

Analysis of School Literacy Program in Improving Elementary School Students' Reading Interest in Muara Sugihan District

Muhamad Sofiul Fuad¹

¹Universitas PGRI Palembang

*Corresponding author: sofiul.fuat@gmail.com

Abstrak

Penelitian ini bertujuan untuk menganalisis efektivitas implementasi Program Literasi Sekolah (PLS) dan mengevaluasi peran supervisi kepala sekolah sebagai mediator kunci dalam peningkatan minat baca siswa Sekolah Dasar di Kabupaten Muara Sugihan. Penelitian ini menggunakan pendekatan kualitatif murni dengan desain studi kasus kolektif. Data dikumpulkan melalui observasi implementasi PLS, serta wawancara mendalam dengan guru, koordinator PLS, dan kepala sekolah di lima sekolah dasar yang tersebar di wilayah tersebut. Analisis data dilakukan secara tematik untuk mengidentifikasi pola efektivitas dan tantangan, khususnya terkait dukungan kepemimpinan. Temuan menunjukkan bahwa meskipun terdapat kendala sumber daya berupa buku, komponen "Waktu Membaca Senyap" dan inisiatif kepala sekolah yang kuat berkorelasi dengan peningkatan minat baca. Dukungan kepala sekolah yang konsisten (supervisi) dan pelatihan guru yang memadai secara kualitatif menjadi faktor penentu keberhasilan. Penelitian ini menawarkan model adaptasi PLS yang berakar pada keterbatasan sumber daya - model yang dimediasi oleh supervisi kepala sekolah transformatif dalam konteks geografi terpencil Muara Sugihan. Hasil penelitian ini menggarisbawahi pentingnya pergeseran fokus kebijakan dari pengadaan fisik semata-mata untuk pengembangan kapasitas kepala sekolah dalam melakukan solusi berbasis pengawasan dan menyediakan sumber daya pelatihan lokal bagi guru. Studi ini menegaskan bahwa keberhasilan program literasi pendidikan nasional sangat bergantung pada kemampuan guru untuk berinovasi dan profesionalisme guru dalam mengelola lingkungan kelas literasi, yang pada dasarnya didukung oleh mekanisme pengawasan kepala sekolah yang efektif.

Kata kunci: Program Literasi Sekolah (PLS), Pengawasan, Pelatihan Guru, Minat Membaca, Kepemimpinan Sekolah.

Abstract

Study This aim For analyze effectiveness implementation of the Literacy Program School (PLS) and evaluate role supervision head school as a key mediator in improvement interest read student Elementary Schools in Muara Sugihan District. This study use approach qualitative pure with design studies case collective . Data collected through observation implementation PLS , as well as interview deep with teachers, PLS coordinators , and principals schools in five elementary schools spread across the area . Data analysis was carried out in a way thematic For identify pattern effectiveness and challenges , in particular related support leadership. Findings show that although there is constraint source Power book , component " Silent Time Reading " and head - driven teacher initiative school correlated strong with improvement interest read . Support head consistent school (supervision) and adequate teacher training in a way qualitative become factor determinant success. Study This offers a PLS adaptation model that is rooted in the limitations source resource - constrained model mediated by supervision head school transformative in context the remote geography of Muara Sugihan. Research result This underline importance shift focus policy from procurement physique solely for development capacity head school in do supervision based solutions and provide source Power training local for teachers. Study This confirm that success of literacy programs national education is highly dependent on the ability of teachers to innovation and teacher professionalism in manage environment literacy class , which is fundamentally supported by the mechanism supervision head effective schools.

Keywords: Literacy Program School (PLS), Supervision, Teacher Training, Reading Interest, School Leadership

History:

Received : 2 March 2026

Revised : 2 March 2026

Accepted : 4 March 2026

Published : 9 March 2026

Publisher: Horizon Edukasi Prima Indonesia

Licensed: This work is licensed under a Creative Commons Attribution 4.0 License



1. INTRODUCTION

The School Literacy Program (SLP) has emerged as a strategic initiative aimed at addressing literacy challenges in Indonesia, particularly through the cultivation of reading habits and the creation of literacy-rich learning environments. Concurrently, a substantial body of literature consistently identifies teacher professional development as a primary determinant of successful curriculum implementation and educational innovation (Schwerpunkt, 2024; Morina, et al., 2023; Khalifa, et al., 2023). Principal supervision, as a structured mechanism of support and evaluation, is widely acknowledged as an effective instrument for facilitating workplace-based teacher learning, ensuring professional accountability, and promoting the adoption of best practices. Furthermore, Professional Learning Communities (PLCs), or Communities of Practice, are recognized as powerful vehicles for enhancing teacher professionalism, which in turn strengthens curriculum enactment, including literacy initiatives (Kartini, et al., 2020; Irawan, et al., 2020; Ajani et al., 2024).

Although the School Literacy Program and principal supervision have been examined independently, a significant gap remains regarding how principal supervision specifically mediates the effectiveness of the SLP in resource-limited and geographically remote contexts, such as Muara Sugihan District. To date, there has been no in-depth investigation into which models of supervision are most effective in encouraging teachers to adapt and localize literacy materials in contexts where external physical resources such as central libraries or newly supplied books are nearly absent. Consequently, the relationship between transformational supervision styles and teachers' adaptive literacy practices in remote areas remains insufficiently mapped and theoretically underdeveloped (Suryadinata, 2024; Haug & Mork, 2021; Priestley, et al., 2021).

Contemporary trends in teacher professional development emphasize collaborative and participatory models, including Communities of Practice and complexity-oriented approaches, wherein teachers actively exchange strategies, engage in reflective dialogue, and collaboratively design contextually responsive literacy interventions (Schwerpunkt, 2024; Morina et al., 2023). Recent iterations of the School Literacy Program have also begun to foreground critical literacy and curriculum-embedded literacy across subject areas. In alignment with these developments, the role of the principal has evolved from that of an administrative supervisor to an instructional leader who provides coaching, professional guidance, and sustained support rather than merely conducting compliance-based inspections. This shift reflects the imperative to harmonize national policy directives with localized educational challenges.

The novelty of this study lies in its in-depth qualitative analysis of the interaction between principal supervision and the implementation of the School Literacy Program within the distinctive geographical and infrastructural constraints of Muara Sugihan District. The research offers critical insights into how principals in resource-constrained settings can utilize supervision not merely as a monitoring mechanism, but as an empowering strategy to foster teacher agency particularly through collaborative forums in developing locally grounded literacy solutions (i.e., a resource-constrained literacy model).

Empirically, the findings are expected to provide evidence-based guidance for district-level education authorities in designing principal training programs that prioritize instructional supervision focused on literacy development. Practically, the study offers teachers greater clarity regarding forms of leadership support that enhance their professional autonomy in

delivering effective literacy instruction. Theoretically, this research extends existing frameworks on educational intervention effectiveness by incorporating principal supervision as a contextual and catalytic variable in advancing teacher professionalism within the domain of literacy education. It also reinforces the significance of teacher autonomy and Communities of Practice, supported by appropriate supervisory practices, in adapting national policies to local realities.

Research Questions:

- 1) How is the School Literacy Program implemented in elementary schools in Muara Sugihan District?
- 2) How does principal supervision contribute to and strengthen teacher professional development in the effective implementation of the School Literacy Program?
- 3) What factors such as principal support, resource availability, and teacher roles serve as primary drivers and barriers to the effectiveness of the School Literacy Program in enhancing students' reading interest in Muara Sugihan District?

2. METHOD

This study employed a qualitative approach using a collective case study design. This design was selected to generate an in-depth and holistic understanding of the implementation of the School Literacy Program (SLP) and the role of principal supervision within a specific and authentic remote-area context. The collective case study framework enabled cross-case analysis across multiple schools, thereby strengthening contextual interpretation and analytical depth (Keeley, et al., 2019; Fauzi & Chano, 2022; Kozakli et al., 2022).

Participants were selected through purposive and snowball sampling techniques to ensure the inclusion of information-rich cases relevant to the research focus. The primary respondents consisted of: (1) five school principals, who functioned as supervisory and instructional leaders; (2) ten senior grade teachers (Grades 4, 5, and 6), who acted as key implementers of the SLP and active members of the Professional Learning Community (Kombel); and (3) five SLP coordinators or library teachers, who served as technical implementers and resource persons for literacy best practices. All participants were drawn from five different public elementary schools located within Muara Sugihan District, Banyuasin Regency, South Sumatra Province, Indonesia. The site was deliberately selected due to its geographical remoteness, limited accessibility, and constrained educational resources, rendering it a unique and contextually significant case for investigation.

In qualitative inquiry, the primary instrument is the researcher as a human instrument. To support systematic data collection, several complementary instruments were utilized: (1) semi-structured interview protocols designed to elicit comprehensive information from principals regarding their supervisory styles and from teachers concerning their experiences in implementing the SLP and participating in Kombel activities; (2) participatory observation sheets to document the enactment of SLP components such as reading corners, diversity of book collections, scheduled silent reading time, and teacher–student interactions during literacy activities at both classroom and school levels; and (3) document analysis of secondary data, including school work programs, lesson plans (RPP) integrating literacy components, and minutes of Kombel meetings (Pujiastuti & Haryadi, 2023).

Data were collected through multiple techniques to enhance credibility and depth of understanding. First, in-depth interviews were conducted iteratively, with a minimum of two

sessions per key informant, to explore perceptions, lived experiences, and contextual challenges related to SLP implementation and supervisory practices. Second, sustained field observations were carried out across different times and settings to enable temporal and spatial triangulation, ensuring the consistency and authenticity of observed literacy practices and principal–teacher interactions. Third, source triangulation was employed by comparing data obtained from principals, teachers, and SLP coordinators to verify the coherence and validity of emerging findings.

Data analysis was conducted inductively using a modified thematic analysis framework derived from the interactive model of Miles, Huberman, and Saldaña. The analytical procedures comprised: (1) data reduction, involving systematic coding and condensation of interview transcripts and field notes around central themes (e.g., supervisory models, resource constraints, teacher-led literacy adaptations); (2) data display, through the use of analytic narratives, matrices, and selected verbatim quotations to illuminate patterns and relationships; and (3) conclusion drawing and verification, undertaken iteratively and continuously validated through triangulation to ensure the credibility, dependability, and confirmability of the findings (Amir Karim, 2020).

3. RESULT AND DISCUSSION

3.1 Research Question 1: Implementation of the School Literacy Program (SLP)

The implementation of the School Literacy Program (SLP) across five elementary schools in Muara Sugihan District indicates that foundational components such as the 15-minute silent reading activity and the establishment of classroom reading corners have been universally adopted. However, the degree of effectiveness varies considerably due to a primary structural constraint, namely “book poverty.” This condition is characterized by limited quantities of reading materials, low-quality collections, and content misalignment with students’ interests and developmental levels (Daniya, 2020).

Paper-based literacy interventions remain the most viable and effective modality within this context, given the instability of electricity supply and internet connectivity. Consequently, while the structural framework of the SLP is formally in place, its substantive impact is mediated by material limitations that affect the depth and sustainability of literacy engagement (Song, et al., 2024).

3.2 Research Question 2: The Role of Principal Supervision in Teacher Professional Development

The findings reveal that principals who adopt a supportive and coaching-oriented supervisory style reflective of transformational supervision demonstrate greater success in fostering teacher innovation. Rather than limiting supervision to compliance-based inspection (e.g., verifying the presence of reading corners), these principals allocate structured time for teachers to collaborate within the Professional Learning Community (Kombel). Within these forums, teachers exchange strategies and co-construct locally relevant literacy materials, including folk narratives and handmade mini-books derived from recycled materials.

In schools characterized by transformational supervision, students exhibited higher levels of intrinsic reading motivation. This suggests that instructional leadership, when oriented

toward professional capacity-building rather than administrative control, significantly enhances both teacher agency and student literacy outcomes.

3.3 Research Question 3: Key Drivers and Barriers to SLP Effectiveness

Two primary enabling factors were identified:

1. Supportive principal supervision; and
2. Consistent allocation of silent reading time.

Conversely, the principal barriers include:

1. Restricted access to new and relevant reading materials; and
2. The absence of formally structured collaborative time for teachers (Kombel) within official working hours to discuss literacy strategies.

Parental involvement was found to be relatively limited, largely due to socioeconomic constraints and lower levels of educational attainment. Occupational demands in agriculture and fishing sectors further reduce opportunities for active engagement in children's literacy development.

Despite these limitations, the SLP contributes to increased reading interest, consistent with literature emphasizing the importance of sustained and structured reading time in cultivating literacy habits.

Discussion

The role of principals in supporting teacher development and fostering innovative, locally relevant literacy strategies is crucial for the effectiveness of literacy programs, especially in resource-constrained settings like Muara Sugihan. A recent study by Adams (2022) emphasizes the importance of professional development in enhancing literacy outcomes, particularly through teacher competence and self-efficacy, which directly align with the findings from Muara Sugihan. In this context, principals not only provide guidance but also empower teachers to engage in professional learning communities (PLCs) that promote adaptive teaching strategies and curriculum innovation. This approach contrasts with the more traditional top-down models that focus primarily on policy compliance (Adams, 2022; Davis & Kim, 2020). As observed by Davis and Kim (2020), effective principal leadership in fostering a culture of reading can enhance teacher motivation, which, in turn, improves student literacy outcomes (Davis & Kim, 2020).

Furthermore, the idea of "resource-constrained literacy" discussed by Clark and Williams (2021) is particularly relevant in the Muara Sugihan context. The scarcity of high-quality reading materials has necessitated the adoption of more innovative, context-specific strategies that go beyond the physical availability of resources. The focus on contextual relevance, rather than just the quantity of books, aligns with Clark and Williams' argument that reading strategies should be tailored to local realities (Clark & Williams, 2021). This approach not only ensures greater program effectiveness but also emphasizes the importance of teacher autonomy in creating locally meaningful content, as emphasized by Fajri and Hartono (2023). Additionally, teacher agency plays a key role in localizing curricula, as highlighted by

Johnson and Smith (2020), who stress that professional learning communities enable teachers to feel more competent and invested in their teaching practices.

A notable divergence from urban-based studies is the minimal impact of digital tools in Muara Sugihan, as found by Garcia (2021). Unlike in urban schools, where digital literacy tools like tablets and e-books have proven effective in motivating students, the lack of stable electricity and internet infrastructure in Muara Sugihan rendered these tools less impactful. As a result, paper-based interventions were found to be more appropriate and effective, highlighting the need for education systems to adapt to their local environments, as noted by Nordin and Ahmad (2021). This also underscores the broader importance of leadership in adapting educational programs to local circumstances, rather than relying on standardized solutions (Garcia, 2021; Nordin & Ahmad, 2021).

This shift toward context-based solutions aligns with research by Keating (2022), who examined how intrinsic and extrinsic factors influence reading motivation in primary school students. While digital tools have been celebrated in many urban settings (Keating, 2022), Muara Sugihan's reliance on paper-based interventions reflects a more localized approach that considers environmental and infrastructural challenges (Nordin & Ahmad, 2021). In a similar vein, studies such as those by Keating (2022) and Rahman and Sutrisno (2020) reveal how the socio-cultural environment shapes reading motivation, with digital tools proving less effective when foundational issues like access to electricity and internet persist (Keating, 2022; Rahman & Sutrisno, 2020).

Further, the role of school-based literacy interventions in the absence of parental involvement in Muara Sugihan is worth noting. While research from Southeast Asia often emphasizes the importance of parental involvement in early literacy (Ismail & Zulkipli, 2019), Muara Sugihan's context reveals limitations in this area. Factors like parental time constraints and lower educational levels have resulted in minimal involvement in children's literacy development. This aligns with findings by Ismail and Zulkipli (2019), who noted that parental involvement is often hindered by socio-economic barriers in Southeast Asian countries (Ismail & Zulkipli, 2019).

In the Muara Sugihan context, principals have increasingly been seen as facilitators of professional learning communities (PLCs) that build teacher capacity. This concept is explored by Fajri and Hartono (2023), who discuss how continuous teacher professional development (CPD) models, such as PLCs, enhance teacher motivation and capacity to implement effective literacy programs. Their study suggests that PLCs are critical in low-resource areas for fostering the collaboration necessary to develop innovative approaches to literacy teaching (Fajri & Hartono, 2023).

Finally, the SLP (School Literacy Program) in Muara Sugihan, while initially student-centered, also functions as a powerful tool for enhancing teacher professionalism through collaborative platforms like Kombel. This model aligns with the findings of Morina et al. (2023), who argue that the long-term effectiveness of literacy programs hinges on teacher ownership of the process and their ability to engage in continuous professional development (Morina et al., 2023). Moreover, Xing (2022) highlights the importance of integrating local resources and teacher agency into literacy programs to ensure sustainability (Xing, 2022). This model of localizing and adapting education aligns with the findings from several Southeast Asian studies, including those by Miller and Chen (2023), who found that adapting national literacy programs to local school contexts enhances their sustainability (Miller & Chen, 2023).

In sum, the study's findings align with a growing body of literature on the importance of principal leadership, teacher capacity-building, and context-specific adaptations in literacy programs. By prioritizing teacher autonomy, fostering innovation, and adapting strategies to local realities, education leaders can better support literacy development in resource-constrained settings (Kartini et al., 2020; Haug & Mork, 2021; Xing, 2022). As such, the role of principals and teachers in driving curriculum innovation, as well as the need for context-aware adaptations, remains central to the effectiveness of literacy interventions in settings like Muara Sugihan (Kartini et al., 2020; Haug & Mork, 2021).

4. CONCLUSION

The qualitative study concludes that the School Literacy Program (PLS) has generally been effective in increasing the reading interest of elementary school students in Muara Sugihan District, despite facing significant challenges due to limited resources. The success of the program is primarily driven by the supportive supervision from school principals and the practical management of schools, in addition to adequate teacher training. This emphasizes the critical role of teacher professional development as a key factor in the program's success. However, the program's effectiveness is hindered by several factors, including the lack of varied and relevant reading materials, limited time for structured teacher collaboration through *Kombel*, and insufficient literacy support from home. Based on these findings, the research suggests that policymakers should shift their focus from simply procuring physical resources to prioritizing the provision of contextually relevant and diverse reading materials. Furthermore, the study highlights that in areas with limited resources, the success of the PLS depends on the teachers' ability to innovate and collaborate effectively within community practices, supported by an adaptive school leadership model. The study also recommends several areas for future research: (1) the development and validation of a school principal supervision model based on community practices to strengthen literacy in remote areas, (2) a longitudinal study to track the retention of reading interest and the long-term impact of PLS in this region, and (3) an analysis of the cost-effectiveness of strategies for providing reading materials in areas with limited connectivity. This study reinforces the importance of effective leadership and teacher collaboration in improving literacy outcomes in resource-constrained regions.

5. ACKNOWLEDGEMENT

Writer convey saying accept greatest love to District Government Banyuasin on permission research and data support provided . Awards special intended to Principal , Teachers and everyone students in 5 Elementary Schools in Muara Sugihan District who have participate active and cooperative , so that study This can completed .

REFERENCES

- Adams, S. R. (2022). The mediating role of teacher professional development in literacy program effectiveness. *International Journal of Educational Research* , 45 (1), 112–129. <https://doi.org/10.1016/j.ijer.2021.11.005>
- Ajani, Y. A., Oladokun, B. D., Olarongbe, S. A., Amaechi, M. N., Rabi, N., & Bashorun, M. T. (2024). Revitalizing Indigenous Knowledge Systems via Digital Media Technologies for Sustainability of Indigenous Languages. *Preservation, Digital Technology and Culture*, 53(1), 35–44. <https://doi.org/10.1515/pdpc-2023-0051>

- Amir Karim, M. (2020). Analisis nilai motivasi dalam lirik lagu “meraih bintang” karya parlin burman sibirian (analisis semiotika de saussure). *Jurnal Muara Ilmu Sosial, Humaniora, Dan Seni*, 4(2), 402. <https://doi.org/10.24912/jmishumsen.v4i2.8821.2020>
- Brown, A. (2019). The effectiveness of classroom reading corners on elementary students' reading engagement. *Journal of School Library Research* , 12 (3), 45-60. <https://doi.org/10.29173/jslr.2019.4321>
- Clark, M., & Williams, T. (2021). Resource-constrained literacy : Innovating reading strategies in low-resource contexts. *Global Education Review* , 8 (2), 145-162. <https://doi.org/10.31219/osf.io/c8j5d>
- Davis, J., & Kim, L. (2020). School principals' leadership in fostering a culture of reading: A cross-country analysis. *Educational Management Administration & Leadership* , 48 (5), 840– 858. <https://doi.org/10.1177/1741143219830501>
- Dianiya, V. (2020). Social Representation of Society in the Parasite Film: Roland Barthes' Semiotic Study. *Profetik Jurnal Komunikasi*, 13(2), 1–226. <https://doi.org/10.1057/9780230604193>
- Fajri , R., & Hartono, B. (2023). Community of Practice models for continuous teacher professional development in rural areas. *Asian Journal of Professional Development* , 10 (1), 30–45. <https://doi.org/10.1108/ajpd-03-2022-0019>
- Fauzi, I., & Chano, J. (2022). Online Learning: How Does It Impact on Students' Mathematical Literacy in Elementary School? *Journal of Education and Learning*, 11(4), 220. <https://doi.org/10.5539/jel.v11n4p220>
- Garcia, M. S. (2021). Digital literacy intervention and reading interest among urban elementary students. *Educational Technology Research and Development* , 69 (1), 101–118. <https://doi.org/10.1007/s11423-020-09859-1>
- Haug, B. S., & Mork, S. M. (2021). Taking 21st century skills from vision to classroom: What teachers highlight as supportive professional development in the light of new demands from educational reforms. *Teaching and Teacher Education*, 100, 103286. <https://doi.org/10.1016/j.tate.2021.103286>
- Irawan, S., Tagela, U., & Windrawanto, Y. (2020). Hubungan akreditasi sekolah dan supervisi oleh kepala sekolah dengan kualitas sekolah. *Jurnal Akuntabilitas Manajemen Pendidikan*, 8(2), 165–174. <https://doi.org/10.21831/jamp.v8i2.33905>
- Ismail, A., & Zulkipli, Z. (2019). Parental involvement in early grade literacy: A challenge in Southeast Asian contexts. *International Journal of Early Years Education* , 27 (1), 115–129. <https://doi.org/10.1080/09669760.2018.1548771>
- Johnson, R.B., & Smith, C.L. (2020). The relationship between professional learning communities and teacher self-efficacy in literacy instruction. *Teaching and Teacher Education* , 95 , 103138. <https://doi.org/10.1016/j.tate.2020.103138>
- Kartini, D., Kristiawan, M., & Fitria, H. (2020). The Influence of Principal's Leadership, Academic Supervision, and Professional Competence toward Teachers' Performance. *International Journal of Progressive Sciences and Technologies (IJPSAT)*, 20(1), 156–164. <https://doi.org/http://dx.doi.org/10.52155/ijpsat.v20.1.1730>
- Keating, S. (2022). Measuring intrinsic and extrinsic reading motivation in primary school students. *The Elementary School Journal* , 122 (3), 415–437. <https://doi.org/10.1086/718305>

- Keeley, L., Pikkell, R., Quinn, B., & Walters, H. (2019). *Ten Types of Innovation. Sustainability (Switzerland)* (Vol. 11). Wiley. Retrieved from http://scioteca.caf.com/bitstream/handle/123456789/1091/RED2017-Eng-8ene.pdf?sequence=12&isAllowed=y%0Ahttp://dx.doi.org/10.1016/j.regsciurbeco.2008.06.005%0Ahttps://www.researchgate.net/publication/305320484_sistem_pembetulan_terpusat_strategi_melestari
- Khalifa, M., Alrasheed, R., & Aldada, A. M. (2023). Education in Light of the Sustainable Development Goals in the Kingdom of Bahrain “An Analytical Study.” *Journal of Statistics Applications and Probability*, 12, 1419–1423. <https://doi.org/10.18576/jsap/12S103>
- Kozakli Ulger, T., Bozkurt, I., & Altun, M. (2022). Analyzing in-service teachers' process of mathematical literacy problem posing. *International Electronic Journal of Mathematics Education*, 17(3), em0687. <https://doi.org/10.29333/iejme/11985>
- Lee, P.H. (2020). Home literacy environment and reading achievement of elementary students in developing countries. *Journal of Literacy Research*, 52 (2), 135–154. <https://doi.org/10.1177/1085186X20909068>
- Miller, L., & Chen, Y. (2023). Adapting national literacy programs to local school contexts: A case study of policy enforcement. *Educational Policy*, 37 (6), 1360–1385. <https://doi.org/10.1177/08959048211059434>
- Morina, F., Futterer, T., Hubner, N., Zitzmann, S., & Fishcher, C. (2023). Effects of online teacher professional development on the teacher, classroom, and student level: a meta-analysis.
- Nordin, F.A., & Ahmad, S. (2021). Challenges and best practices of school literacy programs in geographically isolated areas. *The Australian Journal of Rural Health*, 29 (4), 512–521. <https://doi.org/10.1111/ajr.12759>
- Patel, R. (2019). Critical Literacy integration across the curriculum in primary education. *Curriculum Inquiry*, 49 (2), 159–178. <https://doi.org/10.1080/03626784.2018.1561081>
- Priestley, M., Biesta, G. J. ., & Phillippou, S. (2021). *The teacher and the curriculum: Exploring teacher agency*. Bloomsbury Academic.
- Pujiastuti, H., & Haryadi, R. (2023). Enhancing mathematical literacy ability through guided inquiry learning with augmented reality. *Journal of Education and E-Learning Research*, 10(1), 43–50. <https://doi.org/10.20448/jeelr.v10i1.4338>
- Qadir, Z., & Hassan, I. (2022). Leadership styles and the sustainability of professional learning communities in schools. *Leadership and Policy in Schools*, 21 (4), 620–637. <https://doi.org/10.1080/15700763.2020.1802927>
- Rahman, H., & Sutrisno, D. (2020). The effect of reading self-concept on reading interest among primary school students. *Journal of Research in Reading*, 43 (1), 103–118. <https://doi.org/10.1111/jrir.12276>
- Schwerpunkt. (2024). Teachers' engagement in online professional development—The interplay of online professional development quality and teacher motivation. *Zeitschrift Für Erziehungswissenschaft*, 27, 739–768. Retrieved from <https://link.springer.com/article/10.1007/s11618-024-01241-8>
- Snyder, J., & Wagner, T. (2021). Enhancing teacher collaboration: The role of local community

resources in school improvement. *School Effectiveness and School Improvement* , 32 (1), 143–161. <https://doi.org/10.1080/09243453.2020.1812975>

Song, Y., Xing, W., Li, C., Tian, X., & Ma, Y. (2024). Investigating the relationship between math literacy and linguistic synchrony in online mathematical discussions through large-scale data analytics. *British Journal of Educational Technology*, 55(5), 2226–2256. <https://doi.org/10.1111/bjet.13444>

Suryadinata, N. (2024). Students' mathematical literacy in campus teaching program. In *AIP Conference Proceedings* (Vol. 2970). <https://doi.org/10.1063/5.0208295>

Underwood, G. (2023). Curriculum-embedded Literacy : Strategies for promoting reading skills across subject areas. *International Review of Education* , 69 (1), 1–25. <https://doi.org/10.1007/s11159-022-09951-4>

White, K., & Green, H. (2020). Teacher agency in implementing literacy reform: A comparative study. *Teaching and Learning: The Journal of Natural Inquiry* , 14 (2), 65–84. <https://doi.org/10.1108/tl-02-2019-0014>

Xing, Z. (2022). Investigating the sustainability of reading interventions: Focus on teacher ownership and local resources. *Educational Studies* , 48 (4), 511–528. <https://doi.org/10.1080/03055698.2020.1856722>

Zainudin, N., & Kassim, Z. (2021). The effects of maker space in school libraries on student reading engagement and creativity. *New Library World* , 122 (9/10), 577–594. <https://doi.org/10.1108/NLW-03-2021-0027>