

Primary School Literacy Program Management

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Abstract:

Literacy can be acquired through the learning process through two literacy skills that students can acquire gradually, namely reading and writing. This research is motivated by the fact that there is no literacy program at elementary school 1 sukarame dua, telukbetung, Lampung, Indonesia that has been conceptualized by the school as it should be, then educators have not received training on literacy programs, there is no School Literacy Team (TLS), the availability of books in the library is relatively poor, both in terms of quantity and quality, including the absence of a comfortable reading room for school residents. This study aims to determine and analyze the management of the literacy program at State Elementary School I Sukarame Dua, West TelukBetung Subdistrict, Bandar Lampung City, from the planning, implementation and evaluation stages. Based on the results of the study, it can be concluded that the literacy program at elementary school 1 sukarame dua, teluk betung, Lampung, Indonesia has an integration process of all school components, starting from the planning process, then the implementation process which has several stages, namely the habituation, learning and development stages. As a new program, the implementation of literacy at elementary school 1 sukarame dua, teluk betung, Lampung, Indonesia is seen as good by all school components. In addition, in the evaluation process, elementary school 1 sukarame dua, teluk betung, Lampung, Indonesiacan provide the results of what are the inhibiting factors, namely the lack of books in the library, and the lack of awareness of students to read, some things that can be a solution to the results of the evaluation of the literacy program carried out, namely elementary school 1 sukarame dua, teluk betung, Lampung, Indonesiacan provide a variety of new books, approach parents and each school component, especially homeroom teachers, provide reinforcement, enthusiasm and encouragement to students about reading books and always encourage and give prizes to students who diligently read books.

Keywords: Literacy Program Management; Primary School

Introduction

Literacy can be defined as a person's ability to read, write, understand and use information effectively. Literacy is not only limited to the ability to read and write, but also involves understanding, interpreting and using information in various contexts.

The importance of literacy can be seen from its significant impact. Individuals with high literacy levels tend to have a better chance of getting a good job, achieving higher education and having a better overall quality of life. In addition, literacy is also associated with increased participation in democratic life, awareness of social, health and environmental issues.

Education is one of the key factors in achieving sustainable development of a country (Devonald et al., 2021). Within education, literacy plays a very important role (McNelly & Harvey, 2021). Literacy is the ability to read, write and understand texts, and to apply that knowledge in everyday life (Rakhmawati & Mustadi, 2022). High literacy levels in a country or society can have a positive impact in various aspects, including economic growth, improved social welfare and more active participation in public life (Devonald et al., 2021).

In the context of basic education, primary schools have a central role in building the foundation of literacy for students (Fahmi et al., 2022). It is therefore important to develop and implement effective literacy programs at the primary school level (Nurhayani & Nurhafizah, 2022). One approach used to achieve this is primary school literacy program management (Cahyati et al., 2022).

Primary school literacy program management includes a series of activities that aim to facilitate the development of students reading, writing, and comprehension skills at a basic level (Ginting et al., 2023). The program involves systematic and purposeful planning, implementation, and evaluation of literacy activities in schools (Riyanto & Nurfuadi, 2022). Good management in primary school literacy programs involves collaboration between teachers, principals, parents, and other relevant parties to create an adequate and motivating learning environment (Hardiansyah & Zainuddin, 2022).

In this article, we will explore the importance of primary school literacy program management (Wardani & Astuti, 2022). We will discuss the key components of literacy program management, including planning, implementation and evaluation (Abdul Latip, 2020). In addition, we will identify some effective strategies in improving literacy at the primary school level, such as the use of innovative teaching methods, the utilization of information and communication technology and the role of parents in supporting their children's literacy (Fortuna & Fitria, 2021).

By understanding the importance of primary school literacy program management and implementing appropriate strategies (Batubara & Ariani, 2018). For this reason, it is hoped that we can create a generation that is literate, creative, and able to face challenges in the ever-growing information age (Fadilah, 2019). An effective literacy program in primary schools can provide a strong foundation for quality education and open the door to a bright future for students (Arikarani, 2019).

Reading literacy is an important first step in building a strong literacy foundation. Reading literacy is the ability to understand, interpret and use written text to acquire knowledge and fulfill information needs. Good reading skills provide access to various sources of knowledge, increase understanding of the world, and assist in one's personal and academic development.

It is also important to create a supportive environment for reading literacy, both at home and at school. A home full of books and reading activities will encourage children to read more often. At school, a comprehensive literacy program, such as a well-stocked library and a structured reading program, will give all individuals the opportunity to develop their reading skills.

By practicing good reading literacy, we can provide a strong foundation for individuals to develop their reading skills. In an increasingly complex and information-abundant world, reading literacy is becoming an essential skill for success in all aspects of life.

Methods

In this study, researchers used descriptive qualitative research which aims to present a complete picture. The approach is used on the grounds that the condition of the research object is in accordance with what will be studied and the data obtained through various information such as observation, interviews and documentation. Therefore, this research will obtain data or information that will be collected in the field, which are explanations from the subjects to be studied by researchers in accordance with the Literacy Program Management found in the field to find out the form of the reading literacy program.

Results and Discussion

As a researcher who is also a teacher, she is obliged to carry out the mandate given by the Ministry of Education and Culture, namely developing literacy, numeracy, technology, and assisting administration. In developing literacy levels, researchers who also work as teachers at State Elementary School I Sukarame Dua, West TelukBetung, Lampung, Indonesia began to revive literacy activities that had died due to the pandemic, and also created new programs that were fresher and more fun for students at State Elementary School I Sukarame Dua, West TelukBetung, Lampung, Indonesia.

To revive and implement a new literacy program at Sukarame Dua State Elementary School, West TelukBetung, Lampung, Indonesia, the researcher who also works as a teacher at Sukarame Dua State Elementary School, West TelukBetung, Lampung, Indonesia designed and prepared everything needed in its implementation later. The implementation of the literacy program at State Elementary School I Sukarame Dua, West TelukBetung, Lampung, Indonesia includes three processes: planning, implementation and evaluation.

In addition, researchers coordinated with the government (Bandar Lampung city regional library) and students of the merdekaMengajar campus asking for assistance in procuring books for the SDN I Sukarame Dua library, and on September 20, 2022, State Elementary School I Sukarame Dua, West TelukBetung, Lampung, Indonesia received book assistance from students of the merdekaMengajar campus.

With these conditions, to re-run the literacy program, requires very careful preparation, especially to provide book codes according to the scientific field of all existing books. This is a special task and work program for teaching campus students to help schools. Sothe

preparations made include for literacy program activities outside the library.

The literacy program needs the right media to implement all literacy components such as reading, writing, accessing, understanding and using information intelligently. Wall magazines are one of the right media to facilitate literacy programs because wall magazines (making) are a medium for posting students' work in the form of writing or drawing. The results of students' writing are evidence of the development of writing skills in students.

In accordance with the principal's statement above, the evaluation system applied in the implementation of the literacy program at State Elementary School I Sukarame Dua, West TelukBetung, Lampung, Indonesia, is the preparation of a program evaluation schedule once a month, namely every last Saturday, in which the evaluation is attended by the principal, teachers, staff and teaching campus students. However, every week teaching campus students as program implementers at that time conducted an independent evaluation without involving teachers. The self-evaluation is more aimed at measuring whether the literacy activities that have been carried out for one week in each class are in accordance with the needs of each student in the class, if not then the next week the types of activities carried out will be changed according to the conditions of students in each class. Some findings related to evaluation results such as inhibiting factors and factors that become inhibiting solutions.

The implementation of the literacy program consists of several literacy activities. Some are conditional and some are scheduled. The schedule of these activities is adjusted to the conditions and characteristics of State Elementary School I Sukarame Dua, West TelukBetung, Lampung, Indonesia, and its students. In implementing the literacy movement at State Elementary School I Sukarame Dua, West Betung Bay, Lampung, Indonesia, there are several stages, namely: habituation, development, and learning.

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Based on the research data that has been obtained through observation, interviews, and documentation, the researcher will present the data to explain the results of the study. The data that has been obtained will be analyzed to answer the problem formulation. The following is a discussion of the research findings regarding the management of the literacy program at State Elementary School I Sukarame Dua, West TelukBetung Sub-district, Bandar Lampung City.

From the data that has been presented, after being analyzed by combining the findings with existing theories. Then it was concluded that the implementation of the literacy program at State Elementary School I Sukarame Dua, West TelukBetung, Lampung, Indonesia there are several stages carried out, namely a) Habituation stage: reading activities every morning, providing reading material, b) Development stage: given reading assignments by teachers, giving appreciation to students who are diligent in reading, conducting learning outside the environment, and c) Learning stage: learning in the classroom by holding reading activities every morning, student teachers will find out the contents of the books read, learning is done outside the classroom.

Evaluation is an activity of collecting information about the performance of something where the information will be used to determine the best alternative in making decisions, in the School Literacy program requires good management, one of which requires good evaluation. From the results of this study, the author can find that the literacy program has good management so that literacy goals can be achieved. In addition, from the evaluation results, it can be found what are the obstacles to the literacy program at State Elementary School I Sukarame Dua, West TelukBetung, Lampung, Indonesia.

The right solution so that the school literacy program runs well and has an impact so that the literacy goals at State Elementary School I Sukarame Dua, West TelukBetung, Lampung, Indonesia can run smoothly is to approach student guardians in a way that parents must take part in teaching children to practice reading. The trick is to teach how to read by teaching the child. After children are accustomed to reading by spelling first, parents must take part in teaching children reading practice. The trick is to teach the child how to read by spelling. After children are accustomed to reading by spelling first, parents begin to accustom children to reading without spelling. then by means of reinforcement and variation by means of The school strives for proper facilities and infrastructure and buys new books so that students do not get bored, and the Principal also recommends that parents of students buy 1 book in 1 semester as a handbook at home.

In the implementation of the reading literacy program at State Elementary School I Sukarame Dua, West TelukBetung, Lampung, Indonesia, there is an integration process of all school components, starting from the planning process, then the implementation process which has several stages, namely the habituation, learning, and development stages. As a new program, the implementation of literacy at State Elementary School I Sukarame Dua, West TelukBetung,

Lampung, Indonesia is viewed well by all school components. Sekolah Dasar Negeri I Sukarame Dua, West TelukBetung, Lampung, Indonesia tries to maintain and develop the literacy program, accompanied by innovations so that students are motivated to be active in the implementation of literacy programs, especially in reading literacy because it has an impact in fostering character and increasing student insight. In addition, in the evaluation process, State Elementary School I Sukarame Dua, West TelukBetung, Lampung, Indonesia can provide the results of what are the inhibiting factors, namely the lack of books in the library, and the lack of student awareness of reading, several things that can be a solution to the results of the evaluation of the literacy program carried out, namely State Elementary School I Sukarame Dua, West TelukBetung, Lampung, Indonesia can provide new and varied books, approach parents and every component of the school, especially the homeroom teacher, provides reinforcement, enthusiasm, and encouragement to students about reading books and always encourages and gives prizes to students who diligently read books.

Conclusion and suggestion

Based on the results of the analysis, Evaluation of the literacy program at State Elementary School I Sukarame Dua, West Teluk Betung Subdistrict, Bandar Lampung City, includes the results of what are the inhibiting factors, namely the lack of books in the library, and the lack of student awareness of reading, some things that can be a solution to the results of the evaluation of the literacy program carried out, namely State Elementary School I Sukarame Dua, West Teluk Betung Subdistrict can provide new books that vary, approach to parents of students and every component of the school, especially homeroom teachers, provide reinforcement, enthusiasm, and encouragement to students about reading books and always encourage and give gifts to students who diligently read books.

As for some things that can be used as suggestions, namely, with the program evaluation process, State Elementary School I Sukarame Dua, West Teluk Betung, Lampung, Indonesia should implement the achievement of the literacy movement from planning to program evaluation. This assessment is adapted from the components of assessing the success of the literacy movement in schools listed in the assessment and evaluation guidebook.

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