



Nature and Skills of Effective Leadership for The Success of Literacy Programs in Elementary Schools

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Abstract: The School Literacy Movement program launched by the government has not yet been to be implemented optimally. One factor that influences it is related to the leader—in this case, the principal. Therefore, this study aims to identify the traits and skills of effective leadership in the success of literacy programs in schools. This research employed a qualitative case study research. Questionnaires and interviews were done to collect data. Respondents of this study were teachers who were members of the professional education program in positions at Universitas Negeri Yogyakarta in 2023. This study employed interactive analysis techniques for its data analysis. This study shows that the traits and skills of effective leadership for the success of literacy programs in elementary schools are personality, motivation, and skills, respectively.

Keywords: leader traits, leadership skills, effectiveness, literacy program, elementary school.

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Introduction

Anies Baswedan, Minister of Education and Culture, has led the government's literacy initiative since 2015 through the School Literacy Movement program "Language Growing Character and Character". The School Literacy Movement Program was developed based on Regulation No. 21 of 2015, issued by the Minister of Education and Culture regarding the Growth of Character and Character. This activity program is designed to familiarize and inspire students to want to read and write to develop their character. Long-term, it is anticipated to produce children with strong literacy abilities.

If we look at an institution's management side, the leader significantly influences an activity program's effectiveness. Leaders are conceptually essential to the analysis of organizational processes and dynamics. Due to this, there have been numerous perplexing studies and discussions regarding the definition of leadership. The various definitions of leadership can be roughly categorized into three main groups: "as an attribute or completeness of a position," "as an individual's characteristics," and "as a category of behavior." The principle in implementing the literacy program must prioritize good and qualified traits and skills. These traits and skills can be manifested in the form of personality, motivation, and skills. If these three characteristics do not run optimally, it will affect the course of implementing literacy activities at school.

Therefore, this study raises the formulation of the problem: what are the traits and skills of effective leadership for the success of literacy programs in elementary schools? Meanwhile, this study aims to describe the nature and skills of effective leadership for the success of literacy programs in elementary schools. This study is expected to positively impact the implementation of literacy programs in elementary schools throughout Indonesia.

The present study draws upon relevant research in the field, including an investigation conducted by Eunike & Suroyo (2022) that examines leadership styles and digital literacy in elementary schools. Additionally, Roesminingsih (2021) explores the leadership role of principals in cultivating a literacy culture in junior high schools. Azizah et al. (2018) investigate the effectiveness of principals'



leadership in fostering a literacy culture, while Mahfudh & Ali (2020) analyze principals' strategies for enhancing literacy. Lastly, Asa (2019) examines the leadership role of principals in the literacy movement program within elementary schools.

Methods

The descriptive research strategy was utilized in this study based on the objective and form of the research conceptual framework. In terms of research technique, this study employed qualitative research. The rationale for using this technique was that the information to be released takes the shape of ideas, points of view, remarks, critiques, and so on. This research attempted to obtain an overview of the characteristics and skills of an effective leader in completing literacy programs.

The population in this study were all students of the teaching profession program in positions in elementary school teacher education at Universitas Negeri Yogyakarta in 2023. According to Sugiyono (2017), the sample is part of the number and characteristics possessed by this population. Suppose the population is significant, and the researcher can't study everything in the population, for example, due to limited funds, human resources, and time. In that case, the researcher can use samples taken from that population. The sample in this study was students of class B and class H from the teacher profession program in positions in elementary school teacher education at Universitas Negeri Yogyakarta in 2023. Furthermore, data collection techniques were carried out through interviews and questionnaires. Meanwhile, the data analysis technique used in this study was interactive.

Results and Discussion

Results

Gibson et al. (2000) and Hoy & Miskel (2008) can summarize the characteristics that can form effective leadership as follows.

Table 1. Traits and skills of effective leadership

Personality	Motivation	Skills
Spirit level (energy).	Socialized power orientation	Cognitive Interpersonal
Self-confident	The need for achievement is strong.	Relations
Stress resistant	Less need for affiliation.	Technical
Emotional maturity	Self-efficacy	Conceptual
Integrity		
extroversion		

Based on research conducted on elementary school teachers participating in the teacher profession program at Yogyakarta State University in 2023, the school principals who effectively implement the school literacy movement program shows the following results.

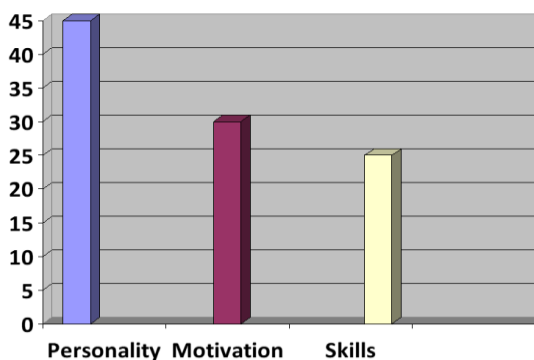


Figure 1. Level of influence of leadership traits and skills on the program literacy

The diagram illustrates that the traits and skills of effective leaders include aspects of personality—level of enthusiasm, self-confidence, stress resistance, emotional maturity, integrity, and extroversion—as well as aspects of motivation—isolated power orientation, a strong need for

achievement, a diminished need for affiliation, and pride. The personality aspect dominates interpersonal, cognitive, technical, and conceptual relationships, sustained through motivation and skills. In percentage terms, the personality aspect scored 45%, the motivational aspect 30%, and the skill aspect 25%.

Discussion

The school literacy movement needs to be implemented well. In this case, the role of the principal has a big contribution. Some research findings on the traits and skills of leaders that can drive the success of the school literacy movement are discussed in the following section.

Personality

Aspects of a leader's personality that can determine the level of success are the level of enthusiasm, self-confidence, stress resistance, emotional maturity, and integrity. Based on the data collection results, the discussion related to these traits and attitudes can be described as follows.

The ability of a person or group of people to work together to achieve the same goal is often referred to as the level of enthusiasm (Delhey et al., 2017; Duffy, 2011; Rambotti, 2015). Passion can manifest in all things and actions. Few people make more effort to gather enthusiasm in the morning to live their lives. The success of a program, for example, a literacy activity program, is also determined by the level of enthusiasm of the actors—policymakers, principals, teachers, and students—who are correlated. That is, enthusiasm for completing a program is the key that must be maintained.

Several things can influence a person's level of self-confidence. Usually, the competence they have can increase self-confidence. An example is language competence. Language competence is a language competency a person possesses and is not permanent (Wibowo et al., 2023). In linguistics, the field of science that studies a person's ability to speak is called pragmatics (Wibowo & Rosalina, 2020).

Stress resilience has been understood as a person's ability to accept stress and how to manage it so that they can solve problems that stress them out (Beckers & Conrath, 2007; Fleshner et al., 2011; Çakar et al., 2005). This ability will have a psychological and physiological impact manifested through mindset and behavior. A leader must be able to manage these conditions so that what is being managed can run well. The literacy program launched by the government demands consistency and severe attention from field actors, especially school leaders or principals. Principals are required to be able to manage managers related to the program.

Emotional maturity is a trait possessed by a leader in making decisions or determining solutions to solve problems (Sharma, 2012; Mathew & Joy, 2018; Mahmoudi, 2012). Why is emotional maturity considered important in implementing literacy program activities? It is because literacy activities require maturity in scanning or identifying problems. Next, explore the causes of problems that have prevented literacy activities from running optimally. If emotional maturity does not exist, it will severely impact the achievement of literacy programs.

Integrity is a prominent concept in studies related to governance and management, both at the local, regional, and broader levels. Integrity is not only related to ethics and norms at work but rather to the personal development side of managing things (Kishawy & Gabbar, 2010; El-Reedy, 2022; Huberts, 2018). The seriousness of a leader in perpetuating a literacy program is one of the indicators of whether a leader has integrity or not.

Motivation

Aspects of motivation which are key characteristics in completing a program are manifested massively through the need for strong achievement, less need for affiliation, and pride. The findings of the study indicate that these aspects occupy a second nature that must be maintained. Here's a detailed explanation.

The facts show that a leader influences student, teacher, and school achievement. The role of leaders in achievement is enormous (Óskarsdóttir et al., 2020). For example, a teacher who can develop himself can contribute optimally to his institution. It should be remembered that teachers also influence the success of a program in schools as executors. If teachers are not allowed by the principal to develop themselves, student and school achievement will be low. Therefore, the importance of understanding the importance of achievement and how to achieve it must be mastered by leaders (Bai & Yang, 2019). It is conceivable if every school is led by one who understands the importance of achievement. Every institution will be severe in improving every aspect of the school. This understanding also includes

something obtained because school principals have high literacy skills, both digital literacy, scientific literacy, and other literacy.

Affiliation, for some people, is considered unnecessary and not necessary. However, some people are on the other side, meaning affiliation is essential. This assumption will be realized by cooperating with various agencies and related parties. In addition, affiliates also lead to where we are. Sometimes the home base that houses it makes a person feel confident. The impact is on the level of confidence. Therefore, this aspect of affiliation is also correlated with confidence. The more famous, significant, and quality the affiliation is, the more it will affect the achievement of something. Literacy is a program that requires means, namely literature. The literature in Indonesia is not evenly distributed. There are some areas where primary schools do not yet have libraries and reading materials for their students. This affiliation can affect how many grants will be obtained. The communication and negotiation skills of a leader will also affect this. Hence, the affiliation of an educational institution emerges as a pivotal determinant impacting the degree of efficacy exhibited by the school literacy movement initiative.

Pride here is not something that has a negative connotation. Pride is related to self-esteem, inspiration, and the mindset that one can do something. Research findings (Bellemans & Devos, 2021) demonstrated mastery experience was the most dominant determinant of success. Why is that? It is because the experience will have an impact on inspiration and self-esteem. An experience will synchronize between theory and practice (Wright et al., 2016). Not everyone can integrate these two things. People who have experience will increase their self-esteem. Even though pride is not the dominant aspect in the implementation of the literacy program, it is also not the lowest aspect. It means that the level of pride in a leader can be one of the determining factors for the activities of the school literacy movement. This finding is not yet final because none of the respondents came from leaders or school principals. The aspect of pride, of course, must come from self-correction. If we do not judge and show it, then other people can only guess.

Skills

The implementation of literacy programs in primary schools is impacted by several aspects of personality, including the leader's interpersonal, cognitive, technical, and conceptual implications. The following is an explanation of the relationship between personality aspect indicators and the achievement of literacy programs in elementary schools.

In the school context, the development of an activity program cannot be separated from interpersonal relationships (Cann et al., 2021; Ribeiro et al., 2018; Brooks & Ezzani, 2022). What does it mean here to refer to the harmonious relationship between the leader—in this case, the school principal—and teachers or staff? A study shows that a strong relationship between leaders and teachers based on understanding is essential for a program's success. Leaders must show and exemplify attitudes of respect for teachers, support teachers' personal growth, and respect ideas, ideas, and concepts conveyed by teachers regarding decision-making. Another thing that needs attention is how a leader makes every effort to improve teacher welfare. Teacher welfare will have a positive impact on the enthusiasm and willingness of teachers to implement literacy activities. If we look at it based on parametric assumptions from existing research, it shows that environmental influences, especially leadership, affect literacy development (Rance et al., 2023).

The cognitive side, referred to in the personality aspect, is related to the ability or competence of the leader or principal (Bianco et al., 2021; Pregot, 2021). A leader must have a way of thinking, like scientists and researchers. In addition, understanding generic leadership will undoubtedly improve the leader's profile. Leaders with these competencies must implement the School Literacy Movement proclaimed by the Indonesian government. The goal is that the school literacy movement program does not evaporate and only becomes a mere decoration. Keep in mind that if the leader transmits this perception to teachers and students, a positive impact will emerge. Science-based thinking and reading will undoubtedly be necessary for students (Carroll, 2020; Arthur et al., 2021).

Technical are terms related to a scientific field. The technical word has a meaning that can clarify. The existence of technical words greatly facilitates the communication process. The projection shows that a leader should have specific technical abilities. In the context of this research, the technical term co-locates with literacy programs in schools. What technical skills must a school principal master in developing and implementing school literacy programs? The first is how a leader can produce strategic policies in program implementation (DeMatthews et al., 2020; Vlachou, 2004; Vlachou & Tsirantonaki,

2023). Technical ability in making policies in practice will make literacy programs successful.

In Indonesia, there is a view that the ideal concept of leadership refers to Islam (Bass et al., 2003; Brooks & Mutohar, 2018; Malla et al., 2020; Arar et al., 2022). Referring to this view, it can be seen that the framework is based on Islamic values and beliefs. Although, conceptually, the state ideology of understanding religious diversity and the factor of respecting other religions—cross-socio-religious and contextual boundaries—is around this understanding. The attitude of a leader who respects the beliefs of his subordinates will, of course, create a harmonious transformational-transactional relationship. In the development of literacy in elementary schools, the conceptual alignment of one-way institutional programs will create harmony and fluency. Relationships between individuals in the context of literacy development will run well and optimally (Drummond & Fischhoff, 2017; Winarni et al., 2020; Johnson et al., 2021). In addition, how can school principals be expected to provide flexibility for teachers to participate in socialization and workshops related to implementing the latest curriculum? (Wibowo et al., 2022; Mustadi et al., 2023; Wibowo & Sujarwo, 2022).

Conclusion

This research obtains results or findings that are in line with the theory used. In addition, this research aims to identify the traits and skills of effective leadership in the success of literacy programs in schools. The results of this study reveal that the traits and skills of effective leadership for the success of literacy programs in elementary schools are personality, motivation, and skills, respectively. Specifically, it is possible to analyze and examine these three specific aspects: the determinants of a leader's success may be attributed to several facets of their personality, including but not limited to their degree of passion, self-assurance, capacity to handle stress, emotional maturity, and adherence to principles of integrity. Motivation, one of the key characteristics in completing a program, is manifested massively through the need for strong achievement, less need for affiliation, and pride. Aspects of personality in the implementation of literacy programs in elementary schools are influenced by the leader's interpersonal, cognitive, technical, and conceptual relationships.

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