TRANSFORMATION OF LEADERSHIP MANAGEMENT BY BUILDING A CULTURE OF LITERACY IN INCREASING THE INTEREST OF READING IN STUDENTS

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Abstract:
>   Leadership transformation is needed in an institution to change patterns and develop existing interests and talents in institutions to improve quality. Building a literacy culture is intended to grow and strengthen interest in reading in students. This study aims to analyze and understand the transformation of a leader in increasing students' interest in reading by implementing a literacy culture in an institution, namely SDN Kotaanyar III, Kotaanyar Village, Kotaanyar District, Probolinggo Regency. This study uses a qualitative approach to the type of case study. The survey results show that management leadership in building a literacy culture is implemented using; Compulsory reading habits (PWB), Strengthening HR, and Integrity of Infrastructure. With the management transformation carried out by leaders in building cultural literacy, they can make it happen by fostering children's reading interest, writing skills, language proficiency and information-processing skills.

Keywords: *Leadership Transformation, Literacy Culture, Interest in Reading*

INTRODUCTION

Globalization is a very global development system that includes several aspects that continue to develop, namely economic, political, cultural and educational aspects (Widyantoro, 2022). The demands of globalization development, which emphasize freedom, competition, knowledge and information technology, are so militant that they demand individuals to respond thoughtfully, quickly and precisely (Saleha et al., 2022). So the existence of the world of education is essential to think about alternatives and future breakthroughs to welcome the era of technological globalization (Anwas, 2015). The discussion about education itself cannot be separated from several elements; Samsirin (2015) explains that education involves all the experiences of individuals who are put together, such as parents who process educating their children, the process of a child educating parents, teachers educating students, as well as students educate teachers. Everything is interrelated. Because education is an ever-evolving process, education is not the end. So it can be understood that education teaches a person to improve his quality of life and his role in society (Yulianti et al., 2009). Primarily education is heavily influenced by global developments. To respond to this situation, all stakeholders in the education sector must manage global change (Abdullah et al., 2023).

Improving one's personal quality in the era of globalization should be highlighted because it has several aspects that must be addressed, such as the existence of an interest in reading and writing or often referred to as Indonesian literacy, which is very minimal in increasing interest in reading. The results of research showing the existence of the Indonesian nation in a reading culture ranks 57th out of 65 countries in the world because a reading and writing culture cannot thrive in individuals and groups

(Malawi et al., 2017). It is fitting for the Indonesian government to regulate law as the government's first step in strengthening literacy in education, more commonly known as the GLS (School Literacy Movement), to increase students' interest in reading and writing.

The fact revealed in the field that the Kotaanyar III SDN institution has several students who cannot read and write can be seen during teaching and learning activities. The children are not yet able to read, do not know letters and even find writing difficult. The attitude shown by these students is caused by several factors that can hinder the development of literacy, such as the lack of teacher innovation in stimulating students, the lack of interest of students in learning to read and write and the lack of support from parents to improve students' literacy skills. Therefore innovations are needed to overcome the problems by promoting a literacy culture. Literacy culture is expected to be able to optimize students' abilities, especially in terms of reading and writing.

Cultivation of the environment can meet the needs of students to optimize their development. In improving the quality of education, a literacy culture is chosen by several educational institutions to optimize the development of interest in reading in students. This literacy culture is also applied to SDN Kotaanyar III to foster students' interest in reading and writing.

The importance of literacy culture is carried out based on previous research, namely AH and Amalia (2019), which state that the use of the concept of literacy is quite dynamic and literacy skills are a continuum, starting from the ability to read, write, and continue to think critically. This literacy ability will later become a provision for children to use daily (Zati, 2018). Hasanah and Deiniatur (2019) argue that literacy is not just an elementary ability to read, write and count. Literacy in the modern sense includes the ability to speak, count, interpret pictures, computer literacy and various efforts to gain knowledge. Literacy culture can be started in the family, school and community environment (Sumaryati et al., 2018). Literacy skills acquired by children from an early age, precisely at the age of 2 to 5 years, can show their literacy quickly and provide provisions for life in the future (Hewi, 2020).

However, the problems in the literacy culture field are more challenging than the expectations described because, to develop all of a child's potential, good handling of various components is needed, including from the teacher who designs the learning process and the environment. Environmental factors provide the most significant influence in changing each child's behaviour. This means that the school environment is essential to educating and developing children's potential (Kathryn & Geldard, 2012). Therefore an innovation or change is needed to improve the quality and education, especially innovation from a leader. Leaders have more power to create innovations that will make changes to an institution; the involvement of leaders in innovation will be a leadership management transformation in realizing the ideals of the institution as conveyed by research conducted by experts, including;

Fauzi&Muali (2018) emphasized that the transformation of reliable leaders can overcome existing problems by creating innovations that stabilize organizational quality. Then Sutanto (2000) said the expertise of leaders in innovating and directing their members would create the effectiveness of their leadership. Furthermore, Fazira& Mirani (2019) state that the transformation of innovation created by leaders can streamline all existing activities because work enthusiasm, comfort, security, quality of work and the level of achievement of an organization are influenced by a leader.

Starting from the explanation of the observations and some of the previous research above, the researcher wants to conduct research specifically, especially on the culture of the school literacy movement, with the theme of transforming leadership management by building a literacy culture. By focusing on one problem: how to transform leadership management by building a literacy culture in increasing interest in reading in students at SDN Kotaanyar III?

RESEARCH METHODS

This research was conducted using a qualitative approach to the type of case

study. Efforts to understand the description of leadership management transformation by building a literacy culture to increase students' interest in reading. To focus on this research, the researcher went directly to the institution to see it in real-time while making observations. Then the researchers also explored research information from interviews conducted by school principals and teachers. The location of research was conducted at an institution located in the Probolinggo area, namely SDN Kotaanyar III, Kotaanyar sub-district, Probolinggo Regency. The data collection process can be seen in Figure 1.1.
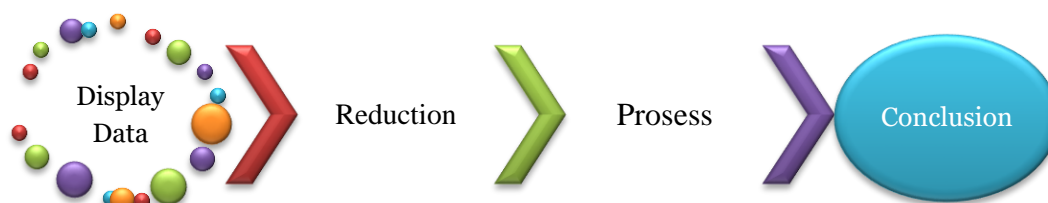

Figure 1.1 Data collection process

Observations and documentation are carried out to obtain accurate information about the themes studied. Data analysis techniques are carried out systematically, which begins with data display, data reduction and conclusion. Other supporting data are obtained from documents that can support and strengthen research. All data obtained is classified, taxonomically made and reduced according to needs.

RESULTS AND DISCUSSION

As explained about the focus of the problem on the background, the researcher obtained the results of an interview with the principal of SDN Kotaanyar III, Mr Suradi, regarding the management transformation carried out by the principal in fostering a literacy culture that had been carried out at SDN Kotaanyar III, namely:

"In the literacy culture activities at SDN Kotaanyar III, thank God, it has been running quite optimally; we chose innovation to cultivate literacy to overcome the inequality in our institution. Literacy culture was implemented starting from the existence of several students who were not fluent in reading and writing and the existence of rules for the school literacy movement by the ministry of education and culture in 2015. Responding to some of the obstacles and rules of this literacy movement, we, as school principals, tried to transform to create SDN Kotaanyar III excels by carrying out the literacy movement gradually from 2015 until now. SDN Kotaanyar III is already familiar with the literacy movement because it is carried out continuously to entrench literacy in this institution.

The results of the leadership management transformation by building a literacy culture in increasing interest in reading in students at SDN Kotaanyar III are carried out using the;

Required reading habits (PWB)

In cultivating literacy, there are various ways of innovation carried out by school principals to realize this literacy culture, one of which is by making compulsory reading habitual. Based on field observations, compulsory reading is habituated fifteen minutes before students carry out teaching and learning activities (KBM). The compulsory reading habituation program (PWB) has been programmed into the institutional curriculum as a habituation program. The institution hopes to cultivate reading with this program, so students are accustomed to doing this activity.

As emphasized by Mr Budi Wardi, a second-grade teacher at SDN Kotaanyar III, our institution is developing a fun learning culture so that students can be comfortable learning with teachers and teachers can maximally guide students. Habituation of Compulsory Reading (PWB) has been listed in the curriculum and is

scheduled as a habit in cultivating reading in students. Compulsory reading habit is implemented through three programs: the 15-minute reading habit, the reading corner program and library visits.

In line with Mr Budi Wardi's statement, Mrs Sutriasih also emphasized that literacy culture involves fun activities and playing while learning to prevent children from getting bored or bored with reading activities. The implementation time has also been scheduled by the deliberations of all institutional stakeholders so that activities are more organized, and it can be seen how successful the program is.

The following is the implementation of literacy activities at SDN Kotaanyar III; first, the habit of reading obligatory is carried out every Monday to Thursday for 15 minutes before teaching and learning activities. Compulsory reading habits are classified into two groups; the first group is proficient at reading, for children who are proficient at reading using books that have been provided by the institution (books of fairy tales, stories of prophets and companions of the prophet, as well as non-learning books that are interesting for children to read students), the second group cannot read, for students who cannot read the teacher will especially guide them to read particular books for learning to read in addition to learning books to read students are also provided with illustrated reading books so that children are interested in doing reading activities. Second, the reading corner program is carried out on Fridays and Saturdays because, on Fridays and Saturdays, the activities are focused on art and the reading corner program; on Fridays and Saturdays, they are also often called playing days while learning. On Fridays, activities in the reading corner are implemented 30 minutes after sports. The reading corner activities are not only filled with reading activities but also joint reading activities and educational games related to reading activities. Third, visit the library. In the library, visit activities are carried out within a period of once a month. At the end of the month, visits are made by visiting the nearest mobile library, where students can then carry out reading activities according to their interests.

Compulsory Reading Habituation Activities (PWB), by involving supporting programs in implementing them, can stimulate students to get used to reading activities; by carrying out routine activities, the culture of literacy in fostering interest in reading in students goes according to expectations as is done by SDN Kotaanyar III.

HR Strengthening

To support the institution's improvement, human resource strengthening also needs to be trained so that the implementation delivered to students can be absorbed optimally so that the institution can compete with other institutions. Implementing training in strengthening competence must be carried out by an institution with big aspirations in improving human resources, which will later impact the progress of school institutions (A. Hasanah et al., 2020). Carrying out HR training activities for employees, students, and educators will add to their insights, especially in developing talents, insights, and experience in learning and serving, to have a good impact on strengthening institutions' quality.

Based on interviews conducted with Mrs Sutrisna, a grade two teacher, one of the informants said that every semester the institution held HR training by bringing notable resource persons to improve personnel competence. Not infrequently, one of the teachers is also sometimes assigned to participate in training activities or seminars outside the institution. Then, results obtained from the training can be shared with colleagues. This activity can add new knowledge or new strategies to stimulate teaching and learning activities in students.

One factor that needs to be considered in improving the quality of education is teacher performance. Teacher performance is one of the factors that determine school success. This is because teacher performance determines school effectiveness more (Nurhaidah, 2014). Increasing teacher knowledge needs to be done; teachers must have multiple abilities and even more (multitasking) in optimizing educational programs.

Mr Budi Wardi conveyed that competency improvement was not only carried out by teachers but also school principals in increasing self-development in a better

direction. Increasing the competence of school principals and teaching staff can be done in various ways, including through teacher academic qualifications, continuing education programs, training (Bimtek), seminars, parenting, etc.

Holding training or development for employees aims to improve employee performance so that they can work better, which can increase performance satisfaction and can increase their non-financial or financial compensation (Dartha, 2010). The training that has been given can grow knowledge that can be passed on to other friends. Strengthening human resources through training can help personnel gain knowledge from various sources that can be used as references for the variety of knowledge, especially in building a culture of literacy in increasing interest in reading in students.

Infrastructure Integrity

The integrity of facilities and infrastructure is a professional form of institutional stakeholders in carrying out literacy culture programs by procuring complete facilities and infrastructure. The program can run according to the desired goals by procuring complete facilities and infrastructure.

Reading is a significant milestone in developing one's knowledge. Likewise, the importance of a literacy culture in a school literacy itself is the core of the learning process. As explained by the informant Mrs Sutriasih that "implementation of reading habit literacy at this school, is carried out every Monday to Thursday, carried out at the beginning of 15 minutes before learning. As grade 3 teachers, we always follow the literacy agenda recommended by the school principal. With several obstacles in students' interest in reading, the principal chose to transform the principal's management with innovations to cultivate literacy at SDN Kotaanyar III. In this acculturation, the school principal carefully prepares, starting from the program to be implemented, training for teaching staff and completeness of facilities and infrastructure in carrying out a literacy culture.

Furthermore, Mr Budi Wardi also emphasized that the completeness of literacy culture facilities and infrastructure is always controlled and monitored by the school principal to anticipate damage or loss. Facilities and infrastructure include special reading for beginners, supporting books (story books, story books, magazines, learning books, educational aids in stimulating reading, library rooms, reading corners and others. In addition, the school principal also collaborates with the parties' local library in the context of exploring literacy culture by visiting or visiting the mobile library.

The principal, Mr Suradi, also said that the progress of the literacy culture was very positive, as previously lazy students could not read; they could read gradually. Because when literacy activities begin, students are free to read anything, such as books on prophet stories, fairy tales, and other picture books, in the reading corner or library.

The explanations from several informants were quite detailed about how to foster a literacy culture at SDN Kotaanyar III, as Mrs Sutriasih explained, namely, "the growth of a literacy culture here is indeed carried out in stages and must be supported by all parties, starting from the school principal, educators, students and guardians of students. We also collaborate with student parents to support literacy culture programs, especially for students who are not proficient at reading. The cooperation between educators and students' parents will make it easier for the literacy culture program to run to foster students' interest in reading because the stimulation is not only from school but also from home by involving parents.

Based on an interview with one of the student's parents, ZainulMashori, he conveyed that the literacy culture carried out at SDN Kotaanyar III was very effective in helping to grow my child's interest in learning to read, the book facilities provided by the school can help us as parents to guide children at home, we as guardians students support this activity by involving themselves to help educators in stimulating children at home so that reading lessons at school and home are interrelated and sustainable in the hope that our children will quickly become fluent in reading.

CONCLUSION

Building literacy by involving the transformation of central school management is more effective and efficient because the school principal is in control of improving the quality of an institution. Based on the research results at SDN Kotaanyar III, compulsory reading habit (PWB) is implemented with a 15-minute reading habituation program, a reading corner program and library visits to build literacy first. Second, strengthening human resources by providing training, seminars and unique guidance for educators so that they are better prepared to provide strategies for cultivating reading. Third, the integrity of facilities and infrastructure provides complete facilities and infrastructure needed for reading programs such as books, libraries and other media. The involvement of the school principal's management transformation in building a literacy culture to increase students' interest in reading at SDN Kotaanyar III is included in the booming category because students are more enthusiastic about carrying out reading literacy programs so that the reading culture in this institution is already running.

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