RESEARCH ARTICLE

Strategic Leadership in Developing a Culture of Literacy: A Case Study at SDIT Qurrota A’yun Ponorogo

Desy Nazula*, Darsla Dyah Ayu Anggraeni, Ayu Zahroh Nafiah

Abstract: The school principal not only leads but also determine the culture of literacy direction at SDIT Qurrota A’yun. The school principal is also actively involved in promoting the importance of culture of literacy today, particularly for students. This study aims to find out the school principal’s leadership strategy in developing a culture of literacy at SDIT Qurrota A’yun. This research uses a qualitative approach with a case study method. The data were obtained through observation, interviews, and documentation, and were analyzed using Miles, Huberman, and Saldana method. The results of the study show that school principal plays an important role in improving culture of literacy at the schools. The school principle is responsible for all activities in school and has a strategic responsibility in improving students’ reading and writing skills. The school principal of SDIT Qurrota A’yun has a strong commitment in developing a culture of literacy, as evident by the launch of students authored book and increasing students’ interest in reading and writing. The implementation of this culture of literacy is supported by effective leadership and awareness of the importance of literacy in the schools. The results of this study can contribute to the development of leadership strategies in cultivating a culture of literacy in schools.

Keywords: Strategic, Leadership, Culture of literacy.


Kata kunci: Strategi, Kepemimpinan, Budaya literasi.

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1. Introduction

The advanced and unlimited technology are causing people to become increasingly absorbed due to the development of technology today. Many people show little interest in literacy, including reading, which is considered boring and uninteresting (Cahyono et al., 2024; Erni Yulianti et al., 2025; Mukhlis et al., 2023). From young to old, many of them prefer to engage with their mobile phones, playing games and using social media, as the activities are considered more enjoyable (Borzekowski, 2022; Catalina-Garcia & Suárez-Álvarez, 2022). According to several studies conducted by international organizations, the culture of literacy in Indonesia remains very low (Anandari & Iswandari, 2019; Jatmika et al., 2020; Nabhan, 2021). Among those studies, UNESCO for instance, ranks Indonesia second from the bottom in global literacy. This means that reading interest in Indonesia is still very low. UNESCO statistical data shows that Indonesia is ranked 60th out of a total of 61 countries, with Thailand in 59th place and Botswana at the bottom. Meanwhile, Finland is ranked first with a high literacy rate, almost reaching 100% (Priadi, 2023).

Previous research is used to create comparative references. Therefore, the researchers have included the findings from prior studies in the literature review, namely research by Bajuri and Barnoto with the title “Strategi Kepala Madrasah dalam Meningkatkan Budaya Literasi di Madrasah Tsanawiyah” (Madrasah Principal’s Strategy in Improving Literacy Culture in Madrasah Tsanawiyah). This research uses a case study approach and emphasizes a deep understanding of a particular phenomenon. The results of this study are the role of the madrasah principal in developing a culture of literacy, supporting and inhibiting factors in developing a culture of literacy. Supporting factors include the active participation of the madrasah community and parental support for the students. In addition, there are inhibiting factors, limited collections and the influence of technology. The strategies used include library development, providing fiction, non-fiction, references and other books, developing reading areas, the 15-minute reading program and developing a madrasah activity program with a literacy theme (Bajuri & Barnoto, 2023: 155-156).

The recent research is conducted by Wulandari et al entitled “Manajemen Kepemimpinan Transformatif dalam Mengembangkan Budaya Literasi di Sekolah Dasar Negeri 34 Sebelitak” (Transformative Leadership Management in Developing a Literacy Culture at State Elementary School 34 Sebelitak). The research used a qualitative method with a phenomenological approach. The results of this study are transformative principal leadership with the flow of information required a culture of literacy importance which has implications for improving school quality. The principal’s transformational leadership style needs to be continually creative and innovative in developing teacher skills with literacy. The implementation of the culture of literacy movement program will change teachers’ perceptions in seeking information, learning resources and articles, indicating that they no longer necessary to visit conventional libraries, which can be time-consuming for teachers (Wulandari et al., 2022: 862-863). Therefore, this research supports the current study that strategic leadership in developing a culture of literacy has implications for improving school quality.

An organization can function effectively with the present of leadership at its core. Every organization requires a strong leader who can operate it as a whole. Without a leader, it becomes difficult for an organization to determine its direction. In educational institutions, where school principals are the key of decision makers, the principal serves as one of the primary leaders. Consequently, the leadership must adopt strategic policies based on subject areas, institutions, resources, and a more creative curriculum. Since the strategic leadership of the principal plays a significant role in determining the quality of students, in
addition to the instruction provided by educators. As a result, the principal’s leadership is crucial in establishing positive interpersonal interactions and is anticipated to be able to develop positive organizational values and serves as the basis for achieving organisational goals. The implementation of teaching in schools is the responsibility of the principal (Azizah et al., 2018: 199). In this context, strategic leadership plays an important role in the school’s culture of literacy. This literacy program must be optimized through the active involvement of all stakeholders at all levels of education and disciplines, covering the entire educational ecosystem.

SDIT Qurrota A’yun Ponorogo is a school that has strong commitment in developing a culture of literacy at school. The school has launched student authored book as an effort to foster a culture of literacy among students, particularly for the fourth grade, where it released “Pengalaman Paling Berkesan” (The Most Memorable Experience) edition. The creation of this written work is one of the school’s complete quality assurance program, aiming to enhance student’s communication skills effectively, both oral and in written. Despite SDIT Qurrota A’yun being relatively young in developing a culture of literacy, this school has become one of the favourite schools in Ponorogo. The purpose of this study is to find out the principal’s leadership strategy in developing a culture of literacy at SDIT Qurrota A’yun. Based on the description above, the researcher is interested in describing and analyzing the implementation of strategic leadership by the school principal in developing a culture of literacy at SDIT Qurrota A’yun.

2. Literature review

2.1. Successful learning

Successful learning is an achievement obtained through learning motivation from students (Ningrum, 2020). Students who successfully achieve a goal in learning are capable to think strategically and creatively in each goal (Sarjana et al., 2022). Students’ learning success can be observed from their average test and assignment scores that have exceeded a predetermined standard (Widia Ningsih & Dafit, 2021). Furthermore, students’ learning success can also be seen from the achievement of the subjects studied by them (Susilo & Makhful, 2020), thereby having a positive impact on student competence and increasing their achievement (Anggraeni et al., 2022; Baharsah & Puspitaningsih, 2021; Laily & Qibtiyah, 2021). Achievement represents a culmination of the learning process, at the stage where students prove the success of learning at school (Sastradipraja et al., 2021). Moreover, the balance between intellectual and emotional intelligence is one of the keys to successful learning at school (Puji & Rondonuwu, 2022). Thus, learning success signifies the pinnacle of students’ accomplishments and aspirations at school.

There are a number of factors that can affect student learning process. Firstly, the role of parents is very important in determining the success of student learning (Widia Ningsih & Dafit, 2021). Parents act as mentors, motivators, and facilitators. This role is an educational concept that must be carried out by parents in the family. Parents who can provide motivation to children can foster enthusiasm for learning. Secondly, geographical factors in learning such as residential environment, teachers, and the learning process can significantly impact educational success (Sari, 2020). This factor can be seen from the environment that supports and raises personal awareness among students to achieve success in learning. Teachers are also play a supporting role when students learn at school. Other factors that can affect students’ learning outcomes include providing motivation, discussions with parents, home visits by teachers, and implementing shifting systems when going to school (Muassomah, 2023; Wulandari, 2021). Teachers and parents collaboration need to be improved according to teaching goals (Syah, 2022). Thus, the success factors
in learning can be seen through motivation, environment and schools that can give students confidence and awareness.

2.2. Leadership

Leadership is an individual's ability and capacity to guide their followers to cooperate based on trust and perseverance in carrying out the tasks assigned by their leader (Alexandro & Basrowi, 2024; Fu'adi et al., 2024; Marsaban & Said, 2023). Robin (2003) also states that leadership is the ability to influence a group towards the achievement of common goals or objectives. Leadership is related to a vision of the future. Leadership emphasizes communication, motivating, and encouraging subordinates to act optimally for a goal. Leaders are considered agents of change, with their success measured by how well a leader formulates and implements a strategic vision and mission (Kusumaningrum et al., 2024; Santoso et al., 2023). Therefore, a quality leader is identified by their ability to make wise decisions and can solve problems with solutions and ideas that help the progressions of programs and organizations (Fernando et al., 2024; Larasati et al., 2023; Grunberg et al., 2019). Through this, leadership capability is described as an important component that can encourage the achievement of organizational goals.

In assessing the abilities of leaders, several personality criteria are necessary to cultivate leadership skills. Personality in leadership according to Big Five Personality consists of; First, Extraversion, where a leader is creative and can influence people and organizations to align with the vision they inspire. Second, Agreeableness, which reflects friendliness as the degree to which a person is able to interact with others in a friendly, cooperative, forgiving, compassionate, understanding, and trusting manner. Third, Conscientiousness, which denotes as the degree to which a person is responsible, reliable, persistent, and achievement-orientated. A conscientious person is focused on some goals, which is pursued in a deliberate manner. Fourth, Neuroticism, where an emotionally stable leader handles stress well, is able to handle criticism, and generally does not take mistakes and failures personally. They generally have lower self-confidence and may experience emotional outbursts when stressed or criticized (Damti & Hochman, 2022; Ruiz Vázquez et al., 2023; Zadok & Benoliel, 2023).

2.3. Culture of literacy

Learning system refers to a paradigm that emphasizes students’ critical ability to connect scientific knowledge with the real world (Afriyanti et al., 2018). In this context, literacy is one of the fields of science that can cover this learning paradigm. Literacy is understood as the ability of students to formulate, use, and interpret a subject into various contexts (Syawahid & Putrawangsa, 2017). This capability is considered important in understanding the role and usefulness, as well as making critical, rational, and logical judgements and decisions from students (Rismen et al., 2022). Literacy implemented by teachers to students requires methods that have been determined by the learning system (Aritonang & Safitri, 2021). Therefore, literacy is a systemic skill that can be used to determine problem solving strategies used in real life situation (Salleh et al., 2024; Wati et al., 2019).

The improvement of students’ literacy systems is influenced by three dominant factors: personal factors, instructional factors, and environmental factors (Mahdiansyah & Rahmawati, 2014). Interpersonal factors based on students’ perceptions of their abilities significantly influence the development of literacy skills in students. Instructional factors, which focus on intensity, can also improve the quality and teaching methods used by teachers to students. Environmental factors relate to teacher characteristics and the availability of learning infrastructure or media at school. Additionally, the environment also
has two competency clusters (Nuurjannah et al., 2018), namely; First, reproduction involves formulating and understanding a concept for reasoning. Second, connection involves problem solving. Therefore, literacy outcomes include reasoning that uses concepts, procedures, facts and mathematical tools to describe and predict a phenomenon (Octaviyunas & Ekayanti, 2019).

3. Method

This is a qualitative research approach aimed in understanding the phenomenon experienced by research subjects holistically through descriptions in the form of words and scientific context (Moleong, 2018: 6). In the preparation of this scientific work, a case study method is employed. A case study is a type of research that aims to investigate processes and gain an in-depth understanding of individuals, groups, or certain situations (Miles & Huberman, 2014: 14). By using the case study method, the focus will be on the role of strategic leadership in developing a culture of literacy at SDIT Qurrota A’yun. This school shows efforts in developing a culture of literacy. SDIT Qurrota A’yun has launched student authored books as an effort to foster a culture of literacy in students, particularly in the fourth grade, therefore the researcher is interested in conducting research at this location.

Data collection techniques include observation, interviews, and documentation (Miles & Huberman, 2014: 14). In the observation, the researcher visited to the research location to observe directly the leadership of what strategies that are carried out in fostering students’ culture of literacy. The interview process was conducted to gather information from the school principal and teachers of SDIT Qurrota A’yun. This is conducted to collect data by dialogue with the school principal and teachers to obtain data that is representative. Meanwhile, documentation was conducted by collecting data in the form of reports, policies, work plans, as well as visual documents such as photos, videos or recordings that show the development activities of a culture of literacy.

The data obtained will be analyzed using the theory of Miles and Huberman, involving data condensation which refers to the process of selecting, simplifying, abstracting and transforming data that approaches the whole part-from written field notes, interview transcripts, documents, other empirical materials, data presentation is a form of packaging a data visually. Therefore the data is easier to understand and drawing conclusions is the final activity of interpretation activities, namely finding the meaning of the data that has been presented. This data analysis is used to organize, manage and connect all data obtained from the field into a conclusion. Systematic and careful data analysis helps the researcher gain a deep understanding of the phenomenon under study (Arikunto Suharsimi, 2013: 234).

4. Result

The school principal is the individual that responsible for all activities within the school. The school principal is responsible for both technical and academical aspects in all activities within the school. The development and the progress of the school lie in the hands of the principal, teachers, and education personnel. In order to improve culture of literacy in schools, the principal plays important role and significant responsibility in supporting the success of culture of literacy programs in schools. The principals must have strategic steps in improving students’ learning abilities, particularly in terms of reading and writing, since these two elements are important in improving culture of literacy.

In planning the culture of literacy program in schools, careful planning must be prepared as part of managerial activities involved in managing an institution. The principal’s target in planning the culture of literacy is for students to develop their knowledge and potential, encouraging them to read and write, thereby preventing them from illiteracy. The
implementation of the culture of literacy program is in accordance with the one that was planned at the beginning. In the preparation phase, all components involved in preparing for the implementation of the culture of literacy program carry out their roles according to their respective positions, duties and functions. The outputs includes support for the implementation of the culture of literacy program from the school community and other stakeholders, as well as documentation of learning and assessment tools. At this stage, internal socialization within the school community and external socialization.

This study shows that the consistently and comprehensively applied strategic by the school principal are highly effective in improving students’ literacy in schools. This context is in line with the following three findings below.

4.1. Establishing reading habits among students

The school principal of SDIT Qurrota A’yun has initiated and prioritized the habituation of culture of literacy as one of the targets in the principal leadership. This initiative aims to achieve the school’s mission of increasing student’s reading interest. Based on observations, the school has implemented a literacy strategy by establishing a routine of reading for 15 minutes before lessons begin. Students can read their favorite books, either brought from home or provided by the school. This activity is one of the efforts taken by the principal in developing a culture of literacy. In addition to the habituation of reading books, students are also encouraged to recite both Juz’ama and the Quran to improve their fluency in reading Quranic recitation. The results of these observations are reinforced by the results of an interview with the principal, who stated:

“Naturally, in implementing the strategy to develop a culture of literacy, it must be preceded by careful planning, additionally hold meetings with all the teachers to gather feedback and suggestions regarding the plan. Once all the teachers agree, we proceed to the implementation phase. Here, I ask all teachers to work together to realize a culture of literacy. Teachers must have reports on student progress during literacy activities. I have also requested for a special team to assist students in pursuing their writing hobbies. Teachers are expected to guide students to produce interesting and innovative written works. This way, students’ works can be published, either initially within the school community or externally through social media.”

This interview reflects that the role of teachers in shaping students learning culture is very important context. This context is extensively addressed by the school principal of SDIT Qurrota A’yun in improving student literacy and develop a reading interest among students. In addition, in shaping students’ interest in reading, it can also be further strengthened by the experiences and methods carried out by one of the teachers who fully supports literacy activities, stating:

“This culture of literacy activity was initially established by the principal to increase children’s interest in reading and to explore their writing potential. Other teachers and I are fully support this program. Nowadays, many children are reluctant to read, particularly their textbooks. Therefore, by implementing a culture of literacy, having students read 15 minutes before the lessons begin, we hope it can foster the spirit of literacy in students. Certainly, this must be prepared with careful planning, strategies used to attract students to read, companion teachers who can facilitate students who like to write and so on. The principal, along with us, teachers, work together to realize a good culture of literacy.”
From the interviews, it can be reflected that forming reading habits in students is a very important context. In addition to fostering students’ interest in reading, it can also shape students’ culture of literacy in a more positive direction. In other words, forming reading habit in students can improve students’ culture of literacy, while emphasizing the more active role of teachers. In this context, the principal of SDIT Qurrota A’yun initiated and prioritized the habituation of culture of literacy as one of the targets in the principal leadership. Therefore, a quality leader is identified with the ability to make wise decisions and can solve problems with solutions and ideas that can help the course of the program and organization in forming reading habits in students, due to leadership ability is explained as an important component that can form a culture of literacy in students.

4.2. Forming teachers’ adaptability to technology

Forming teachers’ adaptability to technology can also influence students literacy interest. Adaptability to technology is very important in today’s digital era due to technology has become an integral part of educational process. With this capability, teachers can integrate digital tools to shape an innovative students’ culture of literacy, facilitate more interactive learning and adapt teaching methods according to students’ needs. In addition, technological adaptation also allows teachers to access various educational resources online. This context not only enhances teaching effectiveness but also prepare students to face the challenges of an increasingly digital literacy world.

Figure 1. Digital Literacy Training

Based on the description above and according to Figure 4.1 that researcher obtained from the documentation by Qurrota A’yun Public Relations, it is evident that the principal motivates teachers to become digitally literate through BISA PESAT Learning Community (Bincang Santai Penuh Inspirasi dan Akurat / Casual Talk Full of Inspiration and Accuracy). This activity is packaged with Digital Literacy Training which carries very interesting material, “Pengembangan Big Book sebagai Media Pembelajaran Guru TK/SD Kelas Rendah” (Development of Big Book as a Learning Media for Low Grade Kindergarten/Elementary School Teachers). BISA PESAT Community serves as a platform for teachers to learn internally and externally from the school. This community is a place to learn and share good practices between teachers, improve the quality of human resources, and develop school programs that have an impact on students.

From the interview, observations, and documentation conducted, it is shown the school principal’s efforts and strategies in building a culture of literacy in school. Through the leadership, the principal involves teachers to improve students’ culture of literacy. In the
principal developmental efforts, the principal also provides opportunities for teachers to attend seminars and training that support a culture of literacy. On the other hand, the school also provides facilities such as a library, serving as resource for students to explore their knowledge and increase their interest in reading. Based on the findings, the principal carries out the role as a leader through strategic leadership by playing an important role in ensuring the implementation of a culture of literacy by planning, implementing and evaluating to ascertain to optimal execution of the planned programs. Furthermore, the principal also motivates teachers to become digitally literate and encourage them to develop their competencies related to literacy. By habituating students, the program to build a culture of literacy can be realized.

4.3. Shaping students’ interest in literacy

The school principal of SDIT Qurrota A’yun also motivates students through the publication of student authored book that aimed to foster pride in the alma mater and cultivating students’ love for literacy. As stated by the principal of SDIT Qurrota A’yun that:

“In fostering a culture of literacy among students, the school organizes student authored books through which this program encourages students to learn and become interested in creating their works. Moreover, the creation of written works is part of the school’s complete quality assurance program, therefore, we must often motivate students. And in this regard, all teachers also take part in motivating their students and become good mentors in assisting the creation of these works.”

Figure 3. Student Authored Book

Source: Author Documentation.

Based on the description above and in accordance with Figure 4.2 that the researcher obtained from the documentations by Qurrota A’yun Public Relations, it is evident that the motivation provided by the school principal and the teachers is very important in realizing students creations. In this context, SDIT Qurrota A’yun Ponorogo launched a student authored book titled “Pengalaman Paling Berkesan” (the Most Memorable Experiences) edition. The launch of this student work will be held in conjunction with the year end event and graduation ceremony of tahfidz juz 30. This student authored book program equips students with effective communication skills, both oral and in written. In addition, this program serves as a mean to foster pride in the alma mater and cultivate students’ love for literacy.
5. Discussion

According to Drucker as cited in Moeljono, a leader is an individual human being, while leadership is a characteristic that inherent to them as a leader. Strategic leadership is an ability of an individual in the process of leading individuals or groups, involving giving orders, instructions, or influencing, and motivating towards effecting changes in an effort to achieve organizational goals in a more profitable direction (Suspurwanto, 2020: 28). The people involved in the relationship desire a change, therefore the leader is expected to be able to create significant changes in the organization rather than maintaining the status quo. The change is not something that the leader desires, but rather an expected goal, which is achieved through the formation of the vision and mission of the organization. And leaders influence their subordinates to achieve the vision and mission. The leadership process also involves desire and intention, active engagement between the leaders and their subordinates to achieve a common desired goal. Therefore, both leaders and followers take personal responsibility to achieve these shared goals (Shakeel et al., 2024).

According to Davies and Davies that in order to improve strategic leadership in schools, two aspects that can be linked and given attention are organizational capabilities and individual characteristics (Fazleen & Siti Noor, 2018: 16). The school principal is a director who can influence teachers and other stakeholders. Therefore, it is necessary to have compliance, loyalty, devotion and mutual cooperation from school stakeholders (Hernita, 2018: 6). Teachers also have crucial role in fostering a culture of literacy at school. The role of teachers can be in the form of using literacy products such as books, magazines, newspapers, etc., as learning media. This is expected to stimulate students’ interest in reading. Teachers are also expected to motivate students to enjoy reading and writing (Rusydiyah, 2017: 56). The literacy program will also run successfully if the facilities and infrastructure are more supportive such as library facilities that meet the criteria in accordance with the guidebook from the Ministry of Education and Culture such as the diversity of reading book sources and literacy reading materials in digital form as the initial key to the success of the literacy program being implemented (Widodo, 2020: 11-21).

The research results above reveal the strategies and efforts undertaken by the school principal of SDIT Qurrota A’yun in building a culture of literacy in the school. The following discussion outlines the findings revealed in the results. First, the principal initiated and prioritized the habituation of a culture of literacy as one of the principal leadership targets. The main objective of this initiative is to increase students’ interest in reading. The reading habit for 15 minutes before lessons begin is one of the strategies implemented by the school. Students can read their favorite books, either brought from home or provided by the school. This is an effort to develop the reading habit among students. In addition to the habituation of reading books, students are also accustomed to engage in religious literacy activities, such as reciting passages from Juz ‘amma or the Quran. This practice enhances students proficiency in reading the Quran. Therefore, the school not only focuses on general literacy, but also religious literacy.

The observations also showed that the principal conducted careful planning before implementing the culture of literacy development strategy. The principal holds meetings with the teachers to gather feedback and suggestions regarding the plan. Once all teachers agreed, the program is implemented. This shows that the principal involves and collaborates with all teaching staff to establish a strong culture of literacy. Furthermore, the principal requests the teachers to monitor students’ progress during literacy activities. In addition, the principal also emphasized the importance of student guidance in writing. A special team is formed to assist students in channelling their writing hobbies. Teachers are expected to guide students to produce interesting and innovative writings. With this team, students’
writing can be published both for the school community and for the public through social media. The results also highlighted the teachers’ full support for culture of literacy activities at school. They realize that many children are reluctant to read in this modern era, including their textbooks. Therefore, teachers support this culture of literacy program with the hope of fostering a spirit of literacy among students.

Furthermore, the school principal is also seen playing an important role in ensuring the implementation of culture of literacy in the school. Through strategic leadership, the principal plans, implements the programs, and conducts evaluations to ensure the success of the planned literacy program. The principal also motivates teachers to develop literacy competencies through seminars, internet use, and other resources related to literacy. Regarding facilities and infrastructure, the school also provides a library where students can explore their knowledge and increase their reading interest. This shows a real effort from the school in providing facilities that support the development of a culture of literacy. Overall, the findings illustrate the principal’s efforts and strategies in building a culture of literacy at SDIT Qurrota ‘Ayun. Through the leadership, the principal involves teachers, plans carefully, motivates the development of literacy competencies, and provides facilities that support the development of a culture of literacy at school. With the habituation of literacy by students, this culture of literacy development program can be realized.

6. Conclusion

The school principal of SDIT Qurrota A’yun has successfully developed a culture of literacy at the school through strategies and efforts revealed in the research. The principal prioritizes the habituation of culture of literacy to increase students’ reading interest. They implemented the reading habit for 15 minutes before the lessons start and reciting with Juz’ama and the Quran. Observations showed the principal’s careful planning, involving teachers in meetings and collaboration, as well as monitoring student progress and encouraging writing guidance. A special team was formed to support students to channel their writing hobbies and students’ writings were published. Teachers provided full support to the culture of literacy, recognizing the importance of planning, engaging strategies and mentoring. The school principal plays an important role in ensuring the implementation of the culture of literacy through strategic leadership, teacher motivation, and program evaluation. The school provides a library as a means of increasing reading interest. The overall discussion illustrates the principal’s efforts in building a culture of literacy by involving teachers, careful planning, developing literacy competencies, and supporting facilities. With students’ literacy habituation, the culture of literacy development program was successfully realized.

This research is simply focus on the school principal’s efforts and approaches in building a culture of literacy at SDIT Qurrota A’yun. Therefore, further research will be conducted at other schools to gain a better understanding of how culture of literacy is implemented in different educational institutions. Additionally, this study can be expanded to show how a culture of literacy affects students’ learning outcomes and how teachers can improve students’ literacy skills. Therefore, this research aims to make a greater contribution to improving the quality of education in Indonesia.

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