



## GOOD PRACTICE OF EDUCATIONAL LEADERSHIP TO SUCCEED IN THE SCHOOL LITERACY MOVEMENT

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### Abstract

Leadership in an institution is very important to achieve success in an institution, including leadership in education. This study aims to determine educational leadership that is considered ideal so that it not only improves the quality of education but can also achieve the level of success of the school literacy movement. The research method used in this research is qualitative with a literature review. The literature used is national, and international journals, books, documents, and other literature related to this research study. The findings of this study indicate that; First, to improve the quality of education, ideal leadership is needed, so that good relations between superiors and subordinates can improve the quality of education in the educational institutions that are led. Second, ideal leadership is also so that there is harmonization between superiors and subordinates so that the teaching and learning process is not pursuing achievement but teach according to the profession so that it can improve the literacy of students in schools.

**Keywords:** Best Practice, Educational Leadership, Success, School Literacy.

### Abstrak

*Kepemimpinan dalam suatu lembaga sangat dianggap penting untuk mencapai keberhasilan pada sebuah lembaga, termasuk kepemimpinan dalam pendidikan. Penelitian ini bertujuan untuk mengetahui kepemimpinan pendidikan yang dianggap ideal sehingga bukan hanya meningkatkan mutu pendidikan tetapi dapat juga mencapai tingkat keberhasilan gerakan literasi sekolah. Metode penelitian yang digunakan dalam penelitian ini adalah kualitatif dengan kajian literatur. Literatur yang digunakan merupakan jurnal nasional, internasional, buku, dokumen dan literatur lainnya yang berkaitan dengan kajian penelitian ini. Temuan penelitian ini menunjukkan bahwa; Pertama, untuk meningkatkan mutu pendidikan diperlukan kepemimpinan yang ideal, sehingga hubungan yang baik antara atasan dan bawahan dapat meningkatkan mutu pendidikan di lembaga pendidikan yang di pimpin. Kedua, kepemimpinan yang ideal juga sehingga harmonisasi antara atasan dan bawahan sehingga proses belajar mengajar bukan mengejar prestasi tetapi mengajar atas sesuai profesi sehingga dapat meningkatkan literasi anak didik di sekolah.*

**Kata Kunci:** Praktik Terbaik, Kepemimpinan Pendidikan, Keberhasilan, Literasi Sekolah.

## INTRODUCTION

Paying instructor execution compensations in light of understudy accomplishment is one more idea for further developing understudy accomplishment; an arrangement has presently taken to meet all requirements for subsidizing spurs educators to work considerably more diligently.<sup>1</sup> This is following the public authority's program to develop understudy accomplishment further. In this way, the public authority can involve patterns in understudy test scores to assess educators. A writing survey on this chance shows that it is likewise laden with complex issues. Even though exhibition pay is certainly not a novel thought, when it has been attempted, it has not worked for at least one of a few reasons.<sup>2</sup> At times, understudy test scores cannot legitimately and dependably measure instructor education adequacy. In different cases, overseers as school pioneers who are inadequately prepared cannot work on the consequences of instructor assessments that are valuable and solid. Many reports reject instructor execution's excessive charge designs that focus exclusively on individual execution and disregard the significance of cooperation in further developing understudy accomplishment. Instructors are often not adequately engaged with plan advancement, and policymakers do not satisfy every one of their guarantees when plans are carried out in the field. So preferably, pioneers need to do the prescribed procedures for the progress of school education programs with the goal that this strategy can further develop understudy learning results.<sup>3</sup>

In basic terms, academic ability is the capacity to peruse, collate, and track correct data. This capacity is significant for people and must be increased to achieve an ideal future.<sup>4</sup> Be that as it may, Indonesia's instructive limit is negligible, positioning 62 out of 70 nations. This is following the results of an audit driven by the Program for International Student Assessment (PISA) and put together by the Organization for Economic Co-action and Development (OECD) in 2019.<sup>5</sup> The low capacity of Indonesian abilities is an issue and a test. that should be confronted together. Indonesia should have the option to give birth to a reading age to develop their educational skills further. Minister of Education and Culture Nadiem Makarim is also increasingly developing the skills of Indonesian children with several

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<sup>1</sup> Susan M. Johnson, Matthew A. Kraft, dan John P. Papay, "How context matters in high-need schools: The effects of teachers' working conditions on their professional satisfaction and their students' achievement," *Teachers college record* 114, no. 10 (2012): 1–39.

<sup>2</sup> Dan Goldhaber, "Teacher Pay Reforms: The Political Implications of Recent Research. CEDR Working Paper No. 2010-4.0.," *Center for Education Data & Research*, 2010.

<sup>3</sup> Brian Detlor dkk., "Learning outcomes of information literacy instruction at business schools," *Journal of the American society for information science and technology* 62, no. 3 (2011): 572–85. Purniadi Putra dkk., "The Students Learning from Home Experiences during Covid-19 School Closures Policy In Indonesia," *Jurnal Iqra': Kajian Ilmu Pendidikan* 5, no. 2 (5 September 2020): 30–42, <https://doi.org/10.25217/ji.v5i2.1019>. Aslan Aslan dkk., "TEACHER'S LEADERSHIP TEACHING STRATEGY SUPPORTING STUDENT LEARNING DURING THE COVID-19 DISRUPTION," *Nidhomul Haq: Jurnal Manajemen Pendidikan Islam* 5, no. 3 (21 November 2020): 321–33, <https://doi.org/10.31538/ndh.v5i3.984>. SUDARMO dkk., "The Identification of Online Strategy Learning Results While Students Learn from Home During the Disruption of the COVID-19 Pandemic in Indonesia," *Journal of Contemporary Issues in Business and Government* 27, no. 2 (8 Maret 2021): 1950–56, <https://doi.org/10.47750/cibg.2021.27.02.205>.

<sup>4</sup> Michael E. Porter dan James E. Heppelmann, "How smart, connected products are transforming companies," *Harvard business review* 93, no. 10 (2015): 96–114.

<sup>5</sup> Ifeanyi Mbukanma, "Structural Guideline Interfacing Financial Literacy and Savings Behaviour of South African Households: A Study of Tshwane and Mahikeng Municipality Employees" (Thesis, North-West University (South Africa), 2019), <https://repository.nwu.ac.za/handle/10394/35316>.

arrangements he made, for example, intending to change the substance of books given to students, where the substance of books is not only centered around educational programs.<sup>6</sup>

This is because the books that have been given to schools so far are course readings and educational program packages that may be too rigid or heavy for students so that they will be turned into interesting ones to broaden students' love of understanding books. When children are crazy about books, they will jump at the opportunity to peruse them, even making it a positive routine.<sup>7</sup> In line with that, it will further develop the educational abilities of Indonesian children. Not only that, but Nadiem Makarim also plans to add more types of reading books in the library. Schools can carry out educational developments to encourage students' excellence in reading and increase their knowledge—the Importance of the Teacher's Role in Improving Literacy.<sup>8</sup> Educators are the main point of support in schools, thinking about their vital work, especially to teach the country, instill character, and further develop students' abilities. Educators act as facilitators, inspirations, teachers, and tutors for students in the homeroom. Teachers also play a role in overcoming the problem of the soft skills of Indonesian children by conducting engaging learning exercises and creating educational programs in the classroom.<sup>9</sup>

Educators can also foster a culture of student competence by asking students to read books constantly at home and support the progress of school training with standard library visits.<sup>10</sup> Therefore, educators can help students by choosing to read material with jargon according to their current ability level. In the classroom, students understand the text and cut jargon at the level available to each of them, Chijioke, an essential part of a teacher's assignment. The instructor is to help children read and understand what they are reading.<sup>11</sup> As we learned in Unit 13, instructors of all subjects must develop children's proficiency skills throughout the education plan. Teachers can support improving proficiency from an early age by talking to children, perusing, and playing with musicality. Children are creative and learn best through fun joint exercises such as singing, talking, and games. This shows how quality teachers can create quality students, and educators can be drivers of student abilities in schools.<sup>12</sup>

In achieving student achievement, there must be extraordinary teacher work. In addition, with students' outstanding abilities, some educators are looking for ways to develop

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<sup>6</sup> Michael Simonson, Susan M. Zvacek, dan Sharon Smaldino, "Teaching and learning at a distance: Foundations of distance education 7th edition," 2019.

<sup>7</sup> Concilianus Laos Mbato, "Facilitating EFL learners' self-regulation in reading: Implementing a metacognitive approach in an Indonesian higher education context" (PhD Thesis, Southern Cross University, 2013).

<sup>8</sup> Prasetyono Hendriarto dkk., "The Relevance of Inquiry-Based Learning in Basic Reading Skills Exercises for Improving Student Learning Outcomes in Madrasah Ibtidaiyah," *At-Tajdid: Jurnal Pendidikan Dan Pemikiran Islam* 5, no. 01 (15 Juni 2021): 28–41, <https://doi.org/10.24127/att.v5i01.1473>. Gunawan Widjaja dan Aslan Aslan, "Blended Learning Method in The View of Learning and Teaching Strategy in Geography Study Programs in Higher Education," *Nazhruna: Jurnal Pendidikan Islam* 5, no. 1 (2 Februari 2022): 22–36, <https://doi.org/10.31538/nzh.v5i1.1852>.

<sup>9</sup> Sue Thomson, Kylie Hillman, dan Lisa De Bortoli, "A teacher's guide to PISA reading literacy," 2013.

<sup>10</sup> Ruth V. Small, Kathryn A. Shanahan, dan Megan Stasak, "The Impact of New York's School Libraries on Student Achievement and Motivation: Phase III.," *School Library Media Research* 13 (2010).

<sup>11</sup> Renee Hobbs, *Digital and Media Literacy: A Plan of Action. A White Paper on the Digital and Media Literacy Recommendations of the Knight Commission on the Information Needs of Communities in a Democracy.* (ERIC, 2010).

<sup>12</sup> Hobbs.

them further. There are many ways that educators can help develop students' skills; for example, instructors can be educational drivers, instructors can be examples of reading, instructors are good examples for writing, and instructors complete classes.<sup>13</sup> With many tips on improving the skills of teachers, teachers can further develop a culture of student skills by asking students to keep reading books at home and supporting the development of school education by visiting traditional libraries. Thus a review led by John Hattie,<sup>14</sup> in New Zealand shows that the commitment of educators is substantial to student achievement, namely 58%.

A similar exploration was directed in America by Mourshed, Chijioko, who showed that the instructor's commitment to learning was 53% for learning achievement.<sup>15</sup> It did not stop there; Pujiastuti, Raharjo, and Widodo,<sup>16</sup> also led a review with the same average result where educators' commitment to learning was 54.5% for learning outcomes. This shows how quality teachers can make students and quality educators drivers of school student skills.<sup>17</sup> In achieving student achievement, there must be an extraordinary instructor's work. In addition, with students' outstanding abilities, some teachers are looking for ways to develop them further. There are many ways educators can help develop student skills further; for example, instructors can be skill drivers, educators can be examples of reading, instructors are good writing examples, and instructors can conduct Classroom Action Assessments.<sup>18</sup>

## METHOD

In this second part, the author will explain how this situation is implemented to find scientific evidence of how the contribution and intensive education can improve school literacy programs.<sup>19</sup> The author believes that improving leadership quality will undoubtedly improve school literacy outcomes. Therefore we have visited and obtained other information and data that support this study. This study is supported by secondary data from various sources of information and literature, including newspapers, books, and scientific publications resulting from field studies. To get data that can answer the core of the problem, we made several efforts, such as analyzing the data, evaluating the interpretation so that we can conclude essential points that are relevant to the findings and also answer the questions and hypotheses of this study.<sup>20</sup> We then report the review process that we have carried out in the form of a descriptive qualitative design where this data is highly dependent on the results of scientific findings. In preparing this report, we adhered to previous studies that prioritized

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<sup>13</sup> Nils Jaekel dkk., "From early starters to late finishers? A longitudinal study of early foreign language learning in school," *Language Learning* 67, no. 3 (2017): 631–64.

<sup>14</sup> John Hattie, *Visible learning for teachers: Maximizing impact on learning* (Routledge, 2012).

<sup>15</sup> Deborah Eyre, *High performance learning: How to become a world class school* (Routledge, 2016).

<sup>16</sup> Eko Pujiastuti, Tri Joko Raharjo, dan A. Tri Widodo, "Kompetensi profesional, pedagogik guru IPA, persepsi siswa tentang proses pembelajaran, dan kontribusinya terhadap hasil belajar IPA di SMP/MTs Kota Banjarbaru," *Innovative Journal of Curriculum and Educational Technology* 1, no. 1 (2012).

<sup>17</sup> Allison Paolini, "Enhancing Teaching Effectiveness and Student Learning Outcomes.," *Journal of effective teaching* 15, no. 1 (2015): 20–33.

<sup>18</sup> Steve Graham dkk., "A meta-analysis of writing instruction for students in the elementary grades.," *Journal of educational psychology* 104, no. 4 (2012): 879.

<sup>19</sup> Mojtaba Vaismoradi, Hannele Turunen, dan Terese Bondas, "Content analysis and thematic analysis: Implications for conducting a qualitative descriptive study," *Nursing & health sciences* 15, no. 3 (2013): 398–405.

<sup>20</sup> Vickie A. Lambert dan Clinton E. Lambert, "Qualitative descriptive research: An acceptable design," *Pacific Rim International Journal of Nursing Research* 16, no. 4 (2012): 255–56.

literature review where the practice of educational leadership is an effort to succeed in the school literacy movement in Indonesia. Thus, among other things, the process of carrying out this study which began with the formulation of data search problems to the final reporting.<sup>21</sup>

## RESULTS AND DISCUSSION

### Effective School Leadership

Administrative work or school principals play an essential role in improving student literacy achievement and managing other school functions. However, it is not easy to characterize appropriate initiatives and implementations. Successful change requires a gifted authority who can combine a subtle human component with rigorous business activity. A study of the exploration of school authority.<sup>22</sup> Resolves six qualities through educational transformation: visionary accepts that schools are to understand, value human resources, deliver and listen sincerely, be proactive, and face challenges, average bear the head of instructive change. Moreover, these qualities are characteristic of the fruitful presentation of these instructive pioneers in the two aspects deemed essential for successful leadership through early design, which is primarily concerned with authoritative tasks, and thinking, which is a concern for people and the relational relationship between them.<sup>23</sup> The principals of instructive change demonstrate this with their vision and belief that the motivation behind the school is student learning. Respect HR and convey and listen directly related to the thinking component. Be a proactive pioneer and individual who dares to demonstrate early construction components. The head of instructive change responds to humans, school assignments, and other school governance functions.<sup>24</sup>

### Effective Leadership for Literacy Resemble Within Schools

The attributes of successful school leadership, especially principals, have been recognized, and administration in schools that will advance educational achievement has not been carefully analyzed.<sup>25</sup> We do acknowledge, however, a few essential things. First of all, those providing skills administration in schools must have a broad knowledge of what educational practices work for all students, including students with disabilities and gifted students, and how educational guidance must be shared for success.<sup>26</sup> Proficiency leadership should be aware of hypotheses and proper testing of the complexities of educational progress,

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<sup>21</sup> K. J. Colorafi dan B. Evans, "Qualitative descriptive methods in health science research. HERD: Health Environments Research & Design Journal, 9 (4), 16-25," 2016.

<sup>22</sup> Matthew Anderson, "Transformational leadership in education: A review of existing literature," *International Social Science Review* 93, no. 1 (2017): 1–13.

<sup>23</sup> Brent Davies dan Tim Brighouse, "Passionate leadership," *Management in Education* 24, no. 1 (2010): 4–6. Hifza dan Aslan, *The Model of Competitive Advantage Development in Private Islamic Education Institutions Dalam "BASA 2019: Proceedings of the Third International Seminar on Recent Language, Literature, and Local Culture Studies, BASA, 20-21 September 2019, Surakarta, Central Java, Indonesia* (European Alliance for Innovation, 2020). Hifza dkk., "The Strategic Foundation for Competitive Excellent Development in Integrated Islamic Primary Schools in Indonesia," *International Journal of Advanced Science and Technology* 29, no. 12s (4 Juni 2020): 1747–53.

<sup>24</sup> Judy McKimm dan Michelle McLean, "Rethinking health professions' education leadership: developing 'eco-ethical' leaders for a more sustainable world and future," *Medical Teacher* 42, no. 8 (2020): 855–60.

<sup>25</sup> Carol Elise Canady dan Robert Lynn Canady, *Early Literacy Matters: A Leader's Guide to Systematic Change* (Eye on Education, 2020).

<sup>26</sup> Mary Anyankpele AMADI, "EFFECTIVE CONTROL SYSTEM IN THE MANAGEMENT OF EDUCATIONAL INSTITUTION," 2020.

such as associations between reading literacy and composition and achievement of educational outcomes, options for educational evaluation, commitment to innovation can promote student proficiency and student learning of new skill levels. The individual principal who runs skills administration must be an education specialist. However, educational pioneers and leaders should also have the option to make interpretations of their insights into informative applications so that others can benefit. They must share their mastery.<sup>27</sup> They must also meet models that are attractive to educators to demonstrate proficient leadership guidance and understanding of situations and conditions. Furthermore, pioneers of appropriate educational leadership must be imaginative and effective in attracting others to the school or learning space that fosters proficiency; they should have the option to gain support and appreciation from their peers.<sup>28</sup>

### **Prospective Literacy Leaders for Schools**

The committee on the future of school leadership feels that school principals' leadership in Indonesia is conflicting and complicated.<sup>29</sup> Many principals lack academic skills, and it is often unclear what information they can bring to school that can accelerate the achievement of educational attainment goals that inspire all students. The distribution of concentration on school administration has not been maximized recently. Learning from the wrong leadership, the school will be wrong in leading student learning emphasizes the need for consolidated or cooperative initiatives. In building a positive literacy culture in schools, the school can conduct several strategies. In this case are school leaders.<sup>30</sup> For example, it is conditioning a literacy-friendly physical environment, seeking a social and practical environment, and seeking a school as a literate academic environment. What must be properly understood is that no head of education can act alone and anticipate an extraordinary proportion of progress for any program in a school. Then we propose suggestions for planned efforts. The relationship between proficiency instructors and scientists expands on this reasoning by delineating the responsibilities these key local area-based accomplices can make. Indonesian Literacy Founder Pangesti Wiedarti said that we were likewise inspecting how schools could add to the managerial prerequisites for authority abilities of adjacent schools that were scholastically and administration competent.<sup>31</sup>

### **Planning for Literacy Leadership**

The assigned school leader, the principal, is often not explicitly regulated in skills guidance and may not have the hypotheses and testing bases needed to pursue educational

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<sup>27</sup> J. Mark Williams dan Jon Kabat-Zinn, *Mindfulness: Diverse perspectives on its meaning, origins and applications* (Routledge, 2013).

<sup>28</sup> Kevin N. Laland, Gillian R. Brown, dan Gillian Brown, *Sense and nonsense: Evolutionary perspectives on human behaviour* (Oxford University Press, 2011).

<sup>29</sup> Rita M. Bean dan Allison Swan Dagen, *Best practices of literacy leaders: Keys to school improvement* (Guilford Press, 2011).

<sup>30</sup> Rita M. Bean, *The reading specialist: Leadership and coaching for the classroom, school, and community* (Guilford Publications, 2015).

<sup>31</sup> John Cogan dan Ray Derricott, *Citizenship for the 21st century: An international perspective on education* (Routledge, 2014).

options.<sup>32</sup> However, these skills are accessible in schools with trained professional staff or educational mentors. An alarming principal will use this mastery to its full benefit and will uphold and even empower the efforts of the authority of a mentor or subject matter expert.<sup>33</sup> Educational mentors and reading experts learn a lot about skills and the people they work with when they urge educators to consider their informative practice or work directly with students and instructors. Mentors and experts should know about educational planning, guidance, and adult learning hypotheses. Given their extensive information, viewing them as pioneers of skills in school is justified, and in that capacity, principals can use their talents in school for collaborative problem-solving. Principals can uphold their expert expertise by providing them with assets to go to state and public meetings, take education-related graduate courses or bring leading education experts to schools for support loans.<sup>34</sup> Understanding subject matter experts and educational mentors should be viewed as familiar pioneers even though neither of these jobs has an authoritative duty.

### **Leadership in evaluation and intervention**

Research specialists have administered tests to encourage student administration further official test scores. The new establishment of the School-wide Response to Intervention model in programs presents new difficulties for capturing specialists.<sup>35</sup> Since explicit educators may not fundamentally be as instructed as specialists researching action-directed assessments, they may not use data appropriately to enlighten their direction without appropriate bearing and sponsorship. This model proposes "research evidence from students examining the discomfort provided by intelligent, more original instructive intervention interventions over long periods. Leadership is often organized into three distinct levels progressing from Level I, which is implemented through standard homeroom direction and measures all progress." students fight the notion of grade level, through II, which provides a supervisory intervention either in the review corridor or in the take-out program, and the third stage of testing where hard-working rioters benefit greatly. In evaluation programs examining specialists most of the time help supervise and analyze student exam data.<sup>36</sup> Specialists talk to instructors and principals about noticing student progress and intervening in all levels of exams for smaller-than-usual student social events. The International Reading Association oversees the meaning of correspondence and is composed of staff from educators and find out expert preparation. Correspondence is basic because "teachers and staff use the information to change direction due to individual students.

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<sup>32</sup> Kristine M. Calo, Elizabeth G. Sturtevant, dan Kimberly M. Kopfman, "Literacy Coaches' Perspectives of Themselves as Literacy Leaders: Results From a National Study of K-12 Literacy Coaching and Leadership," *Literacy Research and Instruction* 54, no. 1 (2 Januari 2015): 1-18, <https://doi.org/10.1080/19388071.2014.941050>.

<sup>33</sup> David L. Woods dkk., "Age-related slowing of response selection and production in a visual choice reaction time task," *Frontiers in human neuroscience* 9 (2015): 193.

<sup>34</sup> Bean, *The reading specialist*.

<sup>35</sup> Reetta Stikes, Katheryn Arterberry, dan M. Cynthia Logsdon, "A nurse leadership project to improve health literacy on a maternal-infant unit," *Journal of Obstetric, Gynecologic & Neonatal Nursing* 44, no. 5 (2015): 665-76.

<sup>36</sup> Barbara Foorman, Jennifer Dombek, dan Kevin Smith, "Seven elements important to successful implementation of early literacy intervention," *New directions for child and adolescent development* 2016, no. 154 (2016): 49-65.

### **Provide different reading instructions**

Isolated direction implies changing one's teaching to meet the needs of pushing students away from the norm.<sup>37</sup> Detachment does not mean a lack of caution in an instructive setting. As often as possible, the research specialist should assist the instructor in setting directions and finding appropriate resources for discrete directions. Hersh et al.,<sup>38</sup> requested that the teacher's ability to pioneer direct understanding be able to interpret various types of data. The model can help by isolating direction for all students, especially those needing unprecedented intercession. Versatile assembly and employing enlightened levels of strategy and judgment are elementary. Regardless of how they deal with relative difficulties, understanding the authority of information and training guides plays a somewhat different part.<sup>39</sup>

The take-out model of healing perusing guidance flourished during the last part of the sixties through the late seventies and early eighties. In this model, kids were eliminated from their regular homeroom to one more space for an understanding, trained professional. There was no need for understanding subject matter experts and study hall instructors to team up for guidance. The regulation was restored in the late eighties with changes prescribed by perusing specialists. After the ESEA regulation was passed, perusing expert positions were expected in many states. They were frequently accused of school-wide responsibilities regarding the supplemental perusing guidance and analytic evaluation of battling perusers. The recently discovered joint effort between understanding subject matter experts and study hall instructors typically brought about firm execution of understanding guidance and projects. These included permitting perusing experts to team up with instructors and work with them in their homerooms. Informative obligations require the perusing experts to work cooperatively with homeroom instructors to carry out quality, research-based programs that address the issues of understudies. Cooperation about guidance is critical to giving compatible instructing.<sup>40</sup> The IRA position articulation guaranteed that "well-coordinated, harmonious, and quality" perusing guidance is carried out.

### **Providing professional development**

Testing specialists are often drawn closer to providing a capable improvement for each teacher by demonstrating co-instruction models and representations.<sup>41</sup> The teacher and master examiner can discuss the model together from that point on so educators can comment and offer ice-breakers. The teacher who researches can reflect and give thoughts. By seeing an expert in their craft, teachers gain a new perspective on organizing and implementing directives for their students, and keeping what is seen, especially the deliberate coordinated efforts of the examiner master with students, is invaluable for creating additional direction and making a comprehensive understanding of why certain practical decisions are

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<sup>37</sup> Kelly Puzio, Glenn T. Colby, dan Dana Algeo-Nichols, "Differentiated literacy instruction: Boondoggle or best practice?," *Review of Educational Research* 90, no. 4 (2020): 459–98.

<sup>38</sup> Lauren Hersh, Brooke Salzman, dan Danielle Snyderman, "Health literacy in primary care practice," *American family physician* 92, no. 2 (2015): 118–24.

<sup>39</sup> Susan R. Copeland dkk., "Preparing teachers to provide literacy instruction to all students: Faculty experiences and perceptions," *Research and Practice for Persons with Severe Disabilities* 36, no. 3–4 (2011): 126–41.

<sup>40</sup> R. Allington dan S. Walmsley, "No quick fix, the RTI edition: Rethinking literacy programs in America's elementary schools," *Newark, DE: IRA*, 2007.

<sup>41</sup> Sonia Blandford, *Managing professional development in schools* (Routledge, 2012).

made. Co-teaching with a conscientious master also provides an achievable plan for capable progress for individual instructors. Portray educating as two grown-ups while showing heterogeneous understudy parties in a planned design. The co-helping frame requires the investigating expert to know the substance to be utilized for the preparation, meet with the educator before the manual to figure out what part they will steer in giving guidance, and return to the teacher for data reflection. As indistinguishable companions, co-teachers "effectively and cooperatively plan and complete an enlightening system".<sup>42</sup> The inspecting expert can likewise expect a position of impact by giving formative gatherings to instructor get-togethers, routinely following the head or different administrators. This might be for a grade level or instructor meeting or the whole school staff to manage a concentrate, for example, auditing test information, utilizing new learning materials, or data on empowering region development. Many research specialists regularly make notices or research articles stream their propositions with instructors. They can lead by working with competent learning organizations or auditing social events where teachers frequently read and discuss issues related to a clear training focus, for example, turning on young adult students or using word separators for language improvement in homeroom primary classes.<sup>43</sup>

### **Encouraging proficiency program advancement**

A third authority aspect of IRAs identified for reading specialists is to support the improvement of proficiency programs.<sup>44</sup> To advance school or regional programs, all teachers must be aware of and able to implement competency programs. A reading specialist's basic knowledge of reading comprehension systems and guidelines is essential in assisting the supervisory board in making the right decisions. Understand skilled experts and study room instructors can collaborate to provide partners with additional programs or ideas.<sup>45</sup> This provides more significant opportunities for experts to provide professional development to teachers while driving program progress; for instance, assume a school's composting program is powerless, and a specialist has gone to a studio on normatively suitable ways of exhibiting a robust creation strategy all through the class. In this situation, faithful experts can impact the development of the program. Investigation specialists are no outsiders. At class or division level gatherings, point by point information on the execution of the drafting undertaking can be made. Individual review rooms and ensuing divisional grade/bunch levels can be utilized for follow-up work progress. Since executing ESEA and No Child Left Behind, the school has changed a few. These developments have produced new business possibilities as instructive coaches.<sup>46</sup>

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<sup>42</sup> Brian R. Belland, Ryan Burdo, dan Jianguye Gu, "A blended professional development program to help a teacher learn to provide one-to-one scaffolding," *Journal of Science Teacher Education* 26, no. 3 (2015): 263–89.

<sup>43</sup> Shelli Wynants dan Jessica Dennis, "Professional development in an online context: Opportunities and challenges from the voices of college faculty.," *Journal of Educators Online* 15, no. 1 (2018): n1.

<sup>44</sup> Bean, *The reading specialist*.

<sup>45</sup> MaryEllen Vogt dan Brenda A. Shearer, *Reading specialists and literacy coaches in the real world* (Waveland Press, 2016).

<sup>46</sup> Rebecca Lowenhaupt, Sarah McKinney, dan Todd Reeves, "Coaching in context: the role of relationships in the work of three literacy coaches," *Professional Development in Education* 40, no. 5 (20 Oktober 2014): 740–57, <https://doi.org/10.1080/19415257.2013.847475>.

## Education Coaches and Leadership for Literacy

In the 1970s, reading skills professionals anticipated authority to work directly with teachers, leading them to expand study space further. Calo et al.,<sup>47</sup> define the component of reading expert task training as a continuum in which the direction of the student's comprehension ability and the instructor's specialization of reading advice broaden the scope of the task. In recent years, teaching has taken many forms: a reading expert can work as an expert day or week, working directly with struggling users and educational mentors until the end of the day. A mentor can serve in one school, assisting a certain number of teachers or grade-level groups, the entire school, or for an extended period.<sup>48</sup> Indonesia's literacy drive issued a policy statement on the role and qualifications of reading teachers to have strong literacy qualifications and skills. According to the job announcement, the capacity of reading experts has "shifted away from direct teaching and towards administrative and expert development roles. Reading quality standards go deeper by showing the qualifications of proficiency mentors as being indistinguishable from those of subject matter comprehension experts. Playing multiple roles can be easily done quickly turns into a ridiculous and unmanageable task. However, help from managers and peers allows the mentor to operate well in all the positions of power covered here. The mentor-educator relationship can occur in various ways."<sup>49</sup>

### Literacy coach as collaborator and facilitator

The establishment of cooperative relationships between professional mentors and instructors is based on an organization of trust that is kept confidential. Mentoring focuses on instructor discovery, which significantly impacts student achievement. According to Alsaleh et al.,<sup>50</sup> building change through collaborative efforts "requires smart administration" and is achieved through "hard training." An effective education mentor who works closely with various teachers meets each educator's unique needs, deals with the inconveniences that may result from the change, and provides assistance. Helgevold et al.,<sup>51</sup> propose that educational mentors create two conditions and talks from which teachers can get the help they need. Creating a school education group ensures that all grades and positions are represented in collaborative research toward a goal. Educational mentors and their leaders regularly assess the strengths and criteria of school-based education plans.<sup>52</sup> Because educational mentors do not evaluate teachers, these discussions often avoid mentioning specific educators. They may collaborate to create a professional school progress program in education for the coming year. How do we stay informed about students' time and interest in self-study outside of our classrooms? Working with panel work, instructor focus meetings, and other meetings where

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<sup>47</sup> Calo, Sturtevant, dan Kopfman, "Literacy Coaches' Perspectives of Themselves as Literacy Leaders."

<sup>48</sup> Misty Sailors dan James V. Hoffman, "Literacy Coaching for Change: Choices Matter. Literacy Leadership Brief," *International Literacy Association*, 2018.

<sup>49</sup> Lowenhaupt, McKinney, dan Reeves, "Coaching in context."

<sup>50</sup> Amal Alsaleh, Maali Alabdulhadi, dan Noha Alrwaished, "Impact of peer coaching strategy on pre-service teachers' professional development growth in Kuwait," *International Journal of Educational Research* 86 (2017): 36–49.

<sup>51</sup> Raymond Bjuland dan Nina Helgevold, "Dialogic processes that enable student teachers' learning about pupil learning in mentoring conversations in a Lesson Study field practice," *Teaching and Teacher Education* 70 (2018): 246–54.

<sup>52</sup> Bjuland dan Helgevold.

student educational achievement is central is a routine administrative responsibility for skills mentors. Mentors can, for example, assist in information audit meetings with individuals, class/office groups, or the school's workforce as a whole. As member observers, mentors provide stimulating conversation starters and observations about the subject matter.<sup>53</sup>

### **Homeroom Teachers as Leaders for Literacy**

No one factor significantly influences students' educational experiences and academic achievement more than their teachers. Instructors are seldom invited to participate in talks on school reform. Ingersoll,<sup>54</sup> continues to advocate for a more prominent role for educators in change efforts. Too much hierarchical control may deprive educators of the power and agility required to accomplish their jobs. The new ESEA Blueprint for Education Reform falls short of acknowledging that "we are all in the same boat." The phrase "pioneers and educators" often appears in the report's 42 pages. This viewpoint misses the fantastic management asset that teachers may provide. Most instructors do not have access to potentially open doors for educators to spread their effort outside their study halls. Effective schools are continually organized for learning and critical thinking; they are consistently oriented on working on the association. As building pioneers, school administrators must ensure that their personnel can foster the students' competency under their supervision. A substantial portion of that responsibility entails establishing dependable, high-level professional development for instructors.

### **The Principal's Role as Literacy Leader**

The principal is responsible for various day-to-day tasks. They work with children of different ages and requirements and adults who may support the principal's instructional and administrative thinking.<sup>55</sup> Assets for proper teaching and acquisition fluctuate from one institution to the next. What is the mind to do when there are so many elements to consider and so many decisions but only so much time? Hickman & Silva,<sup>56</sup> the necessities of the present chiefs are complicated to meet because the chief is supposed to be a blend of visionary, manager, and trailblazer. This is alarming, particularly considering the high pace of head turnover that keeps on bringing about a consistent dissimilarity in requests and makes it trying to layout sound school programs, including instruction programs. According to Shollenberger,<sup>57</sup> "The National Association of Secondary School Principals tracked half of the high school directors throughout the 1990s" compared to a 42 percent turnover rate over the previous ten years.

Furthermore, the resulting instability makes it difficult for principals to distinguish and utilize all of the principal skills that may be present in a school because, as the committee on the Future of School Leadership in Connecticut emphasized, this requires investing in others

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<sup>53</sup> Randi Nevins Stanulis, Sarah Little, dan Erin Wibbens, "Intensive mentoring that contributes to change in beginning elementary teachers' learning to lead classroom discussions," *Teaching and Teacher Education* 28, no. 1 (2012): 32–43.

<sup>54</sup> Richard Ingersoll, "A comparative study of teacher preparation and qualifications in six nations," 2007.

<sup>55</sup> Fred C. Lunenburg, "The principal and the school: what do principals do?," dalam *National Forum of Educational Administration & Supervision Journal*, vol. 27, 2010.

<sup>56</sup> Craig R. Hickman dan Michael A. Silva, *Creating excellence: Managing corporate culture, strategy, and change in the new age* (Routledge, 2018).

<sup>57</sup> Tracey L. Shollenberger, "Racial disparities in school suspension and subsequent outcomes," *Closing the school discipline gap: Equitable remedies for excessive exclusion* 31 (2015).

and widening the doors open to individual power, obligation, decisions, and impact. These strengths can provide hierarchical potential, maximize choices and activities, and increase the sense that people can have an impact. It is taking authority, empowering encouragement, generating a collaborative culture, developing associations, establishing boundaries, and nurturing the limits of expert critical thinking that will gradually represent successful administration. If however, all supervisors rely on the National Association of Primary Principals.<sup>58</sup>

## **CONCLUSION**

This final section paper will summarize the essential points that we have obtained from a series of literature related to best practices of educational leadership, especially school literacy. The findings that are backed up by the study results in the form of evidence of scientific findings from various educational contexts and perspectives, especially declarations and music; we can conclude that education to increase school literacy activities is very productive when supported by effective school leadership. The effectiveness of leadership for improving the quality of literacy in schools is reflected by the severe desire of school leaders to support quality activities. Furthermore, we also see that school literacy must be planned and backed up by good recipe skills and abilities. This program will run well by preparing reading literacy teaching instructions. Likewise, how leadership can develop the implementation of school literacy by continuing to develop the professionalism of teachers so that the school literacy program can be continued. Education also needs coaching or trainers who will later train teachers to become facilitators and collaborators in advancing the school literacy movement program to develop literacy supported by solid principles. So, in other words, the best leadership practice to improve the quality of school literacy must start from strengthening skills that have superior quality both in terms of knowledge and skills and with a good style so that the quality of the school literacy movement becomes optimal. We have obtained those conclusions from a series of studies of various literacy documents and the quality of life that will support the literacy movement program in Indonesia.

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<sup>58</sup> Sarah Capello, "Tensions in the preparation of university supervisors: Dual perspectives from supervisors and administrators," *Journal of Educational Supervision* 3, no. 1 (2020): 18.

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