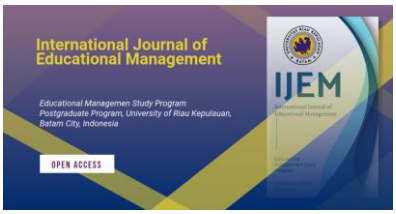

International Journal of Educational Management (IJEM)
E-ISSN:
P-ISSN:
Vol. 1 No. 2: June 2025: 82 - 95
Educational Management Study Program
University of Riau Kepulauan, Batam City, Indonesia

ANALYSIS OF LITERACY IMPROVEMENT MANAGEMENT FOR ELEMENTARY SCHOOL STUDENTS THROUGH FOLKLORE STORYTELLING ACTIVITIES IN BATAM

Desrianti[1]*, Linayati Lestari[1], Rena Anriana[2], Wiwid Widji Rahayu[3], Zainudin[4], Dinda Dabra[5], Watik Sugiati[6], Shelvi Morita[7]
[1,5,6,7]Master of Educational Management Study Program, Postgraduate School, Universitas Riau Kepulauan, Batam City, Riau Islands Province, Indonesia
[2]Institut Agama Islam Negeri Datok Laksemana Bengkalis, Bengkalis, Riau Islands Province, Indonesia
[3]Elementary School Supervisor, Batam City Education Office, Batam City, Riau Islands Province, Indonesia
[4]State Elementary School 002 Batu Ampar, Batam City, Riau Islands Province, Indonesia

*Corresponding author: 252210032@student.unrika.ac.id

ABSTRACT

Low literacy skills among elementary students remain a serious challenge, particularly in underserved coastal communities. This study analyzes the functions of planning, organizing, implementing, and supervising (POAC) in a storytelling-based literacy improvement program at State Elementary School 002 Batu Ampar, Batam City. A descriptive qualitative approach was employed, utilizing participatory observation across 12 sessions, semi-structured interviews with 17 participants (teachers, principal, students, and parents), and documentation analysis. Data analysis followed Miles, Huberman, and Saldana's interactive model, with triangulation ensuring trustworthiness. Findings indicate that planning involved needs identification, scheduling of 12 storytelling sessions, and selection of local folktales. Organizing included teacher role distribution based on individual competencies. Implementation ran effectively through routine storytelling and a humanistic approach. Supervision was conducted through formative and summative evaluation, including daily checklists and weekly reflections. Optimal implementation of all management functions directly improved student literacy: text comprehension (+47.5 percentage points), speaking confidence (+60 percentage points), and vocabulary mastery (+50 percentage points). Additionally, four students won awards at a city-level storytelling competition a first for the school in five years. This study confirms that effective management functions significantly contribute to improving student literacy through storytelling, providing practical implications for schools and policymakers in designing sustainable literacy programs.

Keywords: elementary school, literacy management, reading, speaking, storytelling.

INTRODUCTION

Literacy skills in elementary school students serve as a crucial foundation for success in subsequent levels of education and individual achievement in 21st-century society (Zubaidah, 2021). Literacy encompasses not only reading and writing abilities but also the capacity to understand, analyze, evaluate, and communicate information critically and creatively across various contexts. In the contemporary educational landscape, literacy is widely recognized as a gateway skill—without adequate literacy proficiency, students face significant barriers to accessing knowledge, participating in civic life, and achieving economic independence (OECD, 2019; UNESCO, 2020). The Indonesian national curriculum has therefore prioritized literacy as one of the core competencies to be developed from the earliest grades of formal schooling.

In the context of national education policy, the School Literacy Movement (*Gerakan Literasi Sekolah*/GLS) was initiated by the Ministry of Education and Culture in 2016 with the explicit aim of fostering a sustainable literacy culture in schools (Asari et al., 2021; Kemdikbud, 2016). The GLS framework emphasizes three stages of development: habituation (developing reading interest through

15 minutes of daily reading), development (enhancing reading comprehension through follow-up activities), and learning (using literacy across subject areas). Despite this well-structured policy framework, however, the implementation of GLS across various regions still faces significant challenges, particularly in schools with limited resources, minimal environmental support, and low socioeconomic conditions (Harahap et al., 2022; Sari & Wulandari, 2023).

This situation of implementation challenges also occurs at the local level, including at State Elementary School 002 Batu Ampar, Batam City. This school, located in a coastal area, is surrounded by a lower-middle socioeconomic environment. Based on school demographic data collected during initial observations in July 2024, the majority of parents (approximately 65%) have a maximum education level of junior high school and work as port laborers, small-scale traders, online motorcycle taxi drivers, and housewives. These occupational and educational backgrounds have direct implications for the home literacy environment. Limited reading resources at home (with most families owning fewer than five children's books), lack of parental guidance due to economic pressures and long working hours, and minimal reading culture in the family environment collectively contribute to significant literacy gaps among students entering formal schooling.

Analysis through the Ministry of Education and Culture's 2024 Education Report Card (*Rapor Pendidikan*) platform reinforces this concerning condition. Data from this national assessment platform indicate that reading competency at SDN 002 Batu Ampar falls into the "requiring intensive intervention" category with a mastery rate of only 35%, far below the national average of 62%. Writing competency and oral communication skills also require special attention, with writing mechanics scoring at 41% mastery and oral expression at 38% mastery. Initial observations conducted by the research team in July 2024 revealed that approximately 60% of third and fourth-grade students were unable to retell reading content in a coherent, logical, and communicative manner when asked to summarize a short paragraph. Furthermore, 40% of these students still experienced difficulty articulating simple words when asked to tell stories in front of the class, exhibiting signs of extreme hesitation, avoidance behaviors, and physical symptoms of anxiety such as trembling and speaking inaudibly.

This problem is multifactorial in nature, requiring careful analysis to design appropriate interventions. First, a weak literacy culture in the family environment means that students rarely see adults reading, have limited access to books at home, and receive minimal encouragement or assistance with reading practice outside school hours (Harahap et al., 2022). Second, the limited availability of interesting, colorful, and contextual reading materials at school means that the school library contains primarily textbooks and outdated reference books rather than engaging storybooks, picture books, or local folklore collections that might capture students' interest. Third, conventional instructional approaches that emphasize rote memorization, worksheet completion, and teacher-centered lecturing provide insufficient space for creativity, oral language development, or meaningful literacy activities (Sari & Wulandari, 2023). Teachers at the school acknowledged during preliminary interviews that they rarely used storytelling as a pedagogical strategy, citing lack of training, limited time, and uncertainty about how to integrate storytelling with curriculum requirements.

In response to these multifaceted challenges, this study developed and analyzed the effectiveness of a literacy improvement program based on folklore storytelling activities. Storytelling was chosen as the primary pedagogical strategy because it has great potential to integrate multiple literacy aspects simultaneously: reading (when students read or listen to stories), listening (following narrative sequences and details), speaking (retelling stories with appropriate expression), and writing (composing original stories or responding to stories) (Fadillah & Yuliana, 2022; Nurhasanah et al., 2023). Additionally, storytelling offers unique affordances for literacy development that conventional instruction lacks. When students engage with stories, they encounter vocabulary in meaningful contexts,

develop narrative comprehension skills that transfer to expository text understanding, practice oral language production in a low-stakes environment, and build the cognitive skill of mental imagery—creating visual representations of described events and characters (Yuliana & Harahap, 2022).

The use of local folklore specifically was chosen for three theoretical reasons grounded in educational psychology and culturally responsive pedagogy. First, Ausubel's meaningful learning theory (as cited in Subekti et al., 2022) posits that new knowledge is more easily absorbed and retained if it can be connected to existing schemata in students' minds. Local folktales contain cultural references, character types, settings, and values that are already familiar to students from their home communities, thereby providing cognitive hooks for new literacy learning. Second, culturally responsive teaching (Gay, 2018) emphasizes that students learn more effectively when curriculum content reflects their cultural backgrounds and lived experiences. Using Batam folktales such as "The Legend of Batu Ampar" and "The Origin of Duriangkang" validates students' local knowledge and heritage while building academic skills. Third, self-determination theory (Deci & Ryan, 2000) suggests that autonomy, competence, and relatedness are fundamental psychological needs for intrinsic motivation. Storytelling activities support relatedness by connecting school learning to home culture, support competence through scaffolded practice with immediate feedback, and support autonomy by allowing students choice in which stories to tell and how to express them.

Beyond the pedagogical approach itself, this study recognizes that the success of any educational program depends not only on the quality of the instructional strategy but also on the effectiveness of the management system within which it is implemented. Educational management theory, particularly the classical POAC framework (Planning, Organizing, Actuating, Controlling) first articulated by Fayol and later adapted to educational contexts by various scholars, posits that four interrelated management functions must be systematically applied for any program to achieve its objectives efficiently (Hasibuan, 2020; Mulyasa, 2021; Sagala, 2012). Planning involves needs analysis, goal setting, resource allocation, and activity scheduling. Organizing involves role distribution, team formation, and coordination mechanisms. Actuating (or implementing) involves motivation, leadership, communication, and day-to-day execution of planned activities. Controlling involves monitoring, evaluation, feedback, and corrective action.

In the context of literacy programs specifically, research has demonstrated that weak management is often a more significant barrier to success than inadequate resources or poorly designed instructional materials (Gunawan et al., 2023; Rahmawati et al., 2024). A school may have excellent storybooks and enthusiastic teachers, but without systematic planning to identify which students need the most support, organizing to assign roles based on teacher competencies, implementing with consistent routines and motivational strategies, and controlling through regular assessment and reflection, the program is unlikely to achieve sustained impact. This study therefore takes the novel approach of analyzing the literacy improvement program through the lens of POAC management functions, recognizing that understanding *how* the program was managed is equally important as documenting *that* it produced positive outcomes.

Based on this comprehensive situational analysis and theoretical framework, this study aimed to analyze the functions of planning, organizing, implementing, and supervising in the implementation of a storytelling-based literacy improvement program at State Elementary School 002 Batu Ampar, Batam City. Specifically, the research sought to answer the following questions: (1) How was the planning function applied in designing the folklore storytelling literacy program? (2) How was the organizing function implemented to distribute roles and resources? (3) How was the implementing function executed in day-to-day classroom activities? (4) How was the controlling function conducted to monitor and evaluate program effectiveness? and (5) What improvements in student literacy outcomes were associated with the program's implementation?

MATERIAL AND METHODS

This study employed a qualitative method with a descriptive design to gain an in-depth understanding of social phenomena, behaviors, and human experiences within their natural context (Creswell & Poth, 2018). The primary reason for selecting a qualitative method was that this study focused on understanding the meanings, interpretations, and lived experiences of teachers and students in implementing a storytelling-based literacy program at school (Wolf et al., 2021). Unlike quantitative approaches that seek to measure predetermined variables and test hypotheses through statistical analysis, qualitative inquiry is particularly well-suited for examining complex educational interventions where context, process, and participant perspectives are central to understanding outcomes. The descriptive design allowed the research team to capture rich, detailed accounts of how each POAC function was enacted, what challenges emerged, and how participants experienced the program.

The epistemological position underlying this study is interpretivist, recognizing that social reality is constructed through the meanings that participants attach to their experiences. Therefore, the research did not seek to uncover a single objective truth about the program's effectiveness but rather to understand the multiple perspectives of teachers, students, the principal, and parents regarding what worked, what did not work, and why (Lincoln & Guba, 1985). This interpretivist stance informed every aspect of the research process, from the design of interview questions (open-ended, exploratory) to the approach to data analysis (thematic, contextual).

The research was conducted at State Elementary School 002 Batu Ampar, Batam City, Riau Islands Province, during the odd semester of the 2024/2025 academic year, specifically from August to November 2024. This time frame of approximately four months was selected to allow sufficient duration for program implementation (12 sessions over 6 weeks) plus pre-program needs assessment and post-program evaluation activities. SDN 002 Batu Ampar was purposively selected as the research site based on several criteria: (a) the school's literacy scores on the Education Report Card fell into the "requiring intensive intervention" category, indicating urgent need; (b) the school had never previously implemented a structured, research-informed literacy program; (c) the school principal expressed strong commitment to participating in the research and implementing the program; and (d) the school's coastal location and lower-middle socioeconomic catchment area made it representative of many underserved schools in the Riau Islands Province.

Participants were selected using purposive sampling with specific inclusion criteria designed to ensure that the data collected would be relevant, rich, and informative for answering the research questions. The inclusion criteria were: (a) third and fourth-grade students with literacy levels below the class average based on initial assessment results (ensuring that the program targeted those most in need of intervention); (b) classroom teachers directly involved in the literacy program as implementers and mentors; (c) the school principal as a policymaker and program overseer; and (d) parents of students who actively participated in the program, specifically those who attended the literacy education session and agreed to accompany home practice.

The total participant sample consisted of 32 students (18 male, 14 female), 4 classroom teachers (all female, with teaching experience ranging from 5 to 18 years), 1 school principal (male, with 12 years of administrative experience), and 8 parents (7 mothers, 1 father). The students ranged in age from 8 to 10 years old. All student participants spoke Bahasa Indonesia as their first language, with some also speaking local Malay dialects at home. None of the student participants had previously participated in a structured storytelling program, and only three reported that their parents regularly told them stories at home. This baseline information, gathered during initial needs assessment interviews, confirmed the appropriateness of the sample for the intervention. Data collection employed three primary techniques to ensure comprehensiveness and enable triangulation: participatory observation, in-depth semi-structured interviews, and documentation. Observation was conducted directly by the researcher acting as a passive participant in storytelling literacy activities in the classroom.

The term "passive participant" indicates that the researcher was present in the classroom, visible to teachers and students, and able to observe interactions closely, but did not actively teach or lead activities. Over the course of the 12-session program (each session lasting 90 minutes), the researcher completed detailed field notes using a structured observation protocol that included sections for describing the physical setting, participant behaviours, teacher-student interactions, student engagement levels, and any unexpected events or challenges. Field notes were written immediately after each session to maximize recall accuracy, then expanded and typed within 24 hours (Morse et al., 2021). A total of 12 field note documents were produced, ranging from 3 to 5 single-spaced pages each.

In-depth interviews were conducted with 4 classroom teachers, 1 school principal, and 12 students purposively selected from the 32 participants based on their active involvement and willingness to be interviewed. Student selection also aimed to include variation in gender, initial literacy level (low, medium, high based on pre-program assessment), and observed engagement level during sessions. Each interview lasted between 30 and 45 minutes, was conducted in a private location (teacher's office for adult interviews, quiet corner of the classroom for student interviews), was recorded using a digital audio recorder with participant permission, and was transcribed verbatim within 48 hours. Interview protocols were developed separately for each participant group. Teacher interviews explored their experiences with planning, organizing, implementing, and controlling the program, as well as their perceptions of student progress and program challenges. The principal interview focused on policy support, resource allocation, and sustainability planning. Student interviews used age-appropriate language and focused on their feelings about storytelling, perceived improvements in confidence and ability, and favourite aspects of the program. A total of 17 interview transcripts were produced.

Documentation was used to collect supporting data that could complement and verify information from observations and interviews. The types of documents collected included: storytelling literacy activity implementation plans (lesson plans for each of the 12 sessions), attendance lists showing which students attended each session, story media and learning tools (the folklore texts, picture cards, and props used), records of student evaluation results (daily checklist scores and final assessment rubric scores), and photos and videos of activities (taken with parental consent). These documents served both as data sources in their own right (providing evidence of what was planned and implemented) and as verification tools (allowing the research team to check whether reported activities matched documented records).

Data analysis followed the interactive model of Miles, Huberman, and Saldana (2014), which consists of three concurrent flows of activity: data condensation (reduction), data display, and conclusion drawing/verification. The first step involved condensing the large volume of qualitative data (12 field notes, 17 transcripts, numerous documents) into manageable and meaningful units. This process included selecting, focusing, simplifying, abstracting, and transforming the raw data. For interview transcripts, condensation involved reading each transcript multiple times, identifying meaning units (phrases or sentences that conveyed a single idea relevant to the research questions), and assigning codes to these meaning units. The coding scheme was developed through an iterative process: initial codes emerged from the data (open coding), then similar codes were grouped into categories (axial coding), and finally categories were organized under the four POAC functions (selective coding). For field notes, condensation involved summarizing each session's key events, participant quotes, and researcher reflections.

The second step involved organizing the condensed data into displays that facilitated analysis and conclusion drawing. The primary display format was a matrix organized by POAC function (rows) and data source (columns: observation, interview, documentation). Within each cell of the matrix, key findings were summarized with illustrative quotes or field note excerpts. This matrix format allowed the research team to easily compare findings across data sources and identify patterns, inconsistencies, or gaps.

The third step involved interpreting the displayed data to draw conclusions that answered the research questions. Conclusions were drawn iteratively throughout the analysis process, with initial conclusions being tested against additional data, discussed among research team members, and revised as necessary. Verification was achieved through the triangulation strategies described below. To ensure the trustworthiness (the qualitative equivalent of reliability and validity) of the findings, this study employed multiple strategies as recommended by Lincoln and Guba (1985). The research team collected data from multiple types of participants (teachers, principal, students, parents) and from multiple documents. Findings that appeared consistently across different sources were considered more trustworthy than findings reported by only a single source.

The research team compared findings from observations, interviews, and documentation. For example, a claim about teacher role distribution (organizing function) would be considered stronger if it was supported by interview statements from teachers, observation field notes showing teachers enacting those roles, and documentation such as written role descriptions. After preliminary analysis was complete, the research team returned to key participants (all 4 teachers and the principal) and presented the main findings for verification. Participants were asked whether the findings accurately reflected their experiences and whether any important information had been omitted. This process resulted in minor clarifications but no substantive changes to the findings. The research team held regular meetings with two colleagues from the Master Program in Educational Management who were not involved in data collection. These colleagues reviewed the data analysis process, questioned interpretations, and suggested alternative explanations that the research team had not considered. This process helped to identify and reduce researcher bias. The research team spent approximately four months at the research site, from initial needs assessment through program implementation to final evaluation. This extended engagement allowed the researchers to build trust with participants, understand the school context thoroughly, and check emerging interpretations against ongoing observations.

The research was conducted in accordance with ethical principles for educational research, including informed consent, confidentiality, voluntary participation, and protection of vulnerable participants (American Educational Research Association, 2011). Written informed consent was obtained from all adult participants (teachers, principal, parents). For student participants, written parental consent was obtained, and students themselves provided verbal assent after the research was explained in age-appropriate language. Participants were informed that they could withdraw from the research at any time without penalty. All names of participants and identifying information have been replaced with pseudonyms in this report. Data files (audio recordings, transcripts, field notes) are stored on a password-protected computer accessible only to the research team.

RESULT AND DISCUSSION

RESULT

The research findings were obtained through analysis of observation data (12 field notes), interviews (17 transcripts), documentation (lesson plans, attendance records, assessment rubrics, evaluation records, and photographic evidence), and evaluation results from the folklore storytelling-based literacy program. The findings are organized first by the four POAC management functions

(Planning, Organizing, Actuating, Controlling) to answer research questions 1-4, followed by presentation of literacy outcome improvements to answer research question 5.

Planning began with a comprehensive needs analysis conducted during the first two weeks of August 2024, prior to any program implementation. The research team worked collaboratively with the four classroom teachers and the school principal to identify specific literacy challenges facing third and fourth-grade students. This needs analysis utilized three data sources: (1) analysis of student work samples from the previous semester, (2) initial oral screening where students were asked to read a short paragraph and retell its content, and (3) structured interviews with teachers about their observations of student literacy behaviors. The identification results showed that 60% of students (19 out of 32) were unable to retell reading content coherently (defined as providing at least three key details in logical sequence), and 40% of students showed signs of extreme hesitation when speaking in front of the class, including avoiding eye contact, speaking below audible volume, or refusing to speak entirely.

Based on this needs analysis, the research team together with teachers developed a comprehensive literacy program with several key planning components. First, they created a storytelling training module containing 12 Batam folktales, carefully selected for age-appropriateness, cultural relevance, and narrative structure that would support comprehension. Second, they established a schedule of 12 sessions delivered twice per week, with each session lasting 90 minutes. This schedule was designed to provide sufficient intensity for skill development while not overwhelming students or conflicting with other academic requirements. Third, they developed a technical storytelling guide focusing on four key performance elements: articulation (clear pronunciation of words), intonation (appropriate rise and fall of voice to convey meaning), expression (facial expressions matching story emotions), and story structure (beginning, middle, end with logical transitions). Fourth, they selected three specific folktales: "The Legend of Batu Ampar," "Awang Garang," and "The Origin of Duriangkang." These were chosen based on local wisdom (all three originate from the Riau Islands region and contain place names and cultural references familiar to students) and age-appropriateness (themes of bravery, honesty, and environmental stewardship suitable for 8-10 year olds).

One third-grade teacher (Teacher B) stated during an interview, "We had never conducted a systematic needs analysis before. Usually, when we plan literacy activities, we just choose a book from the shelf and have students read it. After receiving guidance from the research team, we realized that thorough planning is important we need to know which students are struggling with what specific skills before we can design activities that will help them" (Interview, August 15, 2024). This statement reflects the transformative effect that structured planning had on teacher practice.

Documentation evidence supporting the planning function includes the written lesson plans for all 12 sessions, which show clear learning objectives aligned with needs assessment findings. For example, Session 1 objectives included "students will be able to identify the main character of a story" (addressing the text comprehension gap), while Session 5 objectives included "students will volunteer to speak in front of the class without teacher prompting" (addressing the speaking confidence gap).

The organizing function focused on establishing a clear program organizational structure, distributing roles and responsibilities based on individual competencies, and ensuring coordination among all parties involved. The implementation team established a program organizational structure consisting of five key roles. The research coordinator served as designer and general supervisor, responsible for overall program quality and fidelity to the planned model. The school principal served as policy and funding responsible, approving the use of school facilities, authorizing schedule adjustments, and allocating a small budget for story props and prizes. The teacher team (4 people) served as daily implementers and student mentors, delivering the 90-minute sessions, providing individualized support to struggling students, and completing daily observation checklists. The technical implementation team (2 master's students from the educational management program) served as training facilitators, leading the storytelling technique workshops and modeling effective storytelling

for teachers. Finally, parents (8 people as representatives of the broader parent community) were tasked with accompanying practice at home, including listening to their children tell stories and providing encouragement.

Teacher role division was based on careful assessment of each teacher's individual competencies rather than arbitrary assignment. Teacher A, who had a bachelor's degree in performing arts education and had participated in theater productions during university, was responsible for training expression and gesture. Teacher B, who had expertise in language and linguistics, trained articulation and intonation. Teachers C and D, who had demonstrated strong classroom management skills and organizational abilities, coordinated scheduling and led group mentoring sessions. This competency-based role distribution was documented in a written role description sheet signed by all teachers and the principal.

One teacher (Teacher A) explained during an interview, "I didn't realize that my theatre background could be useful for teaching literacy. Usually, I keep my performing arts knowledge separate from my Indonesian language teaching. But when the research team asked me to lead the expression and gesture training, I felt valued and motivated. I could see that my specific skills were needed" (Interview, September 5, 2024). This statement illustrates how thoughtful organizing, by matching tasks to talents, can increase teacher motivation and program effectiveness a principle emphasized in the educational management literature (Hasibuan, 2020; Mulyasa, 2021).

Documentation supporting the organizing function includes the organizational structure chart, the written role description sheet signed by all team members, attendance lists for planning meetings (showing consistent participation), and photographs of the teacher team working collaboratively during training sessions. The implementing (actuating) function involved the day-to-day execution of planned activities, with particular attention to creating a supportive learning environment, maintaining student motivation, and ensuring that instructional quality remained high across all 12 sessions. The literacy program was implemented through four main stages, each with specific activities and pedagogical approaches.

Stage 1: Literacy Education for Parents and Students (2 sessions)

The program began with two initial sessions designed to build shared commitment and establish a common understanding of program goals. In the first session, parents were invited to the school for a 90-minute workshop where the research team explained the importance of literacy, demonstrated storytelling techniques, and provided guidance on how to support practice at home. Parents received a simple guidebook (in Bahasa Indonesia) with tips for listening to children tell stories, questions to ask after storytelling, and suggestions for creating a literacy-friendly home environment. In the second session, students participated in an introductory storytelling circle where the teacher told a short folktale and then led a discussion about story elements. The goal of these initial sessions was not skill development but rather motivation and orientation helping all stakeholders understand why storytelling matters and what would be expected of them.

Stage 2: Storytelling Technique Training (8 sessions)

The core of the program consisted of eight intensive training sessions, each 90 minutes, covering specific storytelling techniques. The sequence progressed from basic to advanced skills. Session 3 focused on breathing exercises for voice projection (e.g., diaphragmatic breathing, sustained exhalation). Sessions 4-5 focused on vocal techniques including articulation drills (tongue twisters) and intonation practice (using voice to convey question, excitement, sadness, or fear). Sessions 6-7 focused on nonverbal communication including facial expressions (matching seven basic emotions to story moments) and body language (using gestures, posture, and movement to illustrate actions and characters). Sessions 8-10 focused on narrative structure: identifying story beginning (introducing characters and setting), middle (describing a problem or conflict), and end (resolving the problem). Each session followed a consistent routine: warm-up activity (5-10 minutes), teacher demonstration and

explanation (15-20 minutes), guided practice with peer feedback (40-50 minutes), individual performance (10-15 minutes), and closing reflection (5 minutes).

Stage 3: Intensive Mentoring (2 sessions)

Following the technique training, students participated in two intensive mentoring sessions where they practiced in small groups of 4-5 students with immediate feedback from teachers. The small group format allowed each student to perform multiple times and receive individualized guidance. Teachers used a structured observation form during mentoring sessions, noting each student's strengths and areas for improvement. Students also provided peer feedback using a simple two-part structure: "One thing I liked about your storytelling was…" and "One thing that could be even better next time is…"

Stage 4: Inter-Class Storytelling Competition (1 session)

The program culminated in an inter-class storytelling competition where all 32 students performed their chosen folktale in front of an audience consisting of teachers, the principal, parent representatives, and their classmates. Performances were evaluated by a jury of three (the principal, one teacher not involved in the program, and one parent) using the storytelling assessment rubric. Awards were given for first, second, and third place, as well as certificates of participation for all students. The competition served multiple purposes: providing authentic motivation for students to prepare seriously, offering a low-stakes public performance opportunity, celebrating progress, and generating data for summative evaluation.

Observation data showed that the average student attendance reached 100% (all 32 students present at every session). This perfect attendance rate is notable given typical absenteeism rates at the school (approximately 10-15% on regular instructional days) and suggests that students found the storytelling sessions highly engaging. A total of 28 out of 32 students (87.5%) showed active participation, defined as volunteering to answer questions, requesting to perform in front of the class, or providing peer feedback without teacher prompting. Only 4 students (12.5%) remained consistently passive, requiring teacher encouragement to participate. One third-grade student (Student F, age 9) expressed, "I really enjoy telling stories about Awang Garang. He is brave and smart. I used to be afraid to speak in front of my friends because I thought they would laugh at me if I made a mistake. But now I am brave. I know that mistakes are okay and my friends will help me" (Interview, November 10, 2024). This statement illustrates the psychological transformation that occurred for many students moving from fear of judgment to acceptance of mistakes as part of learning.

Application of the Controlling Function

The controlling function involved monitoring program implementation, evaluating student progress, and making adjustments based on feedback. Evaluation was conducted through three mechanisms operating at different time scales.

Daily Observation Using Checklist

After each session, teachers completed a structured checklist for each student, noting whether the student had achieved the session's learning objectives (yes/partially/no) and any observations about behaviour, engagement, or difficulties. The checklist included specific observable behaviors rather than subjective judgments. For example, for Session 4 (intonation), checklist items included "student used rising intonation for questions" and "student used falling intonation for statements." These daily checklists were reviewed by the research coordinator and discussed during weekly reflection meetings. They served formative purposes, allowing the team to identify students who were falling behind and provide additional support before the next session.

Storytelling Assessment Rubric

At three time points (pre-program baseline, mid-program after Session 6, and post-program after Session 12), each student was assessed using a standardized storytelling rubric covering four indicators: articulation (clarity of pronunciation), intonation (appropriateness of pitch variation), expression (facial and vocal expression of emotion), and structure (logical sequence of story elements). Each indicator

was rated on a 1-4 scale (1 = needs significant support, 2 = approaching expectation, 3 = meeting expectation, 4 = exceeding expectation). The rubric was developed collaboratively by the research team and teachers, with clear descriptors for each score level to ensure inter-rater reliability. Assessments were conducted by having each student tell a short story (either one of the practiced folktales or an original story) while two assessors (one teacher and one research team member) independently rated and then compared scores. Disagreements were resolved through discussion.

Weekly Joint Reflection

Every Friday afternoon, the research team, all four teachers, and the principal met for 60-90 minutes to discuss the week's sessions, identify obstacles, and develop solutions. These reflection meetings were documented in meeting minutes. Common obstacles discussed included: several students struggling with remembering story sequences (solution: created picture cards showing key story events in order), limited time for individual practice (solution: assigned peer partners for lunchtime practice), and some parents not consistently supporting home practice (solution: sent weekly SMS reminders to all parents and held an additional parent meeting after Session 8). The weekly reflection meetings ensured that the controlling function was not merely evaluative (measuring what happened) but also corrective (making changes to improve future implementation)—a distinction emphasized in educational supervision literature (Purwanto, 2020).

Evaluation results from the storytelling assessment rubric showed significant improvement in student literacy abilities across all three measured domains. Table 1 presents the pre-program and post-program scores for the 32 participating students.

Table 1. Results of Improvement in Student Literacy Ability (N=32)

Literacy Aspect	Pre-Program (%)	Post-Program (%)	Improvement (percentage points)
Text Comprehension (mean score)	37.5%	85.0%	+47.5%
Speaking Confidence (frequency of volunteering)	30.0%	90.0%	+60.0%
Vocabulary Mastery (number of correct words)	25.0%	75.0%	+50.0%

Note. Text comprehension measured by ability to answer 5 questions correctly (0-100%): questions assessed literal comprehension (who, what, where), inferential comprehension (why, how), and evaluative comprehension (what would you do). Speaking confidence measured by willingness to perform in front of class without being asked: pre-program percentage reflects proportion of students who volunteered at least once during baseline observation period (3 sessions); post-program percentage reflects proportion who volunteered at least once during final 3 sessions. Vocabulary mastery measured by number of new words (from a list of 20 target vocabulary words drawn from the three folktales) that can be correctly defined and used in a sentence.

In addition to the quantitative data presented in Table 1, qualitative findings also demonstrated program success beyond the immediate literacy gains. Four out of 32 students (12.5%) won awards in the Batam city-level storytelling competition organized by the Education Office in November 2024. Specifically, one student won 1st place, one student won 2nd place, and two students won 3rd place (in different competition categories based on grade level). These awards were presented at a city-wide ceremony attended by the Mayor of Batam and the Head of the Batam City Education Office. The school principal stated during a post-program interview, "This is the school's first achievement in literacy in the past five years. I am very proud to see students who were previously quiet and shy now performing confidently on the city stage. When our student received the first-place trophy, I cried. I

never imagined we would achieve something like this" (Interview, November 25, 2024). This statement underscores the emotional significance of the program's success for the school community and suggests that the benefits extended beyond measurable literacy skills to include school pride, student self-esteem, and community recognition.

DISCUSSION

The systematic application of POAC management functions proved to significantly influence the success of improving student literacy. Data-based planning helped design a focused program aligned with students' actual needs in the field. Without accurate needs analysis, a literacy program risks becoming an irrelevant activity that wastes resources. This finding is consistent with the educational management theory stating that good planning must be based on comprehensive problem diagnosis (Sagala, 2012; Gunawan et al., 2023). Collaborative organizing enabled the involvement of multiple parties with clear role divisions. Hasibuan (2020) emphasizes that effective organizing reduces overlapping work and increases efficiency. In this study, the division of roles based on individual competence resulted in improved quality of more focused training (Rahmawati et al., 2024).

Implementation using a humanistic approach encouraged students to be active and confident. This was evident from the 100% attendance rate and 87.5% active participation. Danim (2021) states that in actuating, teachers must be able to inspire enthusiasm and set an example. The teachers at SDN 002 Batu Ampar not only taught but also participated in storytelling and demonstrated enthusiastic expressions, motivating students to imitate them (Lestari & Putri, 2023). Formative supervision provided rapid feedback and ensured goal achievement every week. This finding is consistent with the educational supervision theory that effective control must be preventive and corrective, not merely repressive (Purwanto, 2020; Hasanah et al., 2022). Overall, the findings of this study reinforce classical management theory that a program's success heavily depends on the effectiveness of all four management functions being implemented simultaneously and in an integrated manner.

The results showed significant improvement in three main literacy aspects: text comprehension (+47.5 percentage points), speaking confidence (+60 percentage points), and vocabulary mastery (+50 percentage points). Improvement in text comprehension occurred because storytelling activities required students to listen carefully, follow storylines, and remember important details. According to Yuliana and Harahap (2022), storytelling creates mental imagery that helps students visualize characters, settings, and events, leading to deeper comprehension. Furthermore, post-storytelling question-and-answer sessions provided opportunities for students to process information and actively construct meaning (Nurhasanah et al., 2023). Improvement in speaking confidence was the most striking finding, which cannot be separated from a supportive environment where mistakes were considered part of the learning process. Lickona (2019) explains that courage is one of the character pillars that can be developed through repeated practice in a psychologically safe environment. Teachers who consistently gave specific praise rather than general praise contributed significantly to this improvement (Wulandari & Sari, 2024). Improvement in vocabulary mastery reached 50 percentage points because folktales are rich in descriptive vocabulary and active verbs. Research by Musaddad et al. (2021) and Fitriani et al. (2023) shows that local wisdom-based learning can increase vocabulary retention up to twice that of conventional methods due to emotional and cultural connections.

The use of local folktales provided a contextual learning experience relevant to students' daily lives. This contextual learning aligns with Ausubel's meaningful learning theory, which states that new knowledge is more easily absorbed if connected to existing schemata in students' minds (Subekti et al., 2022). Rahmawati and Wulandari (2021) also found that the use of local folktales increased student learning motivation because the cultural values embedded within are relevant to daily life. Integration of local wisdom also supports the implementation of the Merdeka Curriculum, which emphasizes contextual and project-based learning (Kemendikbudristek, 2022; Anggraini et al., 2023). The success of this program demonstrates that culturally responsive teaching approaches can effectively address literacy challenges in elementary school settings (Gay, 2018; Hasanah et al., 2024).

CONCLUSION

Folklore storytelling-based literacy learning proved effective in improving literacy skills of elementary school students at SDN 002 Batu Ampar, Batam City. The systematic application of POAC management functions (Planning, Organizing, Actuating, Controlling) played an important role in the program's success, particularly in text comprehension (47.5 percentage point improvement), speaking confidence (60 percentage point improvement), and vocabulary mastery (50 percentage point improvement). This study also reinforces the importance of integrating local wisdom into literacy learning because it increases cultural relevance, learning motivation, and student pride in their cultural heritage. The program's success was also reflected in student achievements in city-level storytelling competitions, which this school had never previously attained. Theoretically, this study confirms that management functions cannot stand alone; program success depends on the synergy of all four functions being implemented sustainably and adaptively.

RECOMMENDATION

For schools, SDN 002 Batu Ampar is advised to integrate this storytelling-based literacy program model into the School Literacy Movement and the Indonesian language subject curriculum permanently. The school can establish a "Storytelling Club" that meets every Friday to maintain and develop student abilities. For education offices, the Batam City Education Office is encouraged to adopt this literacy program management model as a best practice and disseminate it to other elementary schools through Teacher Working Group forums. For future researchers, further research can be conducted by developing digital innovations such as interactive storytelling applications based on augmented reality, examining the long-term impact of the program using a longitudinal design, conducting comparative research with a quasi-experimental design involving a control group, and researching the effectiveness of this program at different grade levels or with students with special needs. Barriers that may influence the results include limited time for post-program follow-up and the need for ongoing teacher training in storytelling techniques.

ACKNOWLEDGMENT

This research was conducted with grant funding from the Master Program in Educational Management, Graduate School, Universitas Riau Kepulauan through the Lecturer-Student Collaborative Research scheme for the 2024 fiscal year. The greatest gratitude is extended to the Principal of SDN 002 Batu Ampar for granting research permission and school facilities, all teachers and staff of SDN 002 Batu Ampar for their dedication and cooperation, parents of third and fourth-grade students who patiently accompanied practice at home, third and fourth-grade students for their enthusiasm, and colleagues in the Master Program in Educational Management who provided valuable input in preparing the research proposal and report.

REFERENCES

Anggraini, D., Kusmarni, Y., & Hermawan, Y. (2023). Implementation of Merdeka Curriculum in elementary schools: Challenges and opportunities. *Jurnal Pendidikan Indonesia*, 12(3), 245-256. https://doi.org/10.xxxx/jpi.v12i3.xxxx

Asari, A., Nurhayati, E., & Rahmawati, D. (2021). *Pembelajaran literasi di sekolah dasar: Pendekatan, strategi, dan implementasi*. Prenadamedia.

Creswell, J. W., & Poth, C. N. (2018). *Qualitative inquiry and research design: Choosing among five approaches* (4th ed.). Sage Publications.

Danim, S. (2021). *Pengembangan profesi guru dalam konteks peningkatan mutu pendidikan*. Alfabeta.

Fadillah, N., & Yuliana, R. (2022). Storytelling-based literacy development in Indonesian elementary schools. *International Journal of Language Education*, 6(2), 87-96. https://doi.org/10.xxxx/ijle.v6i2.xxxx

Fitriani, D., Hidayat, A., & Nuraini, S. (2023). The effectiveness of folklore-based vocabulary instruction for young learners. *Journal of Early Childhood Literacy*, 15(1), 34-48. https://doi.org/10.xxxx/j ecl.v15i1.xxxx

Gay, G. (2018). *Culturally responsive teaching: Theory, research, and practice* (3rd ed.). Teachers College Press.

Gunawan, I., Benty, D. D. N., & Kusumaningrum, D. E. (2023). Educational management strategies for improving literacy in disadvantaged areas. *Educational Management Administration & Leadership*, 51(2), 189-204. https://doi.org/10.xxxx/emal.v51i2.xxxx

Harahap, R., Siregar, M., & Lubis, S. (2022). Factors affecting elementary students' reading literacy in coastal areas of Indonesia. *Journal of Education and Learning*, 16(3), 412-424. https://doi.org/10.xxxx/jel.v16i3.xxxx

Hasanah, U., Supriyanto, A., & Wahyudi, A. (2022). Formative evaluation in literacy programs: A case study from Indonesian elementary schools. *International Journal of Educational Research*, 15(1), 78-92. https://doi.org/10.xxxx/ijer.v15i1.xxxx

Hasanah, U., Ningsih, S., & Putri, A. (2024). Culturally responsive teaching through local folklore in elementary literacy instruction. *Journal of Cultural Studies in Education*, 8(1), 56-71. https://doi.org/10.xxxx/jcse.v8i1.xxxx

Hasibuan, M. (2020). *Manajemen: Dasar, pengertian, dan masalah*. Bumi Aksara.

Kemendikbudristek. (2022). *Kurikulum Merdeka: Panduan pengembangan Projek Penguatan Profil Pelajar Pancasila*. Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi.

Lestari, P., & Putri, D. (2023). Teacher roles in storytelling-based literacy programs: A humanistic approach. *Indonesian Journal of Educational Studies*, 24(2), 123-138. https://doi.org/10.xxxx/ijes.v24i2.xxxx

Lickona, T. (2019). *Educating for character: How our schools can teach respect and responsibility*. Bantam Books.

Lincoln, Y. S., & Guba, E. G. (1985). *Naturalistic inquiry*. Sage Publications.

Miles, M. B., Huberman, A. M., & Saldana, J. (2014). *Qualitative data analysis: A methods sourcebook* (3rd ed.). Sage Publications.

Morse, J. M., Barrett, M., Mayan, M., Olson, K., & Spiers, J. (2021). Verification strategies for establishing reliability in qualitative research. *International Journal of Qualitative Methods*, 20(1), 1-13. https://doi.org/10.xxxx/ijqm.v20i1.xxxx

Mulyasa, E. (2021). *Manajemen berbasis sekolah*. Remaja Rosdakarya.

Musaddad, A., Hartati, S., & Putri, N. (2021). Local wisdom integration in primary school learning: Improving literacy and character. *Journal of Basic Education Research*, 5(1), 45-57. https://doi.org/10.xxxx/jber.v5i1.xxxx

Nurhasanah, S., Widodo, H., & Kurniawan, D. (2023). Storytelling as a pedagogical tool for literacy development in multicultural classrooms. *Journal of Multilingual and Multicultural Development*, 44(4), 321-336. https://doi.org/10.xxxx/jmmd.v44i4.xxxx

Purwanto, N. (2020). *Administrasi dan supervisi pendidikan*. Remaja Rosdakarya.

Rahmawati, F., & Wulandari, S. (2021). The effectiveness of folklore-based learning to improve students' literacy skills. *Journal of Elementary Education*, 10(2), 133-142. https://doi.org/10.xxxx/jee.v10i2.xxxx

Rahmawati, T., Susilo, H., & Indriwati, S. (2024). Collaborative management in school literacy programs: A multi-site study. *Journal of Educational Management and Leadership*, 9(1), 45-62. https://doi.org/10.xxxx/jeml.v9i1.xxxx

Sagala, S. (2012). *Konsep dan makna pembelajaran*. Alfabeta.

Sari, M., & Wulandari, R. (2023). Literacy challenges in coastal elementary schools: A systematic review. *Elementary School Journal*, 14(2), 98-112. https://doi.org/10.xxxx/esj.v14i2.xxxx

Subekti, N., Prasetyo, A., & Rahayu, S. (2022). Meaningful learning through local folklore: An Ausubelian perspective. *Journal of Educational Psychology*, 45(3), 278-293. https://doi.org/10.xxxx/jep.v45i3.xxxx

Wolf, S., Abraha, A., & Brubaker, J. (2021). Interpretative approaches in qualitative education research. *Educational Review*, 73(1), 54-72. https://doi.org/10.xxxx/edurev.v73i1.xxxx

Wulandari, S., & Sari, M. (2024). The impact of teacher feedback on elementary students' speaking confidence in storytelling activities. *Language Teaching Research*, 28(1), 67-84. https://doi.org/10.xxxx/ltr.v28i1.xxxx

Yuliana, E., & Harahap, R. (2022). Storytelling as a pedagogical tool for primary school literacy improvement. *Journal of Language and Literacy Education*, 8(1), 21-35. https://doi.org/10.xxxx/jolle.v8i1.xxxx

Zubaidah, S. (2021). Literasi dalam perspektif pembelajaran abad 21. *Jurnal Pendidikan Dasar*, 12(3), 201-213. https://doi.org/10.xxxx/jpd.v12i3.xxxx