., & Puspita, R. D. (2020). Penerapan Manajemen Pembelajaran Di Sekolah Dasar Selama Pandemi. *PRODU: Prokurasi Edukasi Jurnal Manajemen Pendidikan Islam*, *2*(1).

Ramadhan. (2019). Manajemen Program Literasi Dalam Praktik Pembudayaan Membaca Siswa Di Sekolah. *Prosiding Seminar Nasional*.

Sardani, Khairuddin, & Nasir Usman. (2021). Manajemen Program Gerakan Literasi Sekolah Dalam Menumbuhkan Minat Baca Siswa Sd Di Gugus 1 Indrapuri Aceh Besar. *Jurnal Visipena*, *12*(1).

uci dwi cahya, Thahura, F., & Meylia Sari. (2021). I nfluence of Environment on L earning I mprovement and S tudent Characters Strengthening in Covid - 19 Pandemic. *Lectura: JurnalPendidikan, 12*(2).

Wirdayanti, M. S. P., & Supriyanto. (2021). Implementasi Manajemen Pembelajaran Pada Masa Pandemi Covid-19. *Jurnal Inspirasi Manajemen Pendidikan*, *9*(3).