

SCHOOL PRINCIPAL'S LEADERSHIP IN THE DEVELOPMENT OF THE SCHOOL LITERACY PROGRAM

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Abstract. This research aims to describe and analyze the principal's leadership in planning, implementing, and evaluating the development of school literacy programs at SMP Negeri 2 Pengadegan, Purbalingga Regency. This research uses data collected through interview techniques, observation, and documentation studies. Data analysis techniques include data collection, data presentation to drawing conclusions. The result of this research is that program planning is done by forming teams and school literacy programs and then socialization to all stakeholders and students. The implementation of the school literacy program refers to the program and time that has been set in the school literacy program planning document. The implementation of the literacy program is divided into 2, namely for teachers and students. While the stages of literacy implementation for students consist of 3 stages, namely habituation, development and learning stages. The evaluation of the school's literacy program is done every one month. Where the school principal together with the school's literacy team perform *checks and balancing* against the program, goals, targets and indicators for each stage of the school's literacy program. In conclusion, the principal's leadership has a very important role in the development process of the school's literacy program. The school principal has implemented the management as well as the leadership of the school principal in an effort to develop the school's literacy program from planning, implementation, to program evaluation.

Keywords: Leadership, Principal, Literacy program.

INTRODUCTION

Today's education reform is very much centered on learning and achieving literacy in all fields (Literacy, 2010). School is basically an institution in the world of education that becomes a container for students in an effort to develop their potential and improve their quality (Minsih et al., 2019). As a leader in the school board, the school principal has the task of managing and organizing education and learning activities in the school (Purwanto, 2019). One of the learning processes in schools today is the development of literacy-based learning. This literacy can be considered as the core of the practical discipline in all learning processes (Moje, 2008). Literacy is the ability to identify, understand, interpret, communicate and perform calculation operations as well as use printed and written materials related to various contexts. Literacy involves the learning process in enabling a person to achieve their goals, to develop their knowledge and potential, as well as to participate fully in their community and the wider society (UNESCO., 2004).

With the application of learning that uses literacy as a part of it, the teacher will certainly be the tip of the spear in developing the spirit of literacy in his students. Students will successfully pass the time of learning and pass in facing the various challenges of the 21st century, of course, by applying the spirit of literacy in themselves (Inten, 2015).

Students' literacy ability can be improved, one of which is influenced by the good academic and pedagogical competence of a teacher. Teachers are required to provide learning to students to develop their own concepts and knowledge and connect existing concepts with their lives. This is

because the knowledge and understanding of the use of concepts used in life is part of the literacy competence that students must possess.

It is this pedagogical and academic ability that must be continuously nurtured so that teachers can continue to learn, implement what they learn and spread their knowledge to students. There needs to be innovations in schools in order to improve the literacy skills of teachers and students. The new innovations that appear cannot be separated from the role of the principal there. The school principal's leadership plays a very important role in order to prepare all aspects of the school. The school principal is a leader as well as the highest manager in the school who must have a high leadership spirit and be able to be an inspiration to his subordinates (Supriadi, 2020) .

The principal is a central figure in the educational institution so he must have a spirit of leadership and qualified management. According to (syarifudin, 2011) , leadership is a relationship process between a leader and all stakeholders led in an organization or institution. As a leader in the school, the principal exercises his leadership and makes efforts to direct, mobilize and influence all existing stakeholders to carry out the process of empowering all forms of resources in the organization to achieve the goals in the school.

The school principal's leadership is one of the most important elements in the planning and development of school culture, the academic culture in school will tend to be productive when the development of leadership is created (Rohmat, 2016) . Apart from that, in order to form a more integrative educational pattern, the principal must also apply prophetic values in his leadership process (Roqib, 2016). The school principal's leadership is also very necessary in the institution so that every goal can be achieved. Leadership in educational institutions of course also requires two keys, namely as art and knowledge as well as mobilizing others (Ekosiswoyo, 2016) . This is also reinforced by (Julaiha, 2019) that a leader must be able to influence others. So that it will bring a different level in the art of leading.

RESEARCH METHOD

This research uses qualitative research methods. Data was collected through interviews and questionnaires. Data analysis is done using descriptive analysis. Data analysis is qualitative and the results of this research emphasize meaning rather than generalization (Sugiyono, 2015) .

This research was conducted at Junior High School Negeri 2 Pengadegan, Pengadegan District, Purbalingga Regency as the research location. this research is carried out in the period from April to July 2022. The subjects of this research are the school principal, the school's literacy movement team and students.

Data collection techniques; interviews, observations, and documentation studies. Interviews were conducted by the researcher to explore the ins and outs of the school and the things needed in the research process, both those that have been known and those that are still hidden from the research subjects. This interview is related to matters related to school literacy programs that can be cross-temporal.

The interview technique was conducted by the researcher to find out in depth and detail related to the experiences of the researcher's subjects about the topic of school literacy program development. Therefore, researchers give questions to research subjects that require answers that provide information. Interviews conducted by researchers in an open manner to obtain an overview and view of school principals and teachers as subjects of research on the development of school literacy programs.

Observation in this research was done to obtain data, facts and activities carried out by the principal and teachers, the ins and outs of the school and the creation of a school profile, the plan and implementation of the school's literacy program. While the documentation study is done to give an overview related to the planning and implementation of the school literacy program that has been passed as a written source.

RESULT AND ANALYSIS

School Literacy Program Development Planning

The development of the school's literacy program at SMP Negeri 2 Pengadegan is always carried out by the school principal with all components of the board at the beginning of the academic year. This school's literacy program is the flagship program of SMP Negeri 2 Pengadegan in order to run in a systematic and directed manner. Planning becomes very necessary because in an organization it becomes a yardstick for the success of the next phase. Mature planning should mainly be done by educational institutions because these institutions do not produce goods and services (Sahnan, 2017). Strategic planning is also influential in the character formation process of students (Wiyani, 2017).

In the process of planning the school's literacy program, the first step is to form a school literacy team, then formulate the school's literacy program until it reaches the creation of a timeline for the implementation and evaluation of the program. The planning of this program aims for the school principal to be able to manage the school's literacy program according to the target and achieve the target. In this planning process, the school principal also assigns tasks to the school's literacy team in order to eventually implement the school's literacy program.

Once the program is determined, the next step in planning is to analyze the needs and things needed for the development of the school's literacy program which must later be adapted to the school's vision and mission. From the results of the analysis, it was found that the school's literacy programs are excellent and the urgency of making the program so that the existing program is really worthy to be carried out. All these school literacy programs must also be financially supported so that they must be included in the School Work Plan (RKS) and RKAS.

After the school's literacy program is formulated, it is socialized to all stakeholders including students. The summary of the program will be presented by the head of the school's literacy team. A summary of the school literacy program that has been made in the details of the activity program, budgeting and evaluation format that will be implemented. In the socialization process, a discussion process was also carried out to improve and sharpen the school's literacy program so that it is more mature so that it is ready to be implemented.

In the planning process of the school literacy program at SMP Negeri 2 Pengadegan, the division of tasks and responsibilities in the school literacy team that will be implemented and this stage is included in the program organization stage is also conveyed. In this organizational stage, the school principal gives detailed explanations related to the job description and the person responsible for the program, starting from the rules, structure and other aspects. In this planning and organizing process, the principal not only involves stakeholders in the school such as teachers and the school's literacy team, but also involves supervisors and school committees.

Implementation of the School Literacy Program

The implementation of the literacy program at SMP Negeri 2 Pengadegan is carried out by the school principal assisted by the school's literacy team referring to the program plan that has been produced during the planning process. In the concept of management, the principal performs the implementation process after the product is produced from the planning and organizing process. The implementation of the school's literacy program cannot be done by the school principal alone but with collaboration with all stakeholders in accordance with the main tasks and positions carried out by each of the school's literacy team personnel. In the implementation of the school literacy program, it is done with motivation and guidance to peers so that all school literacy activities that have been programmed can be carried out optimally in accordance with the plan that has been set.

In the process of the principal's leadership in implementing instructions to achieve the goal of school program development, all relevant stakeholders in the educational institution must be involved in accordance with their respective structures, roles and main tasks and functions. During implementation, there is a flow of communication and coordination between elements in the corridor of the existing educational institution, in a systematic and structured manner without interfering with the implementation process of the school's school literacy program (Marce et al., 2020).

The implementation of the school literacy program at SMP Negeri 2 Pengadegan is divided into 2 major activities, namely for teachers and students. Literacy activities for teachers are focused on the development pattern of teacher competence in the field of literacy. The teacher's literacy competency development pattern refers to the concept of literacy differentiation. Differentiation is the process of creating programs to make adjustments to meet the needs of different teachers (Watts-Taffe et al., 2012) .

This different literacy differentiation program allows all teachers to access the existing literacy programs in the organization by providing entry points, processes and results that are adapted to the needs of teachers in general. The program that has been implemented by the teachers at SMP Negeri 2 Pengadegan is to follow the book writing program, both fiction and non-fiction, held both by the Education and Culture Department of Purbalingga Regency and by the Subject Teachers' Conference. In addition, there were also some teachers who attended the Literacy Workshop organized by the Central Javanese Language Agency.

From the results of the training that has been carried out, teachers are required to produce works in the form of fiction and non-fiction writing. Some of the teachers' non-fiction works in the form of popular scientific articles have been published in several educational journals and tabloids, while for the fiction works an anthology book of poetry from school principals, teachers and employees has been produced under the title *Diksi di Langit Edukasi* and *Nada-nada Sendu*, while for the book a collection of stories a short film entitled *Radiant Harmony* in Spendagan.

As for literacy activities for students, it is carried out in 3 stages, namely the first , the familiarization stage. Where at this stage the students are used to reading books other than textbooks either by reading silently by each student or reading aloud with the help of the accompanying teacher. The purpose of this step is to make the love of reading books increase, the ability to understand reading in books can also continue to be explored and increase self-confidence because students are required to be good readers.

The implementation of this familiarization program is done every Thursday from 07:00 to 07:15. Students read books other than textbooks that suit their pleasure and interests. Then after the students have finished reading, they are given the task of filling in a reading journal in the form of a google form that has been prepared by the school's literacy team.

Second , the level of development. At this stage, students are trained to develop their skills after the familiarization stage is done. The activities carried out at this stage are making simple presentations related to the books that have been read either presented directly or in simple written form, making responses in the form of writing presented in the form of graphics organizers, developing the school's literacy climate by holding a town of a thousand books , giving awards as *pemustaka/reader of the year* , celebration of national days and days related to literacy at school with competitions to read and write poems, short stories and synopses.

The purpose of this stage of development is for students to have the ability to respond to books that are read both in written and oral form, train children to think critically, creatively and innovatively and systematically in creating a work, as well as provide students to continue to do the literacy movement wherever they are will be later.

Third, the level of learning. At this stage, students are required to familiarize themselves in the process of further reading with various types of learning both visually, auditory and kineretic which will later produce more real works. The purpose at this stage is to understand the connection between what they read and their personal experiences so that in the future a learner personality will be formed, students can also develop a critical thinking pattern towards the information that enters their environment both in the real world and the virtual world, as well as students able to develop their literacy and communication skills through tangible works in the form of writing, posters and artwork.

The implementation of the literacy program is reflected in the mature collaboration between the principal, school literacy team and other stakeholders. With the excellent leadership of the school principal in implementing the school's literacy program, the school's literacy climate and conditions have developed well and can be continued further in the future. The school principal's leadership can be achieved when there is collaboration between all school stakeholders. The leadership of the school principal should be able to increase the professionalism of educators and educational energy (Muflihin, 2018) . With the collaboration of all school stakeholders, everyone

feels that the school literacy program that has been established is the spirit in developing the school literacy movement as echoed by the government. This school's literacy program can also be further developed into a Literacy School Development program. This Literacy School, when run well, will be able to organize learning activities that are oriented towards language skills, reading and writing (Kurniawan & Supriyono, 2021) .

School Literacy Program Evaluation

One of the principal's managerial functions is to carry out an evaluation process on programs that have been or are being implemented. This evaluation is very important to see the reality and achievement of the program implemented with the target set at the beginning of the year. If it has been implemented well then it needs to be improved, but if it has not been implemented well then the deficiencies can be improved in the next program or even if the program is not running well it can be eliminated (Habibi et al., 2017) .

In the evaluation process of this school's literacy program, it is done every one month. Where the school principal together with the school's literacy team perform checks and balancing against the program, goals, targets and indicators for each stage of the school's literacy program. The results of the evaluation were presented to an internal meeting that brought together all stakeholders so that everyone understood the development of the school's literacy program.

In the joint evaluation process, it is also done to accommodate all suggestions, criticisms and input on the school literacy program that has been carried out, as well as the implementation of joint agreements to solve problems that arise during the implementation of the school literacy program so that the school literacy program will continue to run in the future better.

Program evaluation is done by using equipment in accordance with the evaluation guidelines that have been previously made. Evaluation results are collected based on groups or documented individually. The results of the evaluation in the future will be a reference for the next steps to implement the program optimally in the future.

The evaluation process requires school principals to receive comprehensive, clear, and non-biased information. This is because the school principal in carrying out the evaluation process always compares the general conditions in the field with the plan and service of the school program that has been reset. (Pratama et al., 2021) .

CONCLUSION

From the research that has been done, the leadership of the school principal plays a very important role in the development process of the school's literacy program. The principal performs the leadership function as well as the management starting from the process of planning, implementation and evaluation of the school's literacy program. Program planning is done by forming teams and school literacy programs, then socialization is done to all stakeholders and students. The implementation of the school literacy program refers to the program and time set in the school literacy program planning document. The implementation of the literacy program is divided into 2, namely for teachers and students. While the implementation stage of literacy for students consists of 3 stages, namely the familiarization stage, the development stage and the learning stage. The implementation of this program is of course done through a joint collaboration process under the leadership of the school principal. The school principal has also done the evaluation process of the school's literacy program and used the results of the evaluation to create the school's literacy program in the coming school year.

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