

Modelling Literacy Program Management: Innovation in Building Student's Reading Culture at Elementary Schools

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Abstract

Purpose: This study aims to describe the management of the Modeling Literacy Program as an innovation to foster a reading culture among third-grade students at SDN 2 Gledag Klaten.

Methodology: This study uses a qualitative approach. Data were collected through observation, interviews, and documentation involving teachers, students, and parents. Data validity was tested through triangulation of sources and techniques to obtain accurate and reliable information.

Results: The results of the study show that 1) Teachers play an important role in managing literacy activities through four stages: planning, organization, actuating, and controlling. 2) Parents' opinions indicate that teachers' active involvement in literacy activities increases children's enthusiasm for reading and strengthens cooperation between schools and families. 3) Students' responses indicate that teachers' exemplary behavior makes reading activities more enjoyable, builds self-confidence, and forms independent reading habits. This program is effective in increasing interest in reading, strengthening teacher-student interaction, and encouraging parental involvement in literacy at home.

Applications/Originality/Value: This Model-Based Literacy Program provides a practical literacy management model that integrates teacher leadership, student participation, and parent collaboration. This innovation increases student motivation to read and strengthens the partnership between schools and families in building a sustainable literacy culture. These findings can be used as a reference for elementary schools in implementing effective education management.

Introduction Section

Improving the quality of human resources from an early age is key to national progress. Education is a conscious effort to help students develop their potential optimally (PP No.57, Tahun 2021). In the era of globalization and digitalization, literacy skills have become a key competency of the 21st century, focusing not only on reading and writing, but also on critical thinking and in-depth understanding of information (Goodluck, 2025). In the context of basic education, literacy skills are the foundation for student learning success and improving the quality of national education.

The results of the 2022 Programme for International Student Assessment (PISA) show that Indonesian students' reading literacy skills remain low, with an average score of 375.296 (level 1c), indicating a weak ability to understand and interpret texts (Amelia et al., 2024). This condition indicates that a reading culture in Indonesia has not been strongly established since elementary school, even though this period is a crucial stage in the formation of reading habits (Madu & Jediut, 2022). Therefore, the low reading culture demands educational innovation so that the learning process is more relevant to students' needs and the times.

Educational innovation is defined as the application of new ideas, methods, or strategies to improve learning processes and outcomes (Khaisyah Nurhasanah et al., 2025). Through innovation, schools can provide more creative, collaborative, and contextual learning experiences for students. One form of innovation that is in line with the modeling-based literacy program is an approach that places teachers, principals, and parents as role models in reading activities so that students imitate this behavior (Prawira et al., 2023). For literacy innovation to be effective, systematic literacy program management is required.

To strengthen the academic foundation, this study uses the main theoretical framework. First, POAC model educational management theory, which forms the basis for analyzing the process of planning and evaluating literacy programs (Rosi Tiurnida Maryance et al., 2021), is in line with Pancaria, (2023) as the basis for analyzing the management of the Modeling Literacy Program. Second, the Theory of Literacy through Literacy Modeling, which views teacher role modeling as a means of forming reading habits through the stages of habituation, development, and learning (Pinarashayani

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et al., 2023). The integration of these two theories provides a strong basis for this study in examining the Literacy Modeling Management Program and combining it to build a culture of reading among students.

Good educational management is able to direct all resources to achieve school goals optimally, including setting norms, standards, procedures, and managing educational personnel to achieve school goals (Rama et al., 2022). In the context of literacy, teachers play a role as activity planners, primary implementers of learning, and motivators to ensure that students' interest in reading continues to grow (Nurhasanah & Mustika, 2024). With good management and consistent teacher involvement, literacy activities can be carried out. The success of literacy is also greatly influenced by the active involvement of families and the school environment. School literacy has been proven to increase reading interest when accompanied by motivation from teachers and support from parents at home (Mawih, 2025). Parental participation in providing reading materials, reading together with children, and setting an example of regular reading habits has been proven to foster an interest in reading from an early age (Sartika, 2024). This collaboration between schools and families enriches children's literacy experiences without the need to repeat previous concepts.

In addition to social support, literacy activities also need to be packaged in an interesting way to suit the characteristics of elementary school children who are in the concrete thinking stage. The application of literacy through fables has been proven effective in improving reading skills because the stories are easy to understand, entertaining, and rich in moral messages (Hutagaol et al., 2024). An approach that combines role models, creativity, and real-life experiences is an important strategy in fostering a culture of reading from an early age.

Initial observations at SDN 2 Gledeg Klaten show that literacy activities are underway, but are not yet optimally managed. Teachers are expected to be inspirational readers at school, while parents reinforce reading habits at home. With good literacy management and support from all parties, this school has the potential to become a model for the implementation of sustainable literacy innovation.

Based on the above description, this study focuses on modeling literacy program management as an innovation in developing a reading culture among third-grade students at SDN 2 Gledeg Klaten. This study is expected to contribute theoretically to the development of literacy management in elementary schools and offer practical solutions for the implementation of effective, collaborative, and sustainable literacy programs.

Method

Type and Design

This study uses a qualitative approach to gain an in-depth understanding of the modeling-based literacy management process in fostering a reading culture in elementary schools. Qualitative methods aim to describe real conditions and phenomena systematically, making them suitable for researching literacy practices in school environments. A case study design was chosen so that researchers could examine the implementation of the program contextually and comprehensively in accordance with the situation at SD Negeri 2 Gledeg Klaten.

Data and Data Sources

The research data consists of primary and secondary data. Primary data was obtained through observation, interviews, and documentation of teachers, students, and parents at SD Negeri 2 Gledeg Klaten. Meanwhile, secondary data was obtained from school documents, such as videos of the implementation of the Modeling Literacy Program. The main data sources include teachers as literacy activity implementers, third-grade students as participants, and parents as supporters of reading activities at home. Data sources were selected using purposive sampling based on direct involvement in the program implementation (Creswell & Poth, 2018).

Data Collection Technique

Data collection was carried out using three main techniques, namely observation, interviews, and documentation. Observation was used to directly observe the activities of teachers and students during the implementation of the Modeling Literacy Program and the readiness of teachers in managing activities. Interviews were conducted with teachers, students, and parents to obtain information about the planning, implementation, and evaluation of literacy activities at school. Meanwhile, documentation was used to supplement the data through school archives and photos of literacy activities. These three techniques were applied in an integrated manner so that the data obtained complemented each other and provided a complete picture of the implementation of literacy management in elementary schools.

Data Validation

Data validity is ensured through the application of triangulation techniques, which involve checking the accuracy of data from various sources, methods, and times of data collection (Patton, 2015). Source triangulation is carried out by comparing information from teachers, students, and parents; technique triangulation through comparison of observation results, interviews, and documentation; and time triangulation by collecting data on different occasions. In addition, this is done to ensure the consistency of interview results with information from informants, and peer debriefing is conducted with the supervising lecturer to maintain the validity and reliability of the research results.

Results and Discussion

Results

1. The Role of Teachers in Managing the Literacy Modeling Program in Grade III at SD Negeri 2 Gledag Klaten. The results of the study indicate that teachers play a very important role in managing the Literacy Modeling Program, not only as implementers but also as role models in building a culture of reading among students. This activity is directed to cover four stages of management, namely:
 - a. Planning

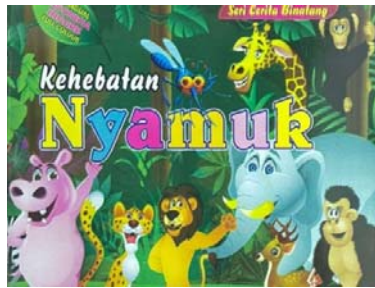


Figure 1. Examples of storybooks that use the literacy modeling program

The results of the observation show that the previous literacy program did not have a significant impact on students' reading habits, mainly due to the lack of teacher involvement. However, after the implementation of the new program, in which teachers read with students every day, literacy activities became more focused and interesting. Students began to show increased interest in reading, mainly because the reading materials provided were age-appropriate, light, and contained moral values. This program helped build more consistent reading habits among students.

- b. Organizing

The results of the study show that organizing a Literacy Team in the classroom has a positive impact on the effectiveness of the literacy modeling program. The division of tasks between teachers as the main coordinators and students as book managers has resulted in a focused and consistent work system. Through this collaboration, students become more disciplined, responsible, and accustomed to maintaining a neat literacy environment. In addition to improving the regularity of reading activities, this system also contributes to character building among students, especially in terms of cooperation, responsibility, and concern for the learning environment.

- c. Actuating



Figure 2. Actuating literacy modeling program

The results of the study show that the implementation Actuating of this program has a positive impact on students' interest and involvement in reading activities. Teachers who read expressively and engage in dialogue with students set an example, creating a more interactive and enjoyable literacy atmosphere. Students appear to be more focused, motivated, and actively participate in activities. Opportunities for students to read and retell the

contents of books increase their confidence, text comprehension, and communication skills. Positive feedback from teachers not only fosters an interest in reading, but also develops students' critical thinking and social skills.

d. Controlling

Through observation of student behavior, interviews with teachers and parents, and documentation of activities, the results showed a significant increase in student interest in reading; 85% of students brought their own books, 80% actively read, and 90% felt happy because their teachers read with them. As supporting evidence, literacy activities were also documented through videos uploaded to the researcher's personal YouTube channel, showcasing the students' enthusiasm throughout the program.

- 1) <https://youtu.be/1fGQkdvOITk?feature=shared>
- 2) https://youtu.be/1fGQkdvOITk?si=wbbO7_RiZ10Vg6aN
- 3) <https://youtu.be/OWrWvSvorDU?feature=shared>

2. Parents' Views on the Modeling Literacy Program Based on the interview results, most parents had positive views on the implementation of the Modeling Literacy Program.

Parents felt that this program was different from previous literacy activities because teachers played a direct role in reading activities with students. Children appear to be more enthusiastic about reading at home after participating in this activity at school. Parents stated that their children often talk about reading activities at school and even ask to be bought new books because they want to read them at home. This positive response is an indicator of the program's success in naturally fostering students' motivation to read.

Communication between teachers and parents also improved during the program. Through the class WhatsApp group, teachers often shared documentation of reading activities at school. This made parents feel more involved in their children's literacy activities. Based on the interview results, it can be concluded that the literacy modeling program not only had an impact at school, but also strengthened cooperation between teachers and parents in shaping children's reading culture. With good communication, synergy was created between the school and families in fostering sustainable literacy habits.

3. Responses of third-grade students at SD Negeri 2 Gledeg to the Modeling Literacy Program.

Student response to this program has been very positive. Based on the results of my questionnaire and observations, almost all students said they enjoyed participating in reading activities with their teachers. They said that reading became more enjoyable because it was done together, rather than as an obligation. Many students imitated their teachers' reading style, both in terms of intonation and expression when reading stories aloud. This activity also encourages students to be more active in discussing the content of the reading material with their friends. In addition, students are beginning to show interest in reading new books that they have never read before.

This activity not only trains courage, but also builds students' confidence and speaking skills. From the observations, students appeared active and enjoyed the literacy activities. They also began to bring their own reading books and exchange books with friends during breaks. In fact, some students tried to write simple stories based on the readings they liked. These results show that through the example set by teachers, students are motivated to read and have a strong desire to develop this habit independently. This confirms that regular interaction with teachers in reading activities can shape positive literacy habits in students.

Discussionn

1. The Role of Teachers in Managing Literacy Modeling Programs

a. Planning

During the planning stage, teachers and researchers observed existing literacy implementation and found that these activities were not yet optimal due to a lack of direct involvement from teachers. This finding is in line with (Sherly et al., 2020) who emphasized that good planning has a significant impact on the success of school literacy, as well as (Dewi et al., 2024) who highlighted the importance of choosing methods that suit students' characters in order to foster an interest in reading. Therefore, an innovative literacy modeling program was implemented before lessons began so that activities would be more focused and enjoyable. This stage also supports the mission of SD Negeri 2 Gledeg to create active, creative, effective, and enjoyable learning to develop students' potential optimally.

In line with Apriliana et al., (2022), literacy success depends on a supportive learning environment and materials that suit students' needs, where the role of teachers is crucial in creating positive learning experiences. In addition, collaboration between teachers and parents also strengthens the effectiveness of learning, as emphasized by Tryanasari et al., (2025) that teachers who use methods appropriate to student characteristics can increase their engagement and literacy skills, so that teacher understanding and innovation are key to creating meaningful learning experiences and supporting optimal student literacy development.

b. Organizing

During the organizational stage, a literacy team was formed consisting of teachers as the main coordinators and students as book and reading room keepers. This division of tasks, as emphasized by Munaimah (2021),

ensures that literacy activities run smoothly and fosters a sense of responsibility, in line with the findings of Anisyah & Dafit (2024), which highlight the importance of the role of teachers in planning and implementing literacy programs in elementary schools. This stage supports the school's mission of fostering discipline, responsibility, and cooperation among school members through a clear division of tasks, where students learn to maintain cleanliness, tidiness, and existing resources, while also developing important social skills for everyday life.

Meanwhile, Purnama et al., (2022) state that the absence of a formal literacy team often poses an obstacle to program implementation, so a clear organizational structure is needed to ensure that each party has specific responsibilities. In line with this, Akmalia et al., (2024) emphasize that the sustainability of literacy programs is supported by active collaboration between teachers and students in managing reading areas and rotating tasks. Thus, an organizational structure that involves teachers as coordinators and students as reading room managers can strengthen order, discipline, cooperation, and shared responsibility in creating a conducive literacy culture in elementary schools.

c. Actuating

During the actuating stage, teachers read children's books expressively in front of students and engage in light dialogue about the content of the reading, so that students become more focused, enthusiastic, and enjoy reading. Teachers act as inspiring role models, in line with the findings of Sumual et al., (2023) that 15 minutes of engaging reading activities can foster an interest in reading, as well as Bandura's 1977 theory of learning through observation and imitation. In line with the research by Syofyan et al., (2019), teachers who are pioneers of literacy can foster a culture of reading and critical thinking among students. Thus, this stage supports the mission of SD Negeri 2 Gledag to create active, enjoyable, and character-building learning.

d. Controlling

The results showed positive developments, with most students starting to bring their own books, actively reading, and feeling happy because the teachers read along with them. This proves that teachers' exemplary behavior can increase students' interest in reading, as explained by Ningrum & Abdullah, (2021) that the success of children's literacy is greatly influenced by the role of teachers in reading activities at school. Rusanti et al., (2025) also emphasized that the active involvement of teachers can foster enthusiasm and reading habits in students. This evaluation stage is in line with the school's vision to develop intelligent, skilled, and characterful students through enjoyable reading activities.

The Modeling Literacy Program not only improves academic abilities, but also fosters discipline, responsibility, and reading habits as part of a positive learning routine. Additionally, research by Cubillas et al., (2025) shows that ongoing controlling involving teachers, students, and parents can improve reading independence and strengthen partnerships between home and school. Evaluations not only assess technical reading skills but also foster student motivation and responsibility. In line with the findings of Rozaimie et al., (2025), reflective and collaborative evaluation stages enable teachers to review and adaptively improve literacy strategies. Thus, evaluation plays an important role not only in assessing outcomes but also as a means of enhancing teacher professionalism, student engagement, and the overall quality of literacy learning.

2. Parents' Views on the Modeling Literacy Program

Parents' positive views of the Modeling Literacy Program show that teachers' direct involvement in reading activities can encourage children to read more enthusiastically at home. Wulan Dhari & Sundari (2024) emphasize that families play an important role in creating a conducive reading environment and providing positive encouragement every day, in line with the findings of Irhamah et al., (2024) that collaboration between teachers and parents has a significant effect on students' motivation and reading learning outcomes. Therefore, good cooperation between schools and families is key to continuously improving children's interest and reading habits.

Research by Primayana & Dewi (2022) shows that the literacy environment at home and parental involvement contribute greatly to children's language skills. When parents regularly accompany their children while reading, their motivation and literacy skills improve. This finding is in line with Harji et al., (2017), who proved that collaboration between teachers, parents, and children can improve students' literacy skills and self-confidence. In the Modeling Literacy Program, similar cooperation is realized through the exemplary behavior of teachers at school and the support of parents at home, creating continuous and enjoyable literacy learning. In addition, good communication between teachers and parents through literacy activities in the classroom also strengthens children's reading culture, as explained (Bimantara & Amalia, 2023) that parental guidance plays an important role in fostering reading interest. This is in line with Bronfenbrenner Mulisa (2019) ecological theory, which emphasizes the importance of synergy between family and school in supporting children's development.

3. Student Responses to the Modeling Literacy Program

The Modeling Literacy Program received positive responses from students because reading together with teachers made reading activities fun while increasing interest, participation in discussions, and independent reading habits. Heru Santosa & Supadi (2023) stated that the success of the literacy program was evident from the increased reading interest and discipline of students through active participation in literacy activities. Zakaria & Mahfud (2021) emphasize that a reading-based literacy model can foster enthusiasm and a passion for learning among students. As a

result, students become more enthusiastic and eager to read without coercion, while the positive relationship between teachers and students grows stronger throughout the literacy process.

(Griffin & Scullin, 2024)Griffin & Scullin (2024) also emphasize the importance of student-centered literacy strategies, where the freedom to choose reading materials and reading at one's own pace fosters a sense of ownership over the learning process and makes students active and reflective readers. In addition, two-way interaction between teachers and students helps to increase self-confidence and literacy awareness. Daily literacy activities have a significant impact on increasing the reading interest of elementary school students (Faizatul Widat et al., 2023). Thus, the Modeling Literacy Program is effective in creating a fun learning atmosphere while forming sustainable reading habits.

Overall, the Modeling Literacy Program has proven effective in fostering students' interest and habit of reading through the active role of teachers, parental support, and student involvement. Teachers serve as role models who make reading activities more enjoyable and meaningful, while cooperation with parents helps create a positive literacy environment at home. Students also show increased enthusiasm and discipline in reading activities. Thus, this program not only improves literacy skills but also builds character and a sustainable reading culture in schools.

Conclusion

The results of research on Literacy Modeling Program Management as an Innovation in Fostering a Reading Culture among Third Grade Students at SD Negeri 2 Gledag Klaten led to the following conclusion. Teachers play a very important role in the success of the Literacy Modeling Program. In the planning stage, teachers design reading activities that are interesting, appropriate for the students' age, and contain moral values. During the organization stage, teachers act as the main coordinators who divide roles with students so that activities run in an orderly and disciplined manner. During implementation, teachers set an example by reading expressively, creating a fun learning atmosphere and motivating students to actively read and express their opinions. Then, during the evaluation stage, teachers assess and reflect on the results of the activities, which show a significant increase in students' interest in reading and involvement. Thus, teachers not only act as implementers but also as role models and key drivers in fostering a culture of literacy in schools.

Parents' views on the Modeling Literacy Program are also very positive. They see real changes in their children, who have become more enthusiastic about reading after teachers became directly involved in literacy activities. Children often talk about reading activities at school and start asking for new books to read at home. In addition, communication between teachers and parents has improved through WhatsApp groups, where teachers regularly share documentation of reading activities. This strengthens the cooperation between schools and families in fostering a sustainable reading habit at home and at school.

The students' response to this program was very enthusiastic. They found reading activities more enjoyable because they were done with their teachers, rather than as an obligation. The students imitated their teachers' reading styles, actively discussed the content of the readings, and even began writing simple stories themselves. They also brought books from home and exchanged them with their friends. The teachers' exemplary behavior made the students more confident, brave enough to speak up, and eager to continue reading. This proves that fostering motivation, positive character, and independent reading habits in students requires the teacher to play a crucial role as a bridge between school and family. Through consistent teacher involvement, a culture of reading not only grows at school but also continues in the family environment, thereby forming sustainable literacy habits.

Acknowledgment

The author would like to express his gratitude to Muhammadiyah University Surakarta for its support and guidance during this research process. He would also like to thank the principal, teachers, students, and parents of SDN 2 Gledag Klaten for their active participation in the Modeling Literacy Program. The support and cooperation of all parties played an important role in the success of this research

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