

Instructional materials management in literature to enhance students' literacy competence in elementary school settings

Ratih Cahyania,^{1a}, Ricky Yoseptryb,^{2b} *

a,b Universitas Islam Nusantara, Bandung Indonesia *

¹ ratihcahyani@uninus.ac.id; ² rickyoseptry@uninus.ac.id.

*Correspondent Author

Received: 14-10-2025

Revised: 16-11-2025

Accepted: 20-12-2025

KEYWORDS

*Instructional Materials;
Literature; Literacy*

ABSTRACT

This research is motivated by the concept of literacy competence, which encompasses the ability to read, write, comprehend, and interpret information critically. Literacy competence is not merely limited to the technical skills of reading and writing but also includes critical thinking, contextual understanding, and the capacity to relate information to personal experiences and broader knowledge. This study employs a qualitative approach with a descriptive-analytic method. The research was conducted in Sumedang Regency, specifically at two selected elementary schools: Malangbong Public Elementary School and Arrafi Elementary School. The findings of this study can be summarized as follows: (a) The planning stage involves determining the objectives of literary instructional material management; (b) The organizing stage is carried out by forming a working group consisting of the principal, vice principal, and teachers to create a management team for literary instructional materials; (c) The implementation stage relates to activities in managing literary instructional materials in collaboration with the school literacy program, with the expected outcome of fostering and developing a literacy culture within the elementary school environment; (d) The evaluation and follow-up stage begins with analyzing the school's education report to assess literacy performance and identify emerging challenges. Although reading provides numerous benefits, not all students are interested in, aware of, or willing to cultivate a strong reading culture.



Introduction

Education at the elementary school level holds an essential position in building the foundation of students' skills and character. One of the key aspects that must be developed is literacy competence, which not only encompasses the technical skills of reading and writing but also the ability to understand, interpret, and critically evaluate information. Literacy, in essence, is also closely related to critical thinking skills, contextual understanding, and the ability to connect information with individual experiences and broader knowledge.

Globally, the quality of education in Indonesia remains relatively low compared to other countries. One contributing factor is the lack of literacy and low reading interest, particularly among students at the secondary school level. Hanggi (2016) emphasizes that reading literacy serves as an essential means for students to recognize, understand, and apply the knowledge acquired at school. Therefore, basic literacy—especially reading

literacy—needs to be instilled from the elementary level (Ristanto, Zubaidah, Amin, & Rochman, 2017). UNESCO (2012) reported that the reading interest of the Indonesian population only reached 0.001, meaning that out of every 1,000 people, only one has a genuine interest in reading. The lack of a reading culture is considered to be caused by limited understanding among education policymakers regarding literacy, resulting in insufficient integration of literacy into the curriculum, including the 2013 Curriculum. Consistent with these findings, research conducted by Central Connecticut State University (2016) revealed that Indonesia ranked 60th out of 61 countries in terms of reading interest, even though in terms of educational infrastructure, Indonesia ranked above several European countries (Tantri & Dewantara, 2017).

According to the Ministry of Education and Culture (Kemendikbud, 2017), literacy is the ability to access, understand, and utilize information intelligently through activities such as reading, viewing, listening, writing, and/or speaking. Within the framework of both the 2013 Curriculum and the Merdeka Curriculum, literacy is positioned as a core competency that students are required to master. The government has reinforced this through the School Literacy Movement (*Gerakan Literasi Sekolah/GLS*), which aims to create a conducive learning ecosystem for the early development of literacy skills. One of the most important media to achieve this goal is literature-based teaching materials.

Literature serves as a medium for expressing ideas and thoughts freely through language, carrying novelty and enlightening meaning (Ahyar, 2019). Literature-based teaching materials include works such as poetry, short stories, folktales, fables, children's novels, and plays that are adapted to students' cognitive and emotional development. Through literature, students not only acquire language comprehension and vocabulary but also internalize moral and cultural values, develop empathy, and nurture imagination. Previous studies have shown that integrating literature into the learning process contributes positively to enhancing reading interest, language skills, and character formation.

Nevertheless, the effectiveness of literature-based teaching materials largely depends on their management. This process encompasses planning, selection, development, preparation, distribution, and evaluation of materials relevant to students' needs and characteristics. Teachers play a crucial role as designers, facilitators, and evaluators in the use of literature in the classroom. In practice, however, challenges remain, such as the use of materials that are not aligned with students' developmental levels, limited use of technology to enrich literary presentation, and disproportionate time allocation for literary learning. These conditions can hinder student engagement in literacy activities, preventing optimal achievement of literacy competence.

Literacy is inseparable from access to reading materials. The availability of books in schools strongly influences the continuity of literacy practices. Moreover, students' reading interest and the availability of adequate literature-based teaching materials play a significant role in enhancing literacy competence. Therefore, effective management of literary materials becomes a crucial aspect to strengthen literacy development among elementary school students.

A case study at SD Negeri Malangbong and SD ARRAFI in Sumedang Regency illustrates significant contextual differences. SD Negeri Malangbong is a public school with a predominantly rural student background, whereas SD ARRAFI is a private, religion-based school located in a semi-urban area. These contextual distinctions may affect strategies in managing literature-based materials and in implementing literacy improvement approaches.

To improve students' reading ability, consistent practice and strategies are required to foster reading interest both at home and at school. Reading, as part of the literacy movement, is the key to educational progress. Schools, as academic institutions, need to develop innovative learning models that position reading activities as a fundamental element (Joyce, 2009). Furthermore, Nasution (as cited in Haerudin, 2019, p. 34) argues that teaching materials must fulfill five primary criteria: relevance to learning objectives, life values, cultural heritage significance, usefulness for scientific mastery, and alignment with students' needs and interests.

Based on literacy data in Sumedang Regency, the literacy score of elementary school students decreased significantly from 84.60 in 2023 to 70.75 in 2024, a decline of 13.85 percent. This condition requires serious attention from local government, especially in light of Sumedang's literacy vision for 2030, outlined in the grand design for developing a literate society, including school-age children (Marliyana, 2021).

Management is an essential aspect of every organization, whether in education, business, or government. One influential figure in the development of management theory is George R. Terry. In his work *Principles of Management*, Terry defines management as a process that involves planning, organizing, actuating, and controlling, aimed at determining and achieving organizational goals through the utilization of human and other resources.

Furthermore, Terry emphasizes that management is not merely an administrative activity but also a dynamic and strategic process of directing individuals to achieve organizational objectives effectively and efficiently. He formulated four key functions of management, known by the acronym POAC: Planning, Organizing, Actuating, and Controlling. This concept is also reinforced by Mulyati (2023, p. 49) in her book *Human Resource Management in the Era of 4.0*, which describes POAC as a fundamental framework in managerial practice.

Conceptually, learning management is part of educational management standards that emphasize the interconnectedness of various educational components. The Indonesian Law No. 20 of 2003 on the National Education System stipulates that learning is an interactive process between students, educators, and learning resources within a learning environment. In line with this, learning management is defined as teachers' ability to optimize available resources to foster collaboration, thereby creating an effective and efficient learning process (Rukajat, 2018).

Research on improving students' reading interest has been widely conducted by previous scholars. For example, Elvi Azizah, Eka Lestari, and Abdul Rohim Husaini Wijaya (2022), in their article "Learning Management in Improving Students' Reading Literacy at Madrasah Tsanawiyah Negeri Binjai", explain that literacy activities at the institution were carried out in the classroom together with subject teachers, where students engaged in literacy activities for 15 minutes before learning began. The school literacy movement aims to habituate students to reading and writing, cultivate character, and support the development of students who enjoy reading. Similarly, a study by Sri Sudarlina (2021) titled "School Management on Reading Literacy to Cultivate Character during the Pandemic at SD Negeri Wates 2 Magelang" aligns with the school's objective of instilling national cultural values through literacy, protecting students from the negative effects of increasingly advanced technology. Literacy equips students with a window to the world by broadening their perspectives and adopting positive influences as preparation for the future.

Method

This study employs a qualitative approach to describe how the management of literature-based teaching materials contributes to improving students' literacy competence in elementary school settings. This method was chosen because it provides a comprehensive picture of social phenomena by collecting descriptive information in the form of spoken or written words, as well as by observing relevant behaviors.

According to Denzin and Lincoln (2019), "Qualitative research is research that employs a natural setting with the intention of interpreting phenomena that occur and is conducted by involving various methods within qualitative inquiry." Meanwhile, descriptive research is defined as research that describes or portrays a particular issue. Descriptive research aims to systematically and accurately describe a population, situation, or phenomenon (Fiantika, 2022).

The descriptive-qualitative method in this study is focused on factual problems investigated through observation, interviews, and document analysis. This method was selected to obtain a field-based depiction of how literature-based teaching material management supports the enhancement of literacy competence among elementary school students, based on interviews conducted with principals at SD Negeri Malangbong and SD ARRAFI in Sumedang Regency.

Data collection techniques in this study included observation, interviews, and documentation to gain comprehensive and in-depth information regarding the management of literature-based teaching materials aimed at improving students' literacy competence at SDN Malangbong and SD ARRAFI. Observations were carried out by directly examining literacy activities conducted in schools. Interviews were intended to gather detailed data and information through discussions with informants consisting of principals and teachers. Additionally, documentation was undertaken at both schools to collect supporting evidence for research analysis. This included reviewing school report cards, photographs of literacy activities, and other relevant school documents.

The data obtained from interviews, observations, and documentation were analyzed using a thematic analysis approach. This process involved several stages: data familiarization, coding, and theme identification. The first stage, data familiarization, was conducted by carefully reviewing all collected data. The researcher re-read interview transcripts, revisited audio recordings, and reflected on observation notes and documentation to gain comprehensive insights. The second stage was coding, which entailed assigning labels or markers to sections of data containing significant meaning in relation to the research focus. Coding was conducted to organize data systematically, making it easier to analyze. The final stage was theme identification, wherein the researcher formulated major themes emerging from the coded data and connected them to relevant theories or

concepts. This step was intended to deepen the interpretation of the findings and assess the extent to which the data addressed the research questions.

To enhance the validity of the data, this study employed triangulation techniques. According to Sugiyono (2015, p. 83), data triangulation is a method of data collection that integrates multiple techniques and sources, thereby making the research results more valid and accountable. In this study, source triangulation was applied by comparing data obtained from interviews, observations, and documents to ensure consistency and interrelation across the collected data.

Result

Based on the results of observations, interviews, and document analysis, the research findings are presented in relation to the theoretical framework of Planning, Organizing, Actuating, and Controlling.

Planning of Literature-Based Teaching Materials to Improve Students' Literacy Competence

The first step in planning was identifying problems in managing literature-based teaching materials. The main issue found was the inadequate availability of literary resources in schools to meet students' needs:

"In our school, the availability of literary teaching materials is still very limited. The books provided by the government are not sufficient; they are only samples of each title. In 2023, the library collection contained only about 30% literary works. Moreover, these books could only be read within the school premises and were not allowed to be borrowed for home use. This condition has negatively affected students' reading interest and even contributed to a decline in the school's educational report outcomes in 2023." (Principal, interview, 2024)

After identifying the problem, the next stage was defining objectives. The goal was to determine the actual needs for literary materials in order to foster students' literacy competence and cultivate a literacy culture in the school environment:

"The first step in managing literary teaching materials is to determine its objectives. The aim is for the school to identify the specific literary materials students truly need. The expectation is that students' literacy competence will improve and that a literacy culture can grow within the school. This is also crucial given the current era, where students have limited access to quality reading materials." (Principal, interview, 2024)

The third stage in planning was budget allocation. Approximately 10% of the BOS (School Operational Assistance) funds were designated for procuring literary books:

"For budgeting, the school allocated around 10% of BOS funds specifically for purchasing literary works. This budget is utilized gradually to enrich the literary collection and meet students' needs." (Principal, interview, 2024)

Thus, the planning activities at both SDN Malangbong and SD ARRAFI began with problem identification, followed by setting objectives, and finally budgeting for the procurement of literary resources.

Organizing of Literature-Based Teaching Materials to Improve Students' Literacy Competence

The organizing stage began with the management of human resources within the institution, involving task distribution and grouping of responsibilities:

"We start organizing by managing human resources, which means distributing and grouping tasks clearly based on their main duties and functions. This is important so that the program runs smoothly and achieves maximum results." (Principal, interview, 2024)

The distribution of responsibilities also included collaboration with various stakeholders:

"Task distribution is not only done internally but also involves cooperation with different parties, such as teachers, librarians, and the school committee, in order to achieve program objectives more effectively." (Principal, interview, 2024)

At both schools, the first step in human resource organization for the literacy program was forming a working team through the issuance of a formal decree (Surat Keputusan/SK) for the School Literacy Movement Committee.

"The first step we took was to form a dedicated working team through an official decree (SK) for the School Literacy Movement Committee. The organizational structure for managing literary teaching materials was then adjusted to the needs and characteristics of each school. Thus, it was not identical but tailored to the school context." (Principal, interview, 2024)

Actuating of Literature-Based Teaching Materials to Improve Students' Literacy Competence

The implementation stage in managing literature-based materials at SDN Malangbong and SD ARRAFI included several activities: socialization of the School Literacy Movement, 15-minute reading sessions before lessons, and the establishment of classroom reading corners.

"Implementation was carried out through several activities. First, we conducted

socialization of the School Literacy Movement to all school members to ensure everyone understood the goals and their respective roles. Second, we implemented a 15-minute reading activity before lessons began, requiring all students to read books, including literary works, prior to classroom instruction. The aim was to habituate students to engage with reading materials daily. Third, we provided classroom reading corners stocked with literary and other reading materials, making it easier for students to access resources without always going to the library. This way, literacy culture could become part of their everyday lives.” (Principal, interview, 2024)

Controlling of Literature-Based Teaching Materials to Improve Students’ Literacy Competence

The controlling stage was carried out through evaluation of students’ educational report outcomes:

“We conducted supervision through evaluations of educational reports. After implementing literature-based teaching material management, there was a noticeable improvement in students’ educational report scores, particularly in literacy competence, from 2023 to 2024. This improvement also had a positive impact on the overall school performance.” (Principal, interview, 2024)

Evaluation was conducted monthly through literacy journals compiled by the literacy team:

“We carried out evaluations routinely every month. The school literacy team collected journals documenting literacy activities, including implementation, challenges, and achievements. These journals were then reviewed collectively to identify necessary improvements, assess progress, and evaluate the outputs generated from literacy activities.” (Principal, interview, 2024)

Discussion

This study found that the character of hard work has a positive and significant effect on students' academic achievement, which is shown by a coefficient value of 0.45 ($p < 0.05$). So it is proven that the higher the student's hard-working character, the higher their academic achievement. These findings confirm the importance of the strategy of fostering the character of hard work in higher education as an effort to improve the academic quality and competitiveness of graduates. This conclusion is in line with other research that shows that the character of hard work has a strong relationship with a person's academic achievement. Previous empirical research has confirmed this notion. These findings are in line with personality theory (Khairunnisa et al., 2022) which states that the dimension of conscientiousness, which includes hard work, discipline, and responsibility, is a strong predictor of academic success.

Based on the research findings in the field, the discussion is linked to George R. Terry's (2021) management theory, which consists of planning, organizing, actuating, and controlling.

Planning of Literature Teaching Materials Management

Edison (2016:58) explains that planning is the foundation of thinking for setting goals and preparing steps to achieve them. The planning stage begins with identifying the main problems in managing literature teaching materials. Based on interviews with the school principal, it was revealed that the availability of literature teaching materials provided by the government remains very limited. Schools only have a few sample copies of literary books, while the total collection in the library was only able to meet around 30% of student needs in 2023. Furthermore, these books could only be read within the school environment and were not allowed to be borrowed for home use. This condition created serious problems, including a decline in students' reading interest and a negative impact on their academic report scores in 2023.

The next stage is determining the objectives of planning in literature teaching materials management. The primary goal is to identify the actual needs of students in order to enhance literacy skills and foster a reading culture within schools. This effort has become increasingly

crucial considering students' limited access to quality reading materials in today's technological era.

The following stage is budget planning. To support the procurement of literary books, schools allocated 10% of the BOS (School Operational Assistance) budget. This budget was prioritized to meet the needs for literary books as supplementary teaching materials to strengthen students' literacy competence. Thus, the planning activities in this research are in line with George R. Terry's (2021) planning theory, which includes problem identification, goal setting, and budget planning.

Organizing of Literature Teaching Materials Management

According to Amirullah (2015), organizing is a process of coordinating various resources, both individuals and groups, to carry out the predetermined plans. This process involves arranging and integrating the roles of individuals and groups so that they can work harmoniously in implementing agreed activities. Organizing begins with managing human resources within the organization. This is carried out by dividing and grouping tasks in accordance with their respective main duties and functions, thereby ensuring smooth implementation and optimal outcomes. In this process, collaboration with various stakeholders is also established to facilitate the achievement of predetermined objectives.

In the context of literacy programs at SDN Malangbong and SD Arrafi, the organizing stage began with the formation of a working team through the issuance of a Decree (SK) for the Literacy Movement (GLS) Committee. Furthermore, the organizational structure for managing literature teaching materials was arranged based on the specific needs and characteristics of each school. In this way, every element in the organization had a clear role in supporting the management of literature teaching materials to improve students' literacy competence.

Actuating of Literature Teaching Materials Management

Actuating represents the operational stage in which all planned activities are implemented in practice. At SDN Malangbong and SD Arrafi, actuating the management of literature teaching materials involved several strategic steps. The initial stage was the analysis of the Education Report, which provides an overview of learning quality, processes, and the school environment. Reflection on this data employed a SWOT (Strengths, Weaknesses, Opportunities, Threats) approach to determine priority areas for improvement. This aligns with the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek, 2022), which emphasized that the Education Report serves as an essential diagnostic tool for data-based planning.

Additionally, the implementation of literature teaching materials management was integrated with the Strengthening Pancasila Student Profile (P5) program through independent learning activities, the preparation of P5 modules, and the execution of open lessons. Open lessons, conducted as part of lesson study practices, involved one teacher delivering a lesson in front of colleagues, followed by collaborative reflection. This process reflects the lesson study cycle developed by Lewis (2002), which includes planning, implementation, observation, and collaborative reflection. These efforts aim to enrich teaching strategies while simultaneously fostering students' literacy skills.

Furthermore, the program was aligned with the School Literacy Movement (GLS). Activities included the dissemination of GLS, a daily 15-minute reading session before lessons began, and the establishment of reading corners in classrooms. Through these initiatives, it was expected that a sustainable literacy culture would develop in primary school environments, particularly at SDN Malangbong and SD Arrafi.

Controlling of Literature Teaching Materials Management

Controlling in literature teaching materials management was carried out to ensure the effectiveness of the program in improving students' literacy competence. At SDN Malangbong and SD Arrafi, the controlling mechanism was implemented through evaluation of the Education Report. The evaluation results demonstrated an improvement in literacy achievement from 2023 to 2024, which directly contributed to the overall enhancement of the school's Education Report.

The comparison of Education Report scores between 2023 and 2024 is as follows:

1. SDN Malangbong: The percentage of students able to understand, use, reflect on, and evaluate informational and fictional texts increased from 43.48% (2023) to 92.31% (2024), a rise of 48.83%.
2. SD Arrafi: The percentage of students in the same indicator increased from 96.67% (2023) to 100% (2024), a rise of 3.33%.

The evaluation process at SDN Malangbong and SD Arrafi was carried out reflectively and participatively, beginning with an analysis of the Education Report results. The data revealed both literacy achievements and ongoing challenges. Although reading has many benefits, not all students have the interest, awareness, or willingness to cultivate a reading habit. Several teachers noted that the main obstacles included low student awareness, habitual tardiness that hindered participation in literacy activities, and weak motivation to read. External factors included the widespread appeal of online games and television shows, limited book production and distribution in rural areas, and minimal family support for literacy culture.

Moreover, parental involvement played a crucial role in the success of literature teaching materials management. Parents are the first educators of their children; thus, their participation and collaboration in implementing the School Literacy Movement (GLS) are essential. A positive reading culture can be instilled early at home, allowing schools and families to work together in fostering literacy habits among children.

Conclusion

Planning, organizing, implementation, and monitoring/evaluation are integral components of the learning community program management at SDN Malangbong and SD Arrafi.

In the planning stage, the schools determined the objective of literature teaching material management, namely to identify teaching material needs that align with students' requirements, thereby improving literacy competence and fostering a literacy culture within the school environment. This is particularly important given that students currently have

limited access to reading materials. In addition, the schools planned budget allocation, in which 10% of the BOS (School Operational Assistance) funds were designated for the procurement of literary books.

The organizing stage was carried out through the formation of a working group involving the principal, vice principal, and teachers. This team was formally established through a Decree (SK) for the School Literacy Movement (GLS) committee, with its structure tailored to the specific needs and characteristics of each school.

In the implementation stage, the management of literature teaching materials was integrated with the school literacy program. Activities included the dissemination of GLS, a daily 15-minute reading session before lessons began, and the provision of classroom reading corners. Through these activities, it was expected that a literacy culture would grow and develop within the elementary school environment, particularly at SDN Malangbong and SD Arrafi.

The final stage is controlling, which was conducted by referring to the Education Report results that reflect both the achievements and challenges of school literacy. Although reading provides many benefits, not all students demonstrate the interest, awareness, or willingness to cultivate a reading culture. Barriers identified included low student motivation, habitual tardiness in attending school (leading to missed literacy activities), and a lack of support from the family environment.

References

- Ahmadi, A., & Prasetya, J. T. (1997). *Strategi belajar mengajar* (Cet. 1). Bandung: CV Pustaka Setia.
- Arikunto, S. (2006). *Dasar-dasar evaluasi pendidikan*. Jakarta: Bumi Aksara.
- Arsalam, M. R., Al Fadhil, R., & Mukramin, S. (2023). Kreativitas guru dalam meningkatkan kualitas pembelajaran. *JURPENDIS: Jurnal Pendidikan Dasar Islam*, 1(3). Retrieved January 3, 2025, from

- https://www.researchgate.net/publication/376592581_Kreativitas_Guru_Dalam_Meningkatkan_Kualitas_Pembelajaran
- Azizah, E., Lestari, E., & Wijaya, A. R. H. (2022). Manajemen Pembelajaran Dalam Meningkatkan Literasi Membaca Siswa Di Sekolah. *IKAMAS: Jurnal Informasi Keagamaan, Manajemen dan Strategi*, 2(1), 59-69.
- Basrowi, & Suwandi. (2008). Memahami penelitian kualitatif. Jakarta: Rineka Cipta.
- Chong, W. H., & Kong, C. A. (2012). Teacher collaborative learning and teacher self-efficacy: The case of lesson study. *Journal of Experimental Education*, 80(3), 263–283.
- Darojah, V. S., & Koswara, D. (2022). Karakteristik tokoh utama perempuan dalam novel Kalangkang Japati karya Aam Amilia untuk alternatif bahan pembelajaran membaca novel Sunda di SMA (Kajian struktural dan psikologi sastra). *Metamorfosis: Jurnal Bahasa, Sastra Indonesia dan Pengajarannya*, 15(1), 1–11. Retrieved November 28, 2024.
- Dewi, Y. (2023). Penyusunan RKS berbasis rapor pendidikan melalui pelatihan model jigsaw bagi SMKN 1 Boyolali. *Edu Cendikia: Jurnal Ilmiah Kependidikan*, 3(1). <https://doi.org/10.47709/educendikia.v3i1.223>
- Edison, E., et al. (2016). Manajemen sumber daya manusia. Bandung: Alfabeta.
- Elendiana, M. (2020). Upaya Meningkatkan Minat Baca Siswa Sekolah Dasar. *Jurnal Pendidikan Dan Konseling (JPDK)*, 2(1), 54–60. <https://doi.org/10.31004/jpdk.v1i2.572>
- Haerudin, D., Suherman, A., & Nugraha, H. S. (2019, March). The quality and values of character education in Sundanese language text book of the 2013 elementary school curriculum. In *Second Conference on Language, Literature, Education, and Culture (ICOLLITE 2018)*. Atlantis Press.
- Haidar, A., & Sholeh, M. (2021). Program Literasi Sekolah Dalam Upaya Meningkatkan Minat Baca Siswa. *Jurnal Inspirasi Manajemen Pendidikan*, 9(3), 639–647.
- Hendayana, S. (2007). Lesson study: Suatu strategi untuk meningkatkan keprofesionalan pendidik. Bandung: FPMIPA UPI dan JICA.
- Jamrah, S. B., & Zain, A. (1996). Strategi belajar mengajar. Jakarta: Rineka Cipta.
- Kholipah, N., Forijati, R., & Surindra, B. (2022). Penerapan media question card dalam model pembelajaran problem-based learning untuk meningkatkan kualitas pembelajaran. *Jurnal PINUS: Jurnal Penelitian Inovasi Pembelajaran*, 8(1). Retrieved December 27, 2024, from <https://unpkediri.ac.id>
- Koentjoroningrat. (1993). Metode wawancara dalam metode penelitian masyarakat. Jakarta: Gramedia Pustaka Utama.
- Kristiawan, M., Safitri, D., & Lestari, R. (2017). Manajemen pendidikan. Yogyakarta: Deepublish.
- Muhammad, G., Rahmat, M., & Ganeswara, G. M. (2020). Pendidikan Karakter Gemar Membaca Melalui Gerakan Literasi Sekolah Kebudayaan. *Pedadidaktika : Jurnal Ilmiah Pendidikan Guru Sekolah Dasar*, 7(1), 10–20. <https://doi.org/10.17509/pedadidaktika.v7i1.26325>
- Muntaqo, & Masruroh. (2016). Lesson study dalam peningkatan kualitas pembelajaran di Madrasah Ibtidaiyah Ma'arif Kejiwan Wonosobo. *Belajar: Jurnal Pendidikan Islam*, 1(2), 125–144.
- Musakirawati, J., Ferry, A., Fadli, A., Triansyah, A., & Tahir, A. (2023). Pemanfaatan platform rapor pendidikan Indonesia terhadap perencanaan berbasis data. *Jurnal Dinamika Manajemen Pendidikan*, 7(2), 201–208. Retrieved January 3, 2025, from <https://journal.unesa.ac.id/index.php/jdmp/article/download/27039/10383/91324>
- Narbuco, C., et al. (2009). Metodologi penelitian. Jakarta: Bumi Aksara.
- Nazir, M. (2003). Metodologi penelitian (Cet. 3). Jakarta: Ghalia Indonesia.
- Ramly, R. A. (2021). Penerapan Komunitas Belajar Melalui Aplikasi Whatsapp Sebagai Upaya Meningkatkan Aktivitas Belajar Sejarah. *Jurnal Ilmiah Fakultas Keguruan dan Ilmu*

- Pendidikan, 7(2), 147–159. Retrieved January 3, 2024, from <http://ejournal.unsub.ac.id/index.php/FKIP>
- Risnanosanti, R., Syofiana, M., & Raniwati, D. M. (2021). Level TPACK guru matematika melalui model SAMR dan komunitas belajar berbasis lesson study. *Jurnal E-DuMath*, 8(2), 66–75. Retrieved January 3, 2025, from <https://ejournal.umpri.ac.id/index.php/edumath>
- Sadli, M., & Saadati, B. A. (2019). Analisis Pengembangan Budaya Literasi dalam Meningkatkan Minat Membaca Siwa di Sekolah Dasar. *TERAMPIL: Jurnal Pendidikan Dan Pembelajaran Dasar*, 6(2), 151–164. <https://doi.org/10.24042/terampil.v6i2.4829>
- Saputri, R., & Makhromi. (2022). Program Kelas Literasi sebagai Upaya Meningkatkan Minat Baca Peserta Didik. *Indonesian Journal of Humanities and Social Sciences*, 3(1), 73–86. <https://doi.org/10.33367/ijhass.v3i1.2856>
- Sholeh, M. I. (2023). Strategi efektif dalam manajemen pendidikan untuk meningkatkan kualitas pembelajaran. *Tarbawi Ngabar: Journal of Education*, 4(2), 139–164. Retrieved January 2, 2025, from <http://jurnal.iairm-ngabar.com/index.php/tarbawi>
- Sopiah. (2021). Upaya meningkatkan kualitas pembelajaran matematika geometri dengan menggunakan pembelajaran kooperatif tipe STAD di MIN Kota Jambi. *Jurnal Basicedu*, 5(3), 1377–1389. Retrieved January 2, 2025.
- Sudarlina, S. (2021, August). Manajemen Sekolah Tentang Literasi Membaca Untuk Menanamkan Budipekerti Pada Masa Pandemi Di SDN Wates 2 Magelang. In *Prosiding Seminar Nasional Manajemen Pendidikan* (Vol. 2, No. 1, pp. 955-965).
- Sugiyono. (2015). *Metode penelitian pendidikan: Pendekatan kuantitatif, kualitatif, dan R&D*. Bandung: Alfabeta.
- Suharyono, et al. (1991). *Strategi belajar mengajar 1*. Semarang: IKIP Semarang Press.
- Syamsuddin, M. A., & Harianto, B. T. (2023). Analisis rapor pendidikan sebagai dasar penyusunan program berbasis data. *Khazanah Intelektual*, 7(2). Retrieved January 3, 2025, from <https://jurnalkibalitbangdajbi.com/index.php/newkiki/article/view/207>
- Syaodih, N. (2010). *Metode penelitian pendidikan*. Bandung: PT Remaja Rosdakarya.
- Tadanugi. (2015). Efektivitas lesson study dalam pembelajaran matematika. *Jurnal KIP*, 4(2), 887–894.
- Terry, G. R. (2021). *Dasar-dasar manajemen* (Edisi revisi). Jakarta: Bumi Aksara.
- Turmudi. (2009). *Landasan filsafat dan teori pembelajaran matematika: Berparadigma eksploratif dan investigatif*. Jakarta: Leuser Cita Pustaka.
- Wahyuni, R. (2020). Efektivitas implementasi lesson study learning community dalam meningkatkan kualitas pembelajaran. *Equity in Education Journal*, 2(1). Retrieved January 3, 2024, from <https://e-journal.upr.ac.id/index.php/eej/article/view/1681>
- Wibisono, Y. T., & Paksi, H. P. (2018). Implementasi Gerakan Literasi Sekolah di SDN Sumurwelut III/440 Surabaya. *Jurnal Penelitian Pendidikan Guru Sekolah Dasar*, 6(13), 2394–2404.
- Wicaksono, B. C., Nurkolis, N., & Roshayanti, F. (2019). Manajemen Literasi Sekolah Dalam Meningkatkan Minat Baca Di Sd Negeri Sendangmulyo 04. *Jurnal Manajemen Pendidikan (JMP)*, 8(3), 329–345. <https://doi.org/10.26877/jmp.v8i3.5395>
- Widiyanto. (2018). Revitalisasi komunitas pembelajaran dengan lesson study dalam meningkatkan kualitas pembelajaran. *Inopendas Jurnal Ilmiah Kependidikan*, 1(1), 16–28.
- Wiedarti, P. (2016). *Desain Induk GLS*. In *Desain Induk Gerakan Literasi Sekolah*, (Jakarta: Direktorat Jendral Pendidikan Dasar dan Menengah Kementerian Pendidikan dan Kebudayaan (Vol. 1).