

## The strategic management of literacy learning in inclusive primary school in Malang

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**Abstract:** This research aims to investigate strategic management related to literacy learning implemented by inclusive primary schools in Malang, covering (1) The formulation of vision and mission; (2) analysis of the internal and external environment that influences; (3) determination of goals, targets, and strategies; and (4) results and evaluation of the implementation of strategic management of literacy learning on reading, writing, and reading comprehension skills for students in inclusive elementary schools. Three inclusive primary schools in Malang were used for the qualitative method of this study. The principal of the school, the vice principal in charge of the curriculum and the teachers are the research subjects. Observations, interviews, and documentation shall be used for the collection of data. Data extraction, data presentation and conclusions are used to carry out the analysis. The results of the study indicate that (1) the development of literacy learning activities in inclusive schools is based on the development of a vision and mission, (2) the internal and external factors in inclusive primary schools have an impact on the development of literacy learning activities, (3) goals, objectives, and strategies for literacy learning in inclusive primary schools have been tailored to the diverse levels and needs of students, and (4) the results and evaluation of the implementation of literacy learning in inclusive primary schools enhance students' reading, writing, and comprehension skills through regular and systematic execution and evaluation.

**Keywords:** Inclusive, literacy learning, strategic management

## Manajemen strategik pembelajaran literasi di sekolah dasar inklusif di Malang

**Abstrak:** Penelitian ini bertujuan untuk mengetahui manajemen strategik berkaitan dengan pembelajaran literasi yang dilaksanakan oleh sekolah dasar inklusi di Malang, (1) perumusan visi dan misi; (2) analisis lingkungan internal dan eksternal yang berpengaruh; (3) penetapan tujuan, sasaran, dan strategi; dan (4) hasil dan evaluasi dari penerapan manajemen strategik pembelajaran literasi pada kemampuan membaca, menulis, dan memahami bacaan bagi siswa pada sekolah dasar inklusi. Penelitian ini menggunakan metode kualitatif yang dilakukan di tiga sekolah dasar di Malang. Subjek penelitian ini mencakup Kepala Sekolah, Wakil Kepala Sekolah bagian kurikulum, dan guru-guru. Pengumpulan data menggunakan teknik observasi, wawancara dan dokumentasi. Analisis data dilakukan dengan reduksi data, penyajian data dan kesimpulan. Hasil penelitian menunjukkan bahwa (1) Visi dan misi yang dirumuskan menjadi dasar pengembangan kegiatan pembelajaran literasi di sekolah inklusi, (2) Faktor internal dan eksternal yang ada pada sekolah dasar inklusi mempengaruhi kegiatan pembelajaran literasi, (3) Tujuan, sasaran dan strategi pembelajaran literasi di sekolah dasar inklusi telah disesuaikan dengan jenjang dan kebutuhan siswa yang beragam, (4) Hasil dan evaluasi penerapan pembelajaran literasi di sekolah dasar inklusi meningkatkan kemampuan membaca, menulis dan memahami bacaan pada siswa karena dilakukan dan dievaluasi secara rutin.

**Kata Kunci:** Inklusi, pembelajaran literasi, manajemen strategik

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## INTRODUCTION

As the basic underpinning of developing a nation's character, education is an important component in building a quality human resource. The interest of the population in literacy is one indicator of progress for a country. The processes of reading, writing and speaking are included in the literacy activities with respect to understanding, processing, integration, critique or use of information (Faizah et al., 2016; Marmoah et al., 2022; Wexler et al., 2022). According to data from The Organization for Economic Co-operation and Development (OECD) based on the Program for International Student Assessment (PISA) in 2018, the literacy skills of Indonesian children are low and below the global average (OECD, 2019). According to the OECD data, Indonesia ranked 71st out of 82 countries in literacy tests for reading, science, and math. This suggests that students in Indonesia are less interested in reading, making it difficult to understand questions relating to reading. In particular, students who do not acquire sufficient literacy skills can experience adverse effects on their level of comprehension in all subjects, as well as educational attainment and school leavers (Pears et al., 2016).

A review by Ningsih et al. (2021), and Nurkolis et al. (2020) showed that strategic management of education on literacy has been widespread in the nation's schools. Marmoah et al. (2022) explain that, through various stages of planning, organising, implementing, and evaluating, strategic management in public schools supports literacy activities. Integrating learning into other subjects, or setting up separate literacy programs outside existing subject areas, may be used to carry out an education improvement initiative for students as described by Meneses et al. (2023), and Vidergor (2023) in planning literacy activities for children, it is vital to involve stakeholders such as school principal, teachers, administrative staff and librarians (Marmoah et al., 2022).

There is an inadequacy of studies that have explored the management of literacy learning strategies in inclusive elementary schools in Indonesia. Effective management of literacy learning strategies is essential in elementary schools that promote inclusivity. Inclusive elementary schools require appropriate strategies to ensure that students with special needs receive the same learning opportunities as their peers, accounting for their different absorption capabilities. The coordination of literacy learning strategies is crucial for effective learning in inclusive primary schools. It is crucial to develop literacy learning strategies in inclusive primary schools in order to achieve the goals and objectives of these schools and fulfil their mission. Formulating strategies can be done through (1) creating a vision and mission, (2) conducting internal and external environmental analysis, (3) analysing strategy options, and (4) setting targets, goals, and strategies.

The issue of low literacy skills among students needs to be addressed urgently to improve the human resources of Indonesia. It is crucial to enhance the literacy skills of students not only in regular schools but also in inclusive schools for students with special needs. This will ensure more equitable literacy skills across the Indonesian population. Literacy skills are particularly valuable for students with special needs as they provide a foundation for reading, writing, speaking, listening, critical thinking, and expressing their thoughts (Abidin et al., 2021). Additionally, literacy skills help students with special needs to understand diverse images and languages, comprehend and use various forms of texts, symbols, and media, and maximize their learning potential in keeping up with technological changes and participating actively overall (Jalil et al., 2021). However, students with special

needs face the challenge of developing literacy and numeracy skills as these skills encompass not only reading and writing abilities.

In Indonesia, few research is currently being conducted on how to properly manage literacy learning in inclusionary primary schools. In the context of inclusive primary schools, where students with particular needs can be differentiated in their ability to absorb information, it is therefore crucial to have an integrated strategy for teaching literacy. To make sure students with special needs are receiving the same level of training and understanding as other pupils, suitable strategies need to be put in place. Appropriate planning is needed in order to manage literacy strategies at inclusive primary schools, ensuring that the learning process is effective. It is crucial to draw up a strategy on literacy learning at inclusive primary schools that reflects the objectives and aims of an inclusive school, so as to define its mission. This research is needed to assess the readiness of inclusive schools in conducting literacy learning for all students without exception, as well as the goals related to literacy learning for both special needs and regular students in inclusive elementary schools. The following steps may be taken with regard to the formulation of strategy: (1) To establish a vision and mission, (2) To conduct an internal and external environmental analysis, (3) Analyzing Strategic Decisions, and (4) Setting goals, objectives, and strategies

## **METHOD**

The qualitative study was conducted in 3 inclusive primary schools: SDN Unggulan Permata Jingga, SDN My Little Island, and SDN Summersari 2. The snowball method, where Principals, Vice Principals, and Teachers from the classes were involved, was used to select research subjects. Data collection techniques involve participant observation, in-depth interviews, and documentation. The data analysis technique utilizes the interactive thinking model proposed by Miles et al. (2014), involving data collection, condensation, presentation, and conclusion. The data were guaranteed to be valid through source and technique triangulation.

## **RESULTS**

### **Formulation process of vision and mission for literacy learning by school principals in inclusive primary schools**

According to the findings of the study, inclusive schools in SD Unggulan Permata Jingga, SD My Little Island and SDN Summersari 2 have different procedures for drawing up school visions and missions. The school principal, vice principal responsible for the curriculum and foundation worked together to create a vision and mission within SD Unggulan Permata Jingga and SD My Little Island. In the other case, a joint formulation had been carried out by the principal and vice principal at SDN Summersari 2. The three schools possess aspirations and objectives that can be expanded and utilized as a basis for carrying out literacy programs within schools. This can aid in improving students' skills and abilities in comprehending texts, while also nurturing their critical and creative thinking capabilities. These programs can benefit all students, including those with special needs. The formulation of visions and missions by school leaders is consistent with previous research findings (Calam et al., 2020). The formulation of the school's future direction by its leaders is an essential part of determining such a course. The vision and mission of all three

inclusive schools have been systematically socialized. This was done through communication of information about the school to all teachers and staff during coordination meetings as well as by disseminating information on social media such as websites, bulletin boards and brochures for new student enrolments at SD Unggulan Permata Jingga. During briefing sessions, posting on the internet, posters and brochures about new students' enrolments, SD My Little Island engaged in vision and mission socialization by disseminating information. SDN Sumbersari 2 has incorporated them into official documents, made them visible on school walls and uploaded them to the Education Department's Internet Basic Data Database in order to disseminate its vision and mission. Table 1 summarises the findings of the study on inclusive schools' vision and mission as regards literacy learning.

Table 1. Vision and mission of SD Unggulan Permata Jingga, SD My Little Island, and SDN Sumbersari 2 related to literacy learning

<b>SD Unggulan Permata Jingga</b>	<b>SD My Little Island</b>	<b>SDN Sumbersari 2</b>
Literacy activities are carried out according to the School's mission and vision, with a view to creating a conducive learning environment for children where they can develop their own talents and interests.	The literacy activities carried out are related to the school's vision, mission, and objectives, which involve developing and implementing High Order Thinking Skill (HOTS)-based learning and building six basic literacy skills (reading and writing literacy, numeracy literacy, science literacy, digital literacy, cultural literacy, civic literacy, and financial literacy). With regard to student talents and interests, these activities are carried out in accordance with the principles of honesty and independence.	The literacy activities are in line with the school's vision, mission, and objectives, as well as with the government's GLS (Gerakan Literasi Sekolah) program, which aims to organize education and learning based on the principle of education for all, including inclusive students, in order to achieve literacy learning in the school.

### **Internal and external factors influencing the implementation of literacy learning in inclusive primary schools**

The implementation of literacy activities in the inclusive schools of SD Unggulan Permata Jingga, SD My Little Island, and SDN Sumbersari 2 is influenced by internal and external factors.

#### **a. Internal factors**

- The internal factor is the idea of a team composed of principal, vice principal responsible for curriculum and an inclusive teacher committee at SD Unggulan Permata Jingga. The importance of literacy activity to developing a student's potential and capabilities is recognized by this team.

- The internal factor on SD My Little Island is to know that literacy is important for increasing knowledge and developing the potential of pupils, which will allow them to consider critical issues and understand clearly.
  - Awareness of the importance of literacy training for students is an internal factor within SDN Sumber Sari 2, which aims to foster a sense of critical thinking and good understanding.
- b. External factors
- External factors in SD Unggulan Permata Jingga and SDN Sumber Sari 2 include government policies related to the school literacy movement, Gerakan Literasi Sekolah (GLS) and support from parents and guardians.
  - Government policies, such as the School Literacy Movement and the demand for reading comprehension in the Cambridge International Examination, are external factors for literacy activities in SD My Little Island.

Table 2 shows the results of research in relation to internal and external factors influencing literacy teaching at inclusive primary schools.

Table 2. External and internal factors that influence the implementation of literacy education in SD Unggulan Permata Jingga, SD My Little Island and SDN Sumber Sari 2

<b>SD Unggulan Permata Jingga</b>	<b>SD My Little Island</b>	<b>SDN Sumber Sari 2</b>
Internal factors include the ideas of the principal, vice principal and an inclusive teaching team which recognize that learning about literacy plays a role in developing pupils' potential and abilities. In addition, it entails making literacy media readily available to teachers and students. External factors include governmental policies in support of the School's Literacy Movement Gerakan Literasi Sekolah (GLS) and parental or guardian involvement to ensure that schools have facilities for provision of literacy activities.	Awareness about the importance of literacy to increase student knowledge, develop their potential for improved understanding and access to a wide variety of reading media at school is an internal factor. The external factor includes the School Literacy Movement Gerakan Literasi Sekolah (GLS) policy and the demands for reading comprehension in the Cambridge International Examination (CIE) for the 6th grade.	Awareness of the importance of literacy for training students to be critical thinkers and foster a good understanding is part of this Internal factor. In addition, it is aimed at providing interesting and enjoyable media for reading. The external factor is government policies in relation to the school literacy movement, namely Gerakan Literasi Sekolah (GLS) and support for parents and communities with regard to education.

## **Goals, targets, and strategies for literacy learning in inclusive primary schools by school principals**

The literacy learning goals of SD Unggulan Permata Jingga focus on developing students' potential. Meanwhile, SD My Little Island and SDN Sumbersari 2 prioritize cultivating students' reading habits and their ability to comprehend texts. This study aligns with previous research that highlights the importance of literacy learning for improving students' skills in reading, writing, and critiquing texts, thus supporting all academic activities in school (Johnson et al., 2023; Pears et al., 2016; Walker et al., 2022). The role of inclusive schools in nurturing reading habits for students with special needs is crucial, as it instills literacy habits that can benefit them in various aspects of their lives. Additionally, parents of students with special needs can contribute to their children's literacy learning at home through reading activities and fostering a love for the world of literacy (Walker et al., 2022). SD Unggulan Permata Jingga, SD My Little Island, and SDN Sumbersari 2 in Malang have the same learning targets for all students from grades 1 to 6, but the implemented literacy activities differ. In SD Unggulan Permata Jingga, there are two literacy learning targets for grades 1-3 and grades 4-6. Literacy activities in grades 1-3 include reading literacy and writing literacy, while grades 4-6 include reading literacy, writing literacy, numeracy literacy, and financial literacy. SD My Little Island also has two literacy learning targets for grades 1-3 and grades 4-6. Literacy activities in grades 1-3 include Reading, Sharing, and Writing (RSW), while grades 4-6 include Reading and Writing. In contrast to SD Unggulan Permata Jingga and SD My Little Island, the literacy learning targets in SDN Sumbersari 2 do not have class divisions. All students from grades 1 to 6 engage in the same activities, including reading literacy, writing literacy, and cultural literacy. Establishing literacy learning targets at different grade levels is crucial to optimize literacy activities in each grade level (Alsubaie, 2022; Meneses et al., 2023). The variation in literacy content delivered to students may be due to differences in the abilities of children at each grade level (Johnson et al., 2023). As the grade level increases in primary school, the need for literacy materials and activities also increases, leading to the provision of more diverse literacy content and activities.

SD Unggulan Permata Jingga and SDN Sumbersari 2 implement the same learning strategy, conducting literacy activities through habitual practices in the morning for 35 minutes. SDN Sumbersari 2 integrates literacy activities with regular lessons, while SD Unggulan Permata Jingga integrates literacy activities with regular lessons, extracurricular activities, as well as events such as competitions and special occasions. In contrast to SD Unggulan Permata Jingga and SDN Sumbersari 2, SD My Little Island employs literacy activity strategies such as habitual practices twice a week, integration with other subjects, and organizing special literacy events or celebrations.

Table 3 summarizes the results of an analysis on setting goals, objectives and literacy learning strategies for inclusive schools in Malang.

Table 3. Goals, targets and strategies for the provision of literacy education in SD Unggulan Permata Jingga, SD My Little Island and SDN Sumbesari 2.

<b>SD Unggulan Permata Jingga</b>	<b>SD My Little Island</b>	<b>SDN Sumbesari 2</b>
<p>1. The objectives of the literacy activities are to prepare students for optimal growth by taking into account their ability.</p> <p>2. All students, from 1 to 6 years of age, both those with special needs as well as regular students, are targeted for literacy training.</p> <p>3. The strategy for literacy activities implemented includes morning routines for 35 minutes, integration with regular lessons, and literacy incorporated into extracurricular activities and events such as competitions or special days. A variety of activities, e.g. read aloud, writing and quiet reading in a library, are part of the morning routine. Financial literacy training is an essential component of the development of educational activities aimed at students because it will prepare them for managing finances.</p>	<p>1. The purpose of literacy activities is to introduce students to reading and understanding in a way which makes them capable of building their knowledge, thinking critically or expressing their opinion with confidence.</p> <p>2. All students from 1 to 6 years of age shall be included in the literacy learning target.</p> <p>3. The strategy for literacy activities includes habitual practices twice a week, integration with regular lessons, and organizing competitions or events for special days. The morning routine includes a variety of activities, such as playing roles, watching video stories, writing and sharing.</p>	<p>1. Improving students' understanding, training them for thinking critically and developing good writing skills is a goal of literacy activities.</p> <p>2. The target of literacy learning includes all students, from grade 1 to grade 6, both those with special needs and regular students.</p> <p>3. The strategy for literacy activities involves a 35-minute morning routine integrated with lessons. Cultural literacy learning, which takes place every Thursday morning, is an aspect of developing educational activities for students.</p>

**Results of the application and evaluation of strategic management of literacy learning on reading, writing, and comprehension skills for students in inclusive primary schools**

SD Unggulan Permata Jingga has implemented literacy activities through the School Literacy Movement (Gerakan Literasi Sekolah/GLS). GLS has been applicable to both students with specific needs as well as others. Every day for 35 minutes prior to the start of the first lesson, this literacy movement takes place. Books used shall be available in all the literacy rooms, each of which has four sections: room A for students with fast reading and

comprehension skills, room B for students who are able to read well but do not understand the language, room C for learners with moderate or severe learning disabilities and room D for those with severe learning disabilities. In this school, the literacy movement is in the habitualization phase, which aims to motivate students before they start learning, creating a comfortable and enjoyable learning environment for both regular and special needs students. In the case of students with disabilities, there is a companion teacher who will help them to understand and express their narrative so that they can make use of teaching from this book as well as rewording it. When students are faced with questions based on stories that require logical understanding, the results of literacy habitualization can be seen in their everyday lives. Students are used to reading for long periods, which allows them to answer questions relating to the readings more easily.

Their effectiveness and success must be assessed through the evaluation of literacy learning strategies. Regular monitoring and assessment is carried out by the principal of the school, vice principal in charge of the education program as well as literacy coordinator. Literacy learning strategies may undergo changes and adjustments each year after a reassessment.

The implementation of literacy learning at SD My Little Island still focuses on students in lower grades, specifically grades 1, 2, and 3, by applying the read-aloud method once a week. An interesting aspect of this school's approach to increasing literacy interest involves having students role-play when discussing a book, creating a literacy learning atmosphere similar to storytelling, using engaging props and costumes. This method makes students more enthusiastic and quickly grasps the message conveyed in the reading. The head of SD My Little Island states that literacy learning at the school is carried out variably to keep students motivated in reading, understanding the content, and fostering a high level of curiosity to continue reading books in their surroundings. The results of the literacy learning implementation are evident in the students' abilities to understand and express opinions related to readings, as well as their analytical skills for upper grades (grades 4, 5, and 6).

Evaluation of literacy learning activities is conducted to identify strengths, weaknesses, and challenges faced in order to find solutions. The implementation of literacy activity strategies at SD My Little Island is not yet regular and does not always seamlessly integrate literacy activities with other subjects or activities. This is due to the absence of a specialized teacher handling literacy, especially for students with special needs.

The results of implementing literacy learning at SDN Summersari 2 have improved the reading and writing comprehension of students. Evaluation of the implementation is conducted monthly to develop activities and check reading journals by class teachers for subsequent reviews to improve literacy activities and their impact on students. Some challenges faced in relation to literacy learning activities at SDN Summersari 2 include the limited collection of books on the exterior bookshelves, leading students who do not want to go to the library to borrow the same book more than once. Another challenge comes from fifth-grade students who have difficulty understanding Minimum Competency Assessment reading questions because, according to them, it differs from understanding regular readings. The book collection on the bookshelves outside the classroom is not as extensive as the book collection in the small reading corner inside the classroom because students borrow books from the shelves but return them to the library.

## DISCUSSION

### **The Process of formulating vision and mission for literacy conducted by school principals in inclusive primary schools.**

The vision and mission of a school represent the goals it aims to achieve in the medium to long term for educational progress. According to Sukaningtyas (2017), the vision and mission serve as a guide in the development and implementation of school programs. The study found that the inclusive schools SD Unggulan Permata Jingga, SD My Little Island, and SDN Summersari 2 have formulated their school visions and missions. The headmaster, the vice principal of curriculum and foundation were responsible for drawing up SD Unggulan Permata Jingga 1 and SD My Little Island SDN Summersari 2. The vision and mission of SDN Summersari 2 have been developed by the school headmaster and his deputy. The role played by the school leaders in drawing up visions and missions matches that of earlier research such as Calam et al. (2020), which highlight its importance for determining a long term direction to educational institutions. The vision and mission of all these schools have been well integrated into society. Through coordination meetings, Facebook pages, the school website, information boards and brochures about new students' enrolments, SD Unggulan Permata Jingga disseminated its vision and mission. Similar social interactions were being held in SD My Little Island and SDN Summersari 2 via various channels. As highlighted by Fatmawati et al. (2018), it is essential that the school community takes social aspects into account in order to achieve common visions and missions.

Literacy training activities are supported by the vision and mission of these schools. The SD Unggulan Permata Jingga emphasizes that the educational environment must be child friendly in order for students to make use of their talent and interests. SD My Little Island focuses on high order thinking skill (HOTS)-based learning and developing six basic literacies, while SDN Summersari 2 emphasizes inclusive education to achieve literacy learning in the school. Previous studies indicate that students' literacy skills can be improved and their potential unlocked by implementing school missions in the field of Literacy Education (Calam et al., 2020).

### **Internal and external factors influencing the implementation of literacy learning in inclusive elementary schools**

Both internal and outside factors influence the implementation of literacy activities in inclusion schools. The importance of literacy training to foster the potential of students is underlined throughout SD Unggulan Permata Jingga. SD My Little Island underlines the importance of literacy in enhancing knowledge and critically thinking, whereas SDN Summersari 2 indicates that it is essential for students to be able to make their own decisions.

Externally, SD Unggulan Permata Jingga and SDN Summersari 2 are influenced by government policies related to the School Literacy Movement, Gerakan Literasi Sekolah (GLS) and support from parents and guardians. The policy of School Literacy Movements and the requirement to read comprehension at Cambridge exams are influencing SD My Little Island.

### **Objectives, targets, and literacy learning strategies in inclusive elementary schools by school principals**

Literacy development, such as reading, writing and speaking, is often delayed in students with special needs. These objectives, targets and learning strategies for literacy should be put in place by the Heads of Inclusion Primary Schools to meet this challenge. Setting these goals can enhance students' literacy skills (Rimmer et al., 2022). The literacy learning objectives in SD Unggulan Permata Jingga focus on developing students' potential, while SD My Little Island and SDN Summersari 2 emphasize cultivating reading habits and understanding written texts. This corresponds with recent research that emphasises the aim of learning literacy to increase students' ability to read and support all academic activities in schools. Fostering literacy habits, e.g. reading, writing and critiquing texts, especially for pupils with specific needs, is an essential role played by accessible schools.

In fact, literacy activities used differ between SD Unggulan Permata Jingga, SD My Little Island and SDN Summersari 2 as all students from 1st to 6th grade are set a common learning objective. In order to optimize the teaching of reading activities in individual classes, it is important to divide literacy objectives according to grade level. Differences in the abilities of children at various grade levels may result in a difference in literacy materials that are given to students.

SD Unggulan Permata Jingga and SDN Summersari 2 employ the same learning strategy, conducting literacy activities through habituation in the morning for 35 minutes. SDN Summersari 2 integrates literacy activities with regular lessons, while SD Unggulan Permata Jingga integrates literacy activities not only with lessons but also in extracurricular activities and special events. On the other hand, a number of literacy training strategies are being implemented by SD My Little Island such as regular instruction twice a week, integration into various subjects and organizing special literary events or celebrations. During scheduled activities, teachers shall implement literacy learning strategies in inclusion schools. The significant contribution to enhancing students' literacy competences is the fact that teachers are actively engaged in reading instruction.

### **Results of the application and evaluation of strategic literacy learning management in reading, writing, and comprehension skills for students in inclusive elementary schools**

The aim is to improve literacy skills among students of all ages, including those with special needs, by developing strategies for learning about literacy in inclusive elementary schools. Strategies include the formation of a literacy curriculum, implementing inclusive learning methods involving parents and communities, providing further support for students with special needs in various areas as well as an integration of reading into different subjects. In order to provide a variety of reading materials, ranging from books that display clearly images and substantial text to audiobooks, the development of an inclusive literacy curriculum is taking due account of the different needs of students in class. Students who experience difficulties in learning through texts have benefited from accessible methods of instruction, including the use of images, videos and diagrams. To enhance interest in literacy, students are encouraged to role-play during book discussions, creating an engaging storytelling atmosphere with props and costumes. The school employs

various literacy teaching methods to keep students enthusiastic about reading and increase their curiosity.

Teachers and school heads shall carry out an evaluation of the management of literacy learning. Through activities such as training, discussions, workshops or direct presentations, they actively participate in the evaluation process. In order to develop ongoing activities and address the challenges faced by teachers, evaluations shall be carried out. Monitoring and evaluation activities provide a window into student progress in the development of literacy, helping to identify challenges so that educational programs can be adapted as soon as possible (Fernández-Mesa et al., 2022). Furthermore, Zhang-Wu (2023) mentioned that the development and improvement of ongoing literacy programs are helped by the results from this evaluation, together with suggestions to improve them. An improvement in literacy skills for students can be achieved by innovations in learning to read (Singerin, 2021).

Overall, the key elements contributing to increasing students' literacy abilities are a process of determining their vision and mission, taking account of Internal and External Factors, establishing targets and objectives, as well as an implementation and evaluation of Literacy Learning Strategies for Integrated Elementary Schools. Commitment of teachers, school leaders and parents is a crucial factor in developing an adequate environment for the efficient implementation of literacy learning (Udin et al., 2020).

## CONCLUSION

Through the development of an active, creative, efficient, enjoyable, and innovative learning environment, the vision and mission are to enhance and develop the potential and skills of students, to build human resources as competent and professional young people. The school's awareness of the importance of literacy activities for developing students' potential and skills, which are facilitated by facilities provided by the education institution, such as read materials, access to audiovisual books, props playing a role in this regard, is an external factor that influences learning about literacy. The School Literacy Movement initiated by the government, requirements of international exams Cambridge International Tests and PISA are external factors that have an impact on learning literacy in three inclusive primary schools. The goals, targets, and literacy learning strategies implemented at SD Unggulan Permata Jingga, SD My Little Island, and SDN Summersari 2 in Malang have been tailored to the abilities of students at different levels, distinguishing between grades 1, 2, and 3, and grades 4, 5, and 6. It ensures that, at each grade level, literacy learning is effectively implemented with a view to reaching the objectives laid down. The results of the application and evaluation of strategic management of literacy learning in reading, writing, and comprehension abilities for students in inclusive primary schools indicate that the implementation and evaluation of strategic management of literacy learning at SD Unggulan Permata Jingga, SD My Little Island, and SDN Summersari 2 in Malang have improved the reading, writing, and comprehension skills of students. The improvement can be attributed to regular implementation and learning by teachers, with a view to making full use of the available resources in schools.

In line with the school's focus on literacy, include a specific mission related to literacy learning and highlight its integration as an essential characteristic of schools. To monitor the progress of literacy training and to promptly correct any weaknesses in its

implementation, regular evaluations shall be carried out. Enhance collaboration between classroom teachers and inclusive/instructional support teachers to foster creativity, innovation, and motivation among students through more effective strategies.

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