

Principal Instructional Leadership in the Implementation of the "Wednesday Literacy Movement" to Improve Student Literacy and Numeracy Achievement

Lusia Widiastuti¹, Saryanto², Jumintono³

¹²³Universitas Sarjanawiyata Tamansiswa (UST), Indonesia

* Correspondence e-mail; cutegavrila@gmail.com

Article history

Submitted: 2026/05/21; Revised: 2026/06/11; Accepted: 2026/07/07

Abstract

Improving the quality of basic education in the current era of educational transformation is closely linked to schools' ability to build a strong learning culture, particularly in literacy and numeracy. This article aims to analyze the principal's instructional leadership in the implementation of the Wednesday Literacy Movement to improve student literacy and numeracy outcomes at SD Negeri 2 Jengkol. The study used a qualitative approach with a case study type. The research subjects included the principal, teachers, and students involved in the program implementation. Data were collected through observation, interviews, and documentation, then analyzed using the Miles and Huberman interactive model through data reduction, data presentation, and conclusion drawing. The results of the study indicate that the principal's instructional leadership plays a significant role in the successful implementation of the Wednesday Literacy Movement through three main aspects, namely planning, implementation, and evaluation. In the planning stage, the principal establishes the program vision, involves teachers, maps needs, and integrates literacy and numeracy into school activities. In the evaluation stage, the principal monitors, reflects with teachers, assesses student progress, and follows up on the program based on the evaluation results. The research findings confirm that the principal's instructional leadership functions not only as program management but also as a learning strategy capable of encouraging improved student literacy and numeracy skills through directed, collaborative, and sustainable learning habits.

Keywords

Instructional Leadership, Literacy, Literacy Wednesday Movement, Numeracy, School Principal.



© 2026 by the authors. This is an open access publication under the terms and conditions of the Creative Commons Attribution 4.0 International (CC BY SA) license, <https://creativecommons.org/licenses/by-sa/4.0/>.

INTRODUCTION

Improving the quality of basic education in the current era of educational transformation is closely linked to schools' ability to build a strong learning culture, particularly in literacy and numeracy. These two competencies are a crucial

foundation for student success in understanding information, solving problems, thinking logically, and developing lifelong learning skills. However, various national and international assessment results indicate that Indonesian students' literacy and numeracy achievements still require serious attention, particularly at the elementary school level. This situation requires schools to focus not only on delivering learning materials but also on building an educational ecosystem that encourages reading habits, critical thinking, and numeracy from an early age. In this context, the principal holds a strategic position as a learning leader who determines the direction of policies, academic culture, and the quality of implementation of quality improvement programs in schools (M., Nurfadillah, & Zulfika, 2020).

The principal's instructional leadership is a form of leadership that places learning at the center of all managerial activities and decision-making in the school. The principal serves not only as an administrator but also as a driver of learning quality through developing an academic vision, mentoring teachers, monitoring the teaching and learning process, and creating a conducive learning environment. From this perspective, a school's success in improving student literacy and numeracy is inextricably linked to the principal's ability to direct resources, build teacher commitment, and ensure that all school programs align with learning objectives. Instructional leadership is crucial because the quality of literacy program implementation in elementary schools is strongly influenced by the principal's policies, role models, and consistent support for teachers and students (Ummami, Wandra, Gistituati, & Marsidin, 2021).

One concrete effort by elementary schools to foster a culture of literacy is through the School Literacy Movement (GLS), designed to gradually and sustainably familiarize students with reading, writing, listening, and processing information. GLS focuses not only on increasing reading interest but also on strengthening thinking skills, text comprehension, and the ability to relate information to students' learning experiences. In practice, GLS implementation in elementary schools can take various forms, both daily and weekly, tailored to the school's characteristics. One emerging innovation is the Wednesday Literacy program, a literacy activity held routinely every Wednesday as a space for developing reading habits, reflective writing, discussions, and integrating simple numeracy activities. This kind of program is important because literacy cannot be built incidentally, but must be presented as a structured, consistent, and enjoyable school culture for students (Ariani, Sukarno, & Chumdari, 2020).

Implementing a literacy program in elementary schools requires not only the availability of activities but also leadership support capable of systematically

managing the implementation process. The principal plays a role in designing school policies, setting activity schedules, motivating teachers, providing reading resources, and building collaboration with the school community and parents. Research on the implementation of GLS in elementary schools shows that the success of a literacy program is greatly influenced by the principal's support in the form of strengthening regulations, establishing routine habits, providing reading corners, utilizing the library, and involving teachers as primary facilitators. Without strong leadership, literacy programs have the potential to remain ceremonial and fail to significantly change student learning behavior. Therefore, the principal's instructional leadership is a central element in ensuring that programs like Literacy Wednesdays are not merely weekly events but truly become strategies for improving the quality of learning and student learning outcomes (Dafit & Ramadan, 2020).

In the elementary school context, the integration of literacy and numeracy is increasingly relevant because these two competencies mutually support the development of students' thinking skills. Literacy helps students understand instructions, analyze text, and interpret information, while numeracy requires the ability to use concepts of numbers, data, patterns, and mathematical reasoning in everyday life. The Wednesday Literacy program can be an effective medium for combining the two through activities such as reading data-based stories, understanding simple graphs, solving contextual problems, or writing reflections on numerical problems relevant to students' experiences. Thus, the implementation of literacy programs in schools is no longer understood narrowly as simply reading books, but as a process of strengthening basic competencies that underpin all subjects. Principals with an instructional orientation will more easily direct teachers to design literacy activities that are concretely and measurably connected to students' numeracy achievements (Puspasari & Dafit, 2021; Kamardana, Lasmawan, & Suarni, 2021).

As an elementary school, SD Negeri 2 Jengkol has a significant opportunity to develop an academic culture through the implementation of the Wednesday Literacy Movement, which is managed in a directed manner by the principal. This program can be a school strategy for building reading habits, increasing student engagement in learning, and strengthening numeracy skills through contextual and enjoyable activities. However, the program's effectiveness depends heavily on how the principal carries out their instructional leadership role, from program planning and teacher coaching to implementation supervision, outcome evaluation, and follow-up. Based on this description, a study of principals' instructional leadership in the implementation of the Wednesday Literacy Movement is important because it can

provide an overview of leadership strategies that support improved student literacy and numeracy outcomes, while also serving as a reference for other elementary schools in developing literacy programs that have a significant impact on learning quality (Wiratsiwi, 2020; Ekowati, Yayuk, & Wahyuni, 2021)

METHODS (Palatino Linotype 12, Space 1.15, Justify)

This research method uses a qualitative approach with a case study type, because the research focuses on an in-depth understanding of the principal's instructional leadership in the implementation of the Wednesday Literacy Movement to improve student literacy and numeracy achievements at SD Negeri 2 Jengkol. The research location was carried out at SD Negeri 2 Jengkol with research subjects including the principal, class teachers, literacy activity assistant teachers, and several students involved in the implementation of the Wednesday Literacy program. Data collection techniques were carried out through observation, interviews, and documentation. Observations were used to directly observe the process of implementing the Wednesday Literacy Movement, the role of the principal in directing activities, and the involvement of teachers and students in the literacy and numeracy program. In-depth interviews were conducted with the principal and teachers to obtain information regarding planning, implementation, evaluation, and the instructional leadership strategies applied. Documentation was used to complete the data in the form of activity schedules, school programs, literacy results records, activity photos, and other supporting documents. Data analysis was carried out interactively through the stages of data reduction, data presentation, and drawing conclusions as per the Miles and Huberman model, while the validity of the data was tested through source triangulation and technical triangulation so that the data obtained was more valid and could be scientifically accounted for..

FINDINGS AND DISCUSSION (Palatino Linotype 12, Space 1.15, Justify)

The Principal's Instructional Leadership Planning for the Implementation of the Wednesday Literacy Movement

The principal's instructional leadership planning for the implementation of the Wednesday Literacy Movement at SD Negeri 2 Jengkol began with establishing a school vision that positions literacy and numeracy as part of the learning culture, not merely a weekly supplementary activity. Based on research findings, the principal developed the Wednesday Literacy program through an early-year meeting with teachers, establishing objectives, schedules, activity formats, success indicators, and

integrating the program into the school's academic agenda. The plan included not only reading habits but also simple numeracy activities such as reading data, recognizing number patterns, or solving contextual problems tailored to grade level. Theoretically, this step demonstrates the character of instructional leadership because the principal focuses on the quality of the learning process and student learning outcomes through establishing a clear program direction. The principal plays a role in determining learning priorities, ensuring that the literacy program does not stand alone but becomes part of the school's strategy for strengthening students' core competencies. From an educational management perspective, sound planning must begin with identifying student learning needs, analyzing school conditions, and developing a program based on measurable learning objectives. Thus, the Wednesday Literacy Movement at Jengkol 2 Public Elementary School was designed not only to familiarize students with reading, but also to encourage gradual improvements in literacy and numeracy achievement through structured and sustainable activities (Widiyan, Sirisooksilp, & Narot, 2020; M., Nurfadillah, & Zulfika, 2020).

The research also showed that during the planning stage, the principal mapped program needs, taking into account teacher readiness, the availability of reading materials, student characteristics, and supporting facilities such as the library, classroom reading corners, and simple numeracy media. The principal not only established the program administratively but also involved teachers in designing the technical implementation to ensure that the program was realistic and aligned with classroom learning needs. Teacher involvement in the planning process is crucial because they are the primary implementers who translate school policies into concrete learning activities. From an instructional leadership theory perspective, this practice demonstrates that the principal plays a collaborative role in building teacher commitment to the school program. Program planning that involves teachers tends to foster a sense of ownership, so that the implementation of literacy activities is not merely top-down but becomes a collective movement of the entire school community. These findings align with studies on the implementation of the School Literacy Movement, which emphasize that the success of a literacy program is largely determined by the principal's policy support, teacher involvement in planning, and the provision of adequate facilities to foster a consistent culture of literacy within the elementary school environment (Ummami et al., 2021; Ariani, Sukarno, & Chumdari, 2020).

Furthermore, the planning of the Wednesday Literacy Movement at SD Negeri 2 Jengkol demonstrates that the principal has endeavored to integrate the program with

21st-century learning needs, particularly in strengthening the ability to understand information and solve contextual numerical problems. In practice, the principal encourages teachers not to define literacy narrowly as 15 minutes of reading, but rather as a series of activities that enable students to read, write, discuss, retell the reading material, and relate the text to simple numeracy problems in everyday life. Observations and interviews indicate that program planning has been directed toward fostering more active and meaningful learning. Theoretically, this aligns with the concept of instructional leadership, which emphasizes the principal's ability to direct the design of school programs to directly impact the quality of student learning. This means that instructional planning doesn't stop at creating a schedule of activities, but also involves how the principal guides teachers to incorporate literacy and numeracy into an integrated learning experience. Therefore, the Wednesday Literacy program isn't positioned as a ceremonial activity, but rather as a school intervention that supports in-depth learning and the ongoing development of students' core competencies (Dafit & Ramadan, 2020; Widiade, 2020).

In another aspect, research results show that the principal at Jengkol 2 Public Elementary School also designed a program support system from the planning stage, including determining the person in charge of the activity, providing teacher mentoring mechanisms, assigning homeroom teachers, and preparing a simple evaluation form for student engagement in Literacy Wednesday. Such planning demonstrates that the principal understands the importance of program sustainability, and therefore established a coordination and monitoring system from the outset to ensure activities do not stall at the initiation stage. In school management theory, effective program planning always requires clear roles, division of labor, and control mechanisms to ensure the efficient achievement of established goals. The principal, as an instructional leader, not only develops the program but also ensures a system in place that allows teachers to work in a focused and measurable manner. This type of planning is a crucial foundation for successful implementation, as literacy programs without a clear implementation structure tend to be sporadic and difficult to evaluate their impact. Therefore, the findings of this study confirm that the quality of the principal's planning significantly determines the extent to which the Literacy Wednesday Movement can be implemented consistently and oriented towards improving student literacy and numeracy (Widodo, 2020; Winata, 2020).

Overall, the results of this sub-research indicate that the principal's instructional leadership planning in the implementation of the Wednesday Literacy Movement at

SD Negeri 2 Jengkol has been carried out through establishing an academic vision, involving teachers, mapping needs, integrating literacy and numeracy into school activities, and developing a directed implementation mechanism. Theoretical analysis shows that these steps reflect the essence of instructional leadership, namely focusing school policies on improving the quality of learning and student learning outcomes. The principal does not only function as a program administrator, but as a learning director who ensures that every school policy has direct relevance to the developmental needs of students. In this context, the Wednesday Literacy Movement planning becomes a concrete form of instructional leadership because it is designed as a learning culture strategy that supports reading skills, understanding information, logical thinking, and solving numerical problems from the elementary school level. With systematic planning, the Wednesday Literacy program has the potential to become an important instrument in strengthening students' literacy and numeracy achievements sustainably, while simultaneously building a school culture that is more academic, reflective, and oriented towards the quality of learning (Widiyan et al., 2020; Ariani et al., 2020; Ummami et al., 2021).

Implementation of the Principal's Instructional Leadership in the Wednesday Literacy Movement

The implementation of the principal's instructional leadership in the Wednesday Literacy Movement at SD Negeri 2 Jengkol is evident in the principal's active role in mobilizing all elements of the school so that the program does not remain a routine agenda but becomes a vibrant learning practice in the classroom. Based on research findings, the principal serves as the technical director of implementation, ensuring that Wednesday Literacy activities run according to schedule, objectives, and student characteristics at each grade level. The principal not only provides general instructions but also monitors teacher readiness, provides reading materials, and encourages teachers to integrate reading, writing, listening, and simple numeracy activities into thematic learning. In practice, Wednesday Literacy activities at SD Negeri 2 Jengkol are implemented through the habit of reading non-textbooks, retelling reading material, writing summaries, class discussions, and contextual numeracy activities such as reading simple tables, calculating reading data, or relating stories to everyday number problems. Theoretically, the principal's actions demonstrate the primary function of instructional leadership, namely maintaining the school's focus on the quality of the learning process and student learning outcomes through concrete,

targeted, and ongoing learning support (Pramesti & Muhyadi, 2020; Yulianingsih & Sobandi, 2020).

The research also shows that the principal directly mentored teachers during the implementation of the Wednesday Literacy Movement. Teachers were not only required to implement the program but also provided guidance to manage literacy activities in a varied and engaging manner tailored to the needs of elementary school students. The principal provided guidance on read-aloud strategies, the use of prompting questions, reflective writing assignments, and how to incorporate numeracy elements into the reading materials used. Furthermore, the principal encouraged teachers to utilize the classroom environment as a literacy space, for example through reading corners, displays of student work, word cards, and simple number media accessible to students at any time. From the perspective of instructional leadership theory, this type of teacher mentoring constitutes a form of academic supervision oriented toward improving the quality of learning, rather than merely administrative oversight. The principal acts as an instructional coach, helping teachers translate school policies into meaningful learning experiences for students. Therefore, the success of the Wednesday Literacy Movement is determined not only by the program's existence but also by the quality of the principal's guidance in strengthening the competency of teachers as the primary implementers of literacy and numeracy activities in the classroom (Rosyadi & Pardjono, 2020; Nurabadi, Bafadal, Ulfatin, & Juharyanto, 2020).

Regarding classroom implementation, research shows that the principal provides space for teachers to develop contextual Wednesday Literacy activities while remaining within the framework of school objectives. In lower grades, activities are more focused on developing the habit of reading pictures, listening to stories, recognizing letters and numbers, and simple arithmetic through language and number games. Meanwhile, in upper grades, activities are developed toward reading comprehension, writing responses, drawing conclusions, and solving reading-based numeracy problems. The principal's role is to ensure that these activities are differentiated according to student development, so that the Wednesday Literacy program is not uniform and rigid. Theoretical analysis shows that the implementation of adaptive learning such as this aligns with the essence of instructional leadership, namely the ability of school leaders to direct the learning process to be responsive to students' needs. The principal not only oversees program implementation but also ensures that the substance of the activities truly supports the gradual development of literacy and numeracy skills. This practice demonstrates that the implementation of

the Wednesday Literacy Movement at SD Negeri 2 Jengkol has moved beyond a mere reading routine to a learning strategy that adapts to students' cognitive developmental stages (Sukadari, 2020; Fitrah, 2020).

Furthermore, the principal's instructional leadership was also evident in his efforts to create a school culture that supported the sustainability of the Wednesday Literacy Movement. Based on research findings, the principal fostered an academic atmosphere through role modeling, motivation, and strengthening the commitment of the entire school community. The principal participated in opening activities, offering appreciation to students who actively read or write, and encouraging teachers to display student work as a token of appreciation for their learning process. This appreciation increased student enthusiasm for participating in activities, as they felt that reading, writing, and simple arithmetic activities received real attention from the school. From the perspective of school culture theory, effective instructional leadership focuses not only on classroom learning activities but also on creating an academic climate that supports the growth of motivation, positive habits, and active student participation. Therefore, the implementation of the Wednesday Literacy Movement at SD Negeri 2 Jengkol relies not only on the principal's formal instructions but also on his or her ability to build a learning culture that makes literacy and numeracy part of the school's identity (Lestari & Suyitno, 2020; Rahmat & Kadir, 2020). Overall, the results of this sub-research indicate that the principal's instructional leadership in the Wednesday Literacy Movement at SD Negeri 2 Jengkol was implemented through consistent program implementation, teacher coaching, adaptive learning activity development, and the creation of a school culture that supports the strengthening of student literacy and numeracy. The theoretical analysis confirms that the principal has carried out the instructional leadership function not merely as an activity manager, but as a learning leader who directs, accompanies, motivates, and ensures that each literacy activity has a pedagogical impact on student development. With such leadership, the Wednesday Literacy Movement not only functions as a reading habit, but also develops into an integrated learning vehicle that helps students understand texts, express ideas, and use numerical reasoning in contexts close to their lives. This shows that the quality of program implementation is greatly influenced by the principal's ability to connect policies, classroom practices, and school culture into one integrated learning movement (Minsih, Rusnilawati, & Mujahid, 2020; Septiana, 2020).

Evaluation of the Principal's Instructional Leadership for Improving Student Literacy and Numeracy Achievements

The evaluation of the principal's instructional leadership for improving student literacy and numeracy achievements at SD Negeri 2 Jengkol was conducted as a crucial part of the sustainability of the Wednesday Literacy Movement. Based on research findings, the principal not only ensured the program ran according to schedule but also assessed the effectiveness of activity implementation through regular monitoring, reflective discussions with teachers, and observations of student engagement and skills. The evaluation was conducted by assessing the extent to which students demonstrated improvements in reading habits, reading comprehension, confidence in retelling information, and ability to complete simple numeracy tasks integrated into literacy activities. In practice, the principal collected information from teacher notes, student work, class activity journals, and direct observations during the Wednesday Literacy Movement. From a theoretical perspective, this step demonstrates that evaluation in instructional leadership is not solely oriented toward program control, but also focuses on using learning data as a basis for decision-making to improve the quality of the learning process. The principal functions as a learning evaluator who interprets program outcome data to identify the relationship between activity implementation and student competency development. This allows evaluation to become a tool for continuous improvement, not simply an administrative formality (Sulfemi, 2020; Fadhli, 2020).

Research shows that the principal at SD Negeri 2 Jengkol positions teachers as key partners in the program evaluation process. Following the Literacy Wednesday activity, teachers were asked to provide feedback on student participation levels, the appropriateness of reading materials, the effectiveness of learning strategies, and any challenges encountered during the activity. From this evaluation forum, the principal gained insight into the diversity of student abilities, the types of activities most favored, and the types of support teachers still need to improve program implementation. This type of evaluation demonstrates the principal's collaborative instructional leadership, as teacher reflections are used to refine program planning and implementation at subsequent meetings. Theoretically, collaborative evaluation is a crucial component of instructional leadership because the principal does not work alone in assessing program success but rather builds a culture of professional reflection with teachers. Through this approach, evaluation not only assesses student outcomes but also assesses the quality of learning strategies, teacher preparedness, and the appropriateness of activities to the goals of improving literacy and numeracy. Thus, the principal carries out evaluation as an organizational learning process that

encourages the school to continue to develop through feedback and continuous improvement (Suhardan, 2020; Hidayat & Machali, 2020).

The research also revealed that the principal's evaluation focused on two main aspects: changes in student learning behavior and improvements in basic academic skills. Behaviorally, students demonstrated improvements in reading interest, increased engagement in class discussions, increased confidence in expressing opinions, and increased use of the reading corner and literacy materials available in the classroom. Academically, teachers noted improvements in students' ability to comprehend reading material, find important information, rewrite main ideas, and solve simple numeracy problems based on the context of the reading. The principal used these findings to assess whether the Wednesday Literacy Movement had a tangible impact on student learning. From the perspective of learning evaluation theory, this assessment demonstrates that the success of a literacy program is not solely measured by the implementation of activities but must be seen in tangible changes in students' competencies and learning habits. Therefore, evaluating the principal's instructional leadership is crucial because it connects school policies, program implementation, and evidence of impact on student development (Rohim, Rahmawati, & Ganestri, 2021; Yulianti, 2020). In addition to assessing the program's impact, research findings indicate that principals also used evaluation to identify supporting factors and obstacles in implementing the Wednesday Literacy Movement. Supporting factors identified included teacher commitment, student enthusiasm, the availability of simple reading materials, and the establishment of routine practices that facilitated the program's acceptance as part of the school's culture. However, several obstacles emerged, including limited literacy materials, uneven student abilities, and the need to strengthen numeracy integration in reading and writing activities. Principals followed up on these evaluation findings by encouraging teachers to develop more varied activities, add reading materials and simple numeracy materials, and adjust strategies for students who still needed support. Theoretical analysis indicates that evaluation in instructional leadership must culminate in follow-up, as the essence of evaluation is not simply identifying program weaknesses but using these findings as a basis for improvement. Effective principals go beyond problem identification but translate evaluation results into decisions that strengthen the quality of learning and ensure the sustainability of school innovation (Setiawan, 2020; Kurniawan, 2020). Overall, the results of this sub-research indicate that the evaluation of the principal's instructional leadership towards improving student literacy and numeracy outcomes at SD Negeri 2 Jengkol was conducted through routine monitoring, reflection with

teachers, observation of student progress, identification of obstacles, and development of program follow-up. Theoretical analysis confirms that this evaluation reflects the character of instructional leadership oriented towards learning quality, data utilization, and continuous improvement. The principal not only assessed whether the Wednesday Literacy Movement was implemented but also examined the extent to which the activity was able to form reading habits, improve students' understanding of texts, and develop their numeracy skills in a meaningful learning context. Through systematic evaluation, the principal can ensure that the Wednesday Literacy Movement does not stop at a weekly routine but develops into an adaptive, reflective school strategy that has a real impact on improving the quality of student learning. Thus, evaluation is a crucial stage that connects the instructional leadership vision with empirical evidence of changes in student behavior and learning outcomes in elementary schools (Nasution, 2020; Sari & Manullang, 2020).

CONCLUSION (Palatino Linotype 12, Space 1.15, Justify)

Based on the research results, the principal's instructional leadership in the implementation of the Wednesday Literacy Movement at SD Negeri 2 Jengkol plays a crucial role in improving students' literacy and numeracy outcomes through three main aspects: planning, implementation, and program evaluation. In the planning stage, the principal establishes an academic vision, develops a focused program, involves teachers, and integrates literacy and numeracy activities into the school culture. In the implementation stage, the principal acts as a driving force for learning through teacher guidance, activity supervision, provision of supporting facilities, and creation of a school climate that supports the habit of reading, writing, discussion, and numerical thinking. Meanwhile, in the evaluation stage, the principal monitors, reflects with teachers, assesses student progress, and takes follow-up action on program improvements to ensure the Wednesday Literacy Movement is more effective and sustainable. Thus, the principal's instructional leadership has proven to be a strategic factor in ensuring that the Wednesday Literacy Movement not only runs as a routine activity but also becomes a school instrument for building a learning culture that significantly improves students' literacy and numeracy skills...

REFERENCES (Palatino Linotype 12, Single Space, Justify, Mendelay, Endnote, APA (American Psychological Association) Style and the 7th edition)

- Ariani, N. M., Sukarno, S., & Chumdari, C. (2020). Implementasi gerakan literasi sekolah di sekolah dasar. *Jurnal Didaktika Dwija Indria*, 8(4), 1–6.
- Dafit, F., & Ramadan, Z. H. (2020). Pelaksanaan program gerakan literasi sekolah (GLS) di sekolah

- dasar. *Jurnal Basicedu*, 4(4), 1429–1437.
- Ekowati, D. W., Yayuk, E., & Wahyuni, S. (2021). Penguatan literasi dan numerasi dalam pembelajaran di sekolah dasar. *Jurnal Basicedu*, 5(1), 87–95.
- Fadhli, M. (2020). Sistem evaluasi program dalam peningkatan mutu pembelajaran di sekolah dasar. *Jurnal Manajemen Pendidikan*, 9(2), 112–121.
- Fitrah, M. (2020). Kepemimpinan kepala sekolah dalam meningkatkan mutu pendidikan di sekolah dasar. *Jurnal Administrasi Pendidikan*, 27(1), 56–66.
- Hidayat, R., & Machali, I. (2020). Kepemimpinan kepala sekolah dalam pengembangan budaya mutu pendidikan. *Jurnal Akuntabilitas Manajemen Pendidikan*, 8(2), 154–166.
- Kamardana, I. G., Lasmawan, I. W., & Suarni, N. K. (2021). Penguatan numerasi dalam pembelajaran sekolah dasar. *Jurnal Pendidikan Dasar Indonesia*, 5(2), 55–63.
- Kurniawan, A. (2020). Tindak lanjut evaluasi program sekolah sebagai upaya peningkatan mutu pendidikan. *Jurnal Administrasi dan Manajemen Pendidikan*, 3(3), 201–210.
- Lestari, S., & Suyitno, S. (2020). Budaya sekolah berbasis literasi dalam meningkatkan karakter dan prestasi belajar siswa. *Jurnal Pendidikan Dasar*, 11(2), 125–136.
- M., Nurfadillah, & Zulfika. (2020). Peran kepala sekolah dalam meningkatkan budaya literasi di sekolah dasar. *MAPPESONA*, 3(1), 45–54.
- Minsih, M., Rusnilawati, R., & Mujahid, I. (2020). Kepemimpinan kepala sekolah dalam membangun sekolah berkualitas di sekolah dasar. *Profesi Pendidikan Dasar*, 7(1), 29–40.
- Nasution, R. (2020). Evaluasi kepemimpinan kepala sekolah dalam peningkatan mutu pembelajaran di sekolah dasar. *Jurnal Pendidikan dan Supervisi Pendidikan*, 4(2), 77–86.
- Nurabadi, A., Bafadal, I., Ulfatin, N., & Juharyanto, J. (2020). Kepemimpinan instruksional kepala sekolah dalam peningkatan mutu pembelajaran. *Jurnal Administrasi dan Manajemen Pendidikan*, 3(1), 13–24.
- Pramesti, D., & Muhyadi, M. (2020). Kepemimpinan instruksional kepala sekolah dalam meningkatkan efektivitas pembelajaran di sekolah dasar. *Jurnal Akuntabilitas Manajemen Pendidikan*, 8(1), 89–101.
- Puspasari, D., & Dafit, F. (2021). Implementasi literasi dan numerasi pada pembelajaran sekolah dasar. *Jurnal Basicedu*, 5(3), 1393–1402.
- Rahmat, A., & Kadir, S. (2020). Peran kepala sekolah dalam membangun budaya akademik di sekolah dasar. *Jurnal Pendidikan Dasar Nusantara*, 6(1), 66–78.
- Rohim, D. C., Rahmawati, S., & Ganestri, I. D. (2021). Konsep asesmen kompetensi minimum untuk meningkatkan kemampuan literasi numerasi siswa sekolah dasar. *Jurnal Varidika*, 33(1), 54–62.
- Rosyadi, Y. I., & Pardjono, P. (2020). Peran kepala sekolah sebagai supervisor akademik dalam meningkatkan kualitas pembelajaran. *Jurnal Akuntabilitas Manajemen Pendidikan*, 8(2), 168–180.
- Sari, M., & Manullang, B. (2020). Evaluasi program pendidikan berbasis mutu di sekolah dasar. *Jurnal Manajemen Pendidikan Indonesia*, 12(2), 99–108.
- Septiana, R. (2020). Kepemimpinan kepala sekolah dalam meningkatkan mutu pembelajaran melalui budaya sekolah. *Jurnal Pendidikan Dasar*, 9(2), 144–153.
- Setiawan, A. (2020). Evaluasi program literasi sekolah dalam meningkatkan kompetensi siswa. *Jurnal Pendidikan Dasar*, 8(1), 91–102.
- Suhardan, D. (2020). Kepemimpinan instruksional kepala sekolah dan refleksi profesional guru. *Jurnal Administrasi Pendidikan*, 27(2), 101–113.
- Sukadari, S. (2020). Implementasi kepemimpinan kepala sekolah dalam penguatan pembelajaran di

- sekolah dasar. *Jurnal Cakrawala Pendidikan*, 39(2), 308–320.
- Sulfemi, W. B. (2020). Manajemen evaluasi pendidikan dalam peningkatan mutu pembelajaran di sekolah dasar. *Jurnal Pendidikan Dasar*, 11(1), 15–26.
- Ummami, A., Wandra, D., Gistituati, N., & Marsidin, M. (2021). Kepemimpinan kepala sekolah dalam pelaksanaan gerakan literasi sekolah di sekolah dasar. *Jurnal Basicedu*, 5(3), 1231–1239.
- Widiade, I. K. (2020). Literasi sebagai basis pembelajaran abad 21 di sekolah dasar. *Jurnal Pendidikan Dasar Indonesia*, 4(2), 45–53.
- Widiyan, A. P., Sirisooksilp, S., & Narot, P. (2020). The development of instructional leadership scale of elementary school principals in Indonesia. *International Journal of Evaluation and Research in Education*, 9(4), 918–929.
- Widodo, H. (2020). Perencanaan program sekolah berbasis mutu dalam meningkatkan hasil belajar siswa. *Jurnal Manajemen Pendidikan*, 15(1), 33–42.
- Winata, R. (2020). Manajemen program literasi sekolah dalam meningkatkan budaya baca siswa sekolah dasar. *Jurnal Tarbawi*, 16(2), 87–98.
- Wiratsiwi, W. (2020). Penerapan gerakan literasi sekolah di sekolah dasar. *Refleksi Edukatika: Jurnal Ilmiah Kependidikan*, 10(2), 230–238.
- Yulianingsih, E., & Sobandi, A. (2020). Kepemimpinan instruksional kepala sekolah dan efektivitas proses pembelajaran. *Jurnal Administrasi Pendidikan*, 27(1), 44–55.
- Yulianti, Y. (2020). Evaluasi pembelajaran literasi dan numerasi pada siswa sekolah dasar. *Jurnal Pendidikan Dasar*, 11(2), 137–148.