

Implementation of Literacy-Based Early Childhood Learning Program Management

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DOI: [10.31004/aulad.v5i3.414](https://doi.org/10.31004/aulad.v5i3.414)

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Article Info	Abstract
<p><i>Keywords:</i> <i>Learning management;</i> <i>Early childhood;</i> <i>Literacy;</i></p>	<p>The gersamasapa program is a literacy-based educational innovation created by At-Tauhid PAUD with the aim of increasing children's interest in reading and cultivating positive character in children. This study aimed to describe the implementation of literacy-based early childhood learning program management. The method used in this research is descriptive qualitative. Data collection techniques were using observation, interviews and documentation. There were nine subjects or informants in this study consisting of teachers and educational staff at At-Tawhid PAUD. The data collection process was carried out from November to December. The results of this study indicate that the process of 1) planning is carried out by holding a work meeting before the school year begins. The results of the meeting are then listed in the academic calendar and have standard operating procedures (SOP). 2) Organizing involves all parties by forming a gersamasapa program implementation team consisting of persons in charge, chairmen, members, and others which are then listed in an SK (decree). 3) The implementation of the gersamasapa program is carried out through three activities, including one house, one reading corner, literacy training, and storytelling classes. 4) Supervision is carried out by means of home visits and ABC monitoring books.</p>

1. INTRODUCTION

The Covid-19 pandemic, which has occurred for almost more than two years, has had an impact on various sectors of life, including education. Starting from higher education to early childhood education (PAUD), it has been hampered due to the pandemic. The COVID-19 pandemic, as a challenge in carrying out life, has a considerable impact on the continuity of education. The impact of the COVID-19 pandemic on all levels of education has forced schools to close to provide face-to-face services and adjust digitally, which of course, is very difficult to adapt to, especially at the early childhood level (Abyadh et al., 2021).

Based on the ECDI (Early Child Development Index) survey conducted by BPS and UNICEF in 2020, shows that children's development is still below optimal. The development of children aged 36-59 months in the literacy-numeration aspect is recorded at only 64.6% (BPS & Unicef, 2020). The same thing was done by (Fahmi et al., 2020) in their research which stated that during the Covid-19 pandemic, elementary school students' reading interest had decreased. In addition, a research journal (Muryani et al., 2022) states that reading literacy skills in early childhood have decreased by 91.6% while children are learning from home.

Interest in reading in Indonesia is still very low when compared to other countries. This is certainly a challenge for educational staff to be able to overcome these problems by innovating in learning to be able to attract students' interest in reading. This is in line with At-Tauhid PAUD Palembang City, which has a literacy program that aims to increase interest in reading and foster positive character in children.

The concept of literacy in children is a continuous process that is very dynamic, starting from the emergence of curiosity, critical thinking skills, and spoken language to the ability to read and write. This ability keeps up with the times to be used in the learning process throughout his life (Direktur Pendidikan Anak Usia Dini, 2018). Literacy in early childhood is closely related to the development of children's language skills, where at the age of 5-6 years, children must understand and convey language, which is related to the initial literacy process. At this stage, it is the best time for children to learn various things through their senses (hearing, sight, taste, touch, and smell) to develop their literacy abilities.

Literacy skills in early childhood can be carried out through various activities. This agrees with the results of research (Arsa et al., 2019) which states that early childhood literacy experiences in the deep tribe occur through drawing, telling stories about experiences, counting, and reading. Literacy activities carried out by At-Tauhid PAUD are an alternative or innovation carried out by educators. The innovations carried out by the school through various activities are very good and effective so that on November 29, 2021 PAUD At-Tauhid was chosen as the Top Public Service Innovation in the Education Sector of Palembang City (Dinas Pendidikan Kota Palembang, 2021).

The quality of a successful learning program certainly cannot be separated from the quality of good management. The implementation of good management is very necessary for supporting the quality and quality of institutions, educators and students (Sari, 2017). The quality of early childhood learning can be determined by learning management, including planning, organizing, implementing, and supervising (Aziz, 2019). The Gersamasapa literacy learning program involves a process of interaction between teachers, children and parents in a learning environment. Therefore the implementation of literacy learning program management is an effort to control and regulate appropriate learning activities based on learning concepts and principles in order to make learning objectives successful so that they are achieved more effectively and efficiently (Aziz, 2019).

At-Tauhid PAUD learning management continues to be improved in planning, organizing, implementing and supervising. Programs of activities continue to be improved and created so as to give birth to different and interesting activities for children in providing optimal services. This is in line with research (Indra Rini & Tirtayani, 2021) which states that PAUD program management is a process for managing programs and managing institutions in an effort to improve school services and quality.

The gersamasapa program implemented by PAUD At-Tauhid is an educational innovation that received an award from the Palembang City Education Office in 2021. The gersmasapa literacy innovation program at PAUD At-Tauhid Palembang includes three activities: one house, one reading corner, literacy training, and storytelling classes. These three activities are an innovation program for literacy learning at PAUD At-Tauhid Palembang, which has been implemented since 2018 until now.

Based on the description above, the implementation of management carried out by an institution is very important because this will make it easier for the institution to achieve success by the expected goals. For this reason, researchers are interested in studying more deeply related to how the implementation of the gersamasapa literacy-based early childhood learning management program in PAUD At-Tauhid Palembang. Based on this, the purpose of this study was to determine the performance of the gersamasapa literacy-based early childhood learning management program in PAUD At-Tauhid Palembang.

2. METHODS

This research was conducted using a qualitative method with a descriptive type. The qualitative descriptive method in this study aims to describe the implementation of literacy-based early childhood learning program management. Data collection techniques were carried out by observation, interview and documentation methods. This research was conducted with teachers and education staff at At-Tauhid PAUD as subjects or informants in this study, totalling nine people. This research was conducted from November to December to examine the implementation of management carried out by PAUD At-Tauhid in the literacy program for early childhood. The instruments for assessing observations and interviews with researchers are as follows.

Table 1. Observation Instrument for Children's Literacy Learning Program

No	Gersamasapa Literacy Program	Observation
1.	Home visit	
2.	Gersamasapa Socialization	
3.	Storybook making training	
4.	Create a reading corner and story books by parents	
5.	Home visit 2	
6.	ABC book monitoring	

Table 2. Learning Management Interview Instrument

No	Stages of Gersamasapa Literacy Management	Interview result
1.	Planning	
2.	Organizing	
3.	Actuating	
4.	Controlling	

3. RESULT AND DISCUSSION

This study examines the implementation of gersamasapa literacy-based early childhood learning program management in PAUD At-Tauhid Palembang. This study aims to analyze the process of planning, organizing, implementing and supervising literacy-based early childhood learning programs at PAUD At-Tauhid as the best public service innovation program in the field of education in the city of Palembang in 2021. In the following, the author describes the implementation of management of early childhood learning programs in literacy-based education.

Planning for a Literacy-Based Early Childhood Learning Program at PAUD At-Tauhid Palembang

Planning is the first function or the first process of management in an institution or organization, both in the form of thought and in a framework that has the goal of obtaining optimal results. Planning itself occurs in all types of activities. The planning function itself is a systematic effort that describes the preparation of a series of actions to be carried out by an institution to achieve its goals of the institution by considering the available resources (Indrawan, 2020).

PAUD At-Tauhid Palembang in this case is one of the schools that has an innovative one-house one-family reading corner movement program. The innovation is named "Gersamasapa" which on September 29 2021 was selected as the Top Public Service Innovation in the Education Sector of Palembang City in 2021 (Dinas Pendidikan Kota Palembang, 2021). Achieving the award given by the Palembang City Education Office is certainly not easy; a good and mature plan is needed to carry it out (Ananda, 2019).

The Gersamasapa program created by PAUD At-Tauhid Palembang has the goal of stimulating and increasing children's growth and development, especially in the field of language and instilling positive character in children through fun reading activities at home and at school, improving parenting patterns and positive communication between parents and children through storytelling activities, and socializing the literacy movement. From these objectives, it can be seen that in planning the At-Tauhid Palembang PAUD learning program it prioritizes the literacy movement in a family because the family is the main education for children, and the home is the place where children learn the longest so that in planning it requires cohesiveness between school principals, teachers, children and also parents.

Based on the results of observations, interviews, and documentation conducted on the research subject, namely the school principal, explained that *"the beginning of the gersamasapa literacy program began in 2018, and at the end of 2018 PAUD At-Tauhid participated in the Gernasbaku program (national movement for parents to read books)"* (Interview with the Principal of PAUD At-Tauhid). The Gernasbaku program was organized by the Ministry of Education and Culture on May 5 2018, the activities in the program were for parents to read books to their children (Kementerian Pendidikan Republik Indonesia, 2018).

"PAUD At-Tauhid for the first time tried to take part in the competition and at that time PAUD At-Tauhid as a representative from the South Sumatra area was chosen as the winner, which was then sent to the City of Yogyakarta. This activity will continue until 2021, when the school innovates by creating a program called "Gersamasapa" which means one house one family reading corner movement. This movement was sparked by the school principal's idea that families should greet each other together"(Principal).

These activities aim to be carried out together, and there is mutual greeting or interaction between parents and their children. The program was inaugurated on March 5 2021 by the Palembang City Education Office. Then after the name was official, along with its activities, the At-Tauhid PAUD institution focused on literacy activities, because considering that children's literacy skills at school were very lacking, finally the principal made an activity that could increase children's literacy with fun activities and not just involving teachers and children only but parents are also involved. The planning for the Gersamasapa program at PAUD At-Tauhid is carried out by the school by means of teachers and educational staff holding regular annual meetings to formulate all activities to be carried out in one school year, the work meeting begins before the school year begins. The results of the meeting are then listed in the academic calendar, which is then socialized to parents. In connection with meetings between teachers and education staff, in addition to producing formulations related to school activities and academic schedules, teachers and education staff also develop standard operating procedures (SOP) that will be carried out in Gersamasapa activities.



Figure 1. Teacher and education staff meeting activities



Figure 2. Socialization of the academic calendar

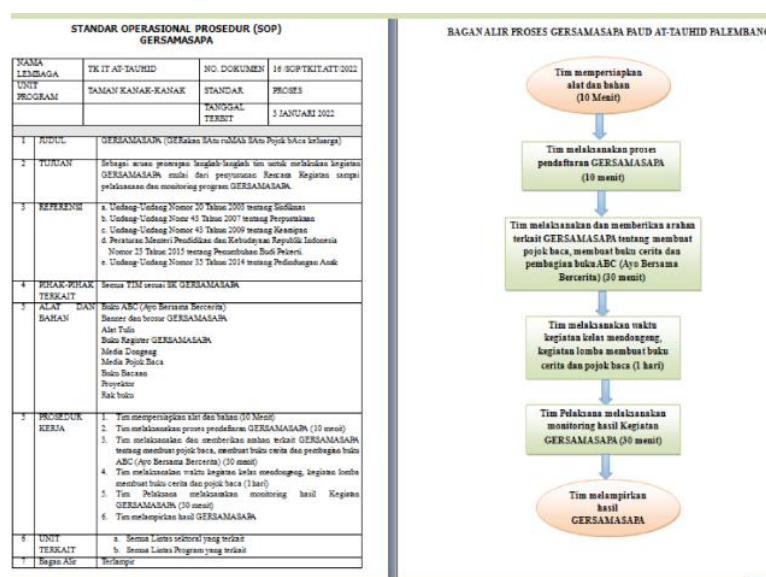


Figure 3. Gersamasapa SOP

In this planning stage, PAUD At-Tauhid determines the steps that must be taken by the teacher before the Gersamasapa program is implemented. First, understand the Gersamasapa literacy program, the teacher should understand the goals, SOPs, how to use used materials or goods as a medium for parents to make books stories and also understand how to monitor the results of Gersamasapa activities carried out by parents and children. Second,) plan the first home visit to find out the situation and condition of parents and children. In this activity, the teacher discusses with the parents to plan the teacher's arrival at the parents' house, then agrees on a time. In making visits or home visits conducted by teachers, the visiting process is carried out in stages from one student's house to another student's house. Third, plan for the second or final home visit which aims to see the results of the reading corner at home after previously the parents participated in socialization, and participated in storybook-making training held by the school. The last visit or home visit was carried out in the middle or end of December. In planning gersamasapa literacy activities, the Principal of the At-Tauhid PAUD school stated that

"actually there were several obstacles faced by the school and parents, but this did not limit us and other teachers in carrying out the activities of the one house one reading corner movement which was fun for the

family." child. Principals and teachers at PAUD At-Tauhid Palembang try their best to provide the best service according to the stage of development and needs of children and parents" (Principal).

Therefore, a teacher must have a goal in planning the program to be implemented. In addition, teachers must have good competence as a professional standard for educators in understanding matters related to the learning process (Aprida et al., 2022). Broad insight, responsiveness and creativity so that children and parents can participate in the Gersamasapa program, which has been designed in such a way as to increase interest in reading and positive character in early childhood. Research conducted by (Kurnia et al., 2021) states that the success of implementing a program is also influenced by a good planning process and receiving support from parties outside the school. In this case, the Gersamasapa literacy program carried out by At-Tauhid PAUD was also carried out through a careful planning process and received support from parties outside the school such as parents and the Palembang City Education Office. Palembang in 2021.

Organizing the Literacy-Based Learning Program at PAUD At-Tawhid Palembang

The next management function is organizing. Suyadi (Aziz, 2019) argues that organizing is a distribution of tasks in a professional way through the ability of each resource to carry out tasks. So all forms of planning are organized into a smaller scope so that all PAUD components get tasks that are in accordance with the capacity of each PAUD component. Meanwhile, according to (Indrawan, 2020) organizing is a structured process, with which all components of the subject and all of them can work effectively. The organization of the Gersamasapa literacy program carried out by PAUD At-Tauhid involves all parties, by forming a team implementing the Gersamasapa program consisting of the person in charge, chairman, members, and others which are then listed in a decree (decree) then the decree is approved by Palembang City Education Office.

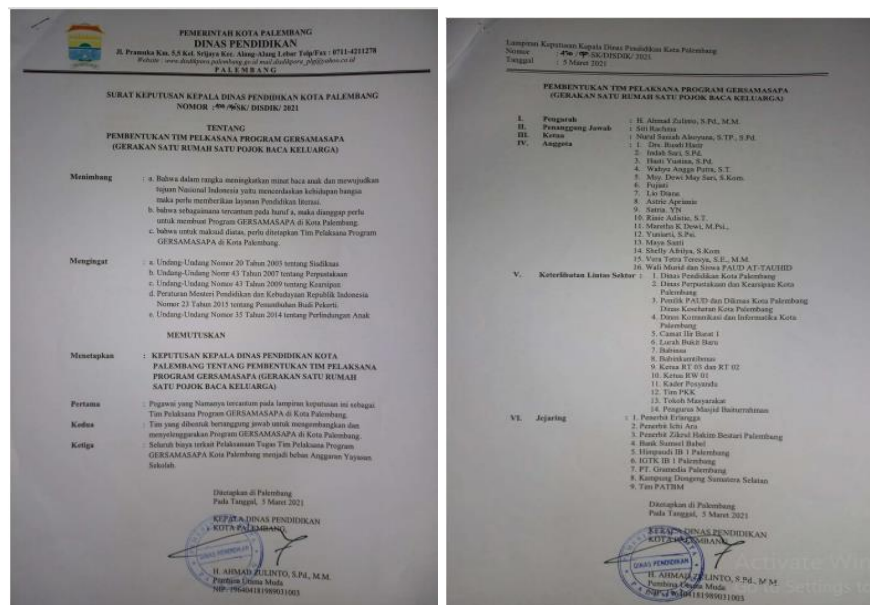


Figure 4. Decree of the Gersamasapa Program

Organizing at PAUD At-Tauhid related to the Gersamasapa literacy program has been carried out, and until now, it has been going well-involving cross-sectors such as the Palembang City Education Office, Palembang City Library and Archives Service, Palembang City PAUD and Dikmas Inspectors, Palembang City Communication and Informatics Office, Head of Ilir Barat 1 Sub-District, Bukit Baru Village Head, Babinsa, Babinkamtibnas, Head of RT 03 and RT 02, Head of RW 01, Posyandu Cadres, PKK Team, Community Leaders, and Management of the Baiturrahman Mosque. This is in accordance with research conducted by (Fifin Fatimah & Rohmah, 2016) which states that in order to achieve the goals set and designed by the school, there needs to be close collaboration between school principals, teachers, the community and the local government.

Implementation (Actuating) Literacy-Based Learning Program at PAUD At-Tawhid Palembang

Implementation (Actuating) is an activity to realize a plan into concrete actions effectively and efficiently (Aziz, 2019). In the implementation, synchronization is carried out between executors of activities and activities to be achieved so that organizational goals can be carried out properly. Another definition of implementation is also explained by (Indrawan, 2020), namely, implementation is an activity to realize plans into concrete actions in order to achieve goals effectively and efficiently and will have value if implemented properly.

The implementation of the Gersamasapa literacy program at PAUD At-Tauhid Palembang consists of several activities, including: *first*, a family reading corner. Reading corner activities are carried out by designing and building reading corners at home with parents. Some of the activities that are the core of the Gersamasapa program are the reading corner in accordance with the name of the program, namely the one house one family reading corner movement. The goal of the Gersamasapa program is that At-Tauhid PAUD wants every house to have a family reading corner. Families that have a reading corner are not only for wealthy families but middle to lower-class families can also have a reading corner. At the beginning of the implementation, this was also an obstacle for the school. Many parents from the lower middle class complained about this because they were unable to build a reading corner. then there must be good books and lots of them. That's why the Gersamasapa program was created so that parents from the lower middle class can carry out and implement literacy activities at home because the home is one of the longest places for children to learn at school. Through learning experiences at home, children will gain mastery and understanding related to knowledge cognitively (Solihat & Riansi, 2018).

Gersamasapa activities, namely, parents create a reading corner at home. The books in the reading corner are made by parents based on orders from the teacher. If the initial obstacle complained of by parents is the cost of setting up a reading corner and buying books. The school principal, teachers, and parents then looked for a solution together, namely creating a reading corner from unused materials. Media used materials that are used can increase children's literacy as research journals (Mumpuni et al., 2022). Based on the interview with the Principal, he said, *"the location of the reading corner does not always have to be in the corner of the house because it adapts to the situations and conditions of each parent because each family must have a different background"* (Interview with At-Tauhid PAUD Principal).



Figure 5. Activities to design and build a reading corner at home with parents

Second, literacy training. This gersamasapa activity, apart from creating a reading corner, also includes activities for parents to make story books; based on interviews with the school principal, he said, *"starting from the initial problem, namely that children's literacy is very low and facilities are inadequate, especially for the lower middle class, we finally conducted training literacy which includes the activities of teachers and parents to be creative"* (Interview with At-Tauhid PAUD Principal). In this literacy training, it is hoped that parents and teachers will be able to design media or educational game tools according to the characteristics of early childhood. In this case, teachers and parents are required to be creative in making media a tool to introduce literacy (Jazariyah & Durtam, 2019).

Literacy training was carried out for parents to make story books made using used objects. These used objects were chosen for the purpose of overcoming parental constraints in terms of costs. Used objects that can be used such as plastic, bottle caps, cardboard and so on. Utilization of used materials can be used as an educational game tool (APE) to increase children's interest in literacy as research (Lidiana Permata Sari et al., 2022). Apart from that, this is a way for a reading corner to be realized, not only for the place but also for the media that parents make themselves. Storybooks or story media made by parents are adapted to the innovation and creativity of parents.



Figure 6. Activities to guide and train parents in the form of literacy skills (writing storybooks, making story videos, making teaching aids, designing reading corners, making bookshelves, etc.)

Before the school conducted literacy training for parents, the school conducted home visits or visits to obtain data related to the economic scope of students and parents, and the school also made outreach in the form of parenting related to Gersamasapa activities before entering into making a reading corner. After the home visit and outreach, the school held training sessions for parents and teachers with the aim of introducing and preparing parents for the one home one family reading corner movement program. Forms of training made by schools such as story making training, training on making visual media, designing reading corners and storytelling training. These pieces of training are useful for knowing how to design and organize strategies that can be used by parents and teachers in storytelling or storytelling to increase children's literacy (Asmawati et al., 2020).

The Gersamasapa program formed by PAUD At-Tauhid does not solely hold a reading corner, and provides media in the form of books but also teaches parents to tell stories, the aim of which is for parents to know how to tell interesting stories for their children. Before doing the story, there are strategies or steps that can be used by parents to attract children's interest, these strategies include setting goals and story themes, determining the tools to be used in telling stories, determining speaking techniques when telling stories, etc. (Djuko, 2018). There are various ways to tell stories that can attract children's interest and can instil moral values in children, such as using the appropriate voice or intonation, determining the right time when telling a story, and so on (Kusumastuti, 2017). The training that was made by the school was not carried out only once, and the training was carried out according to the time, as well as the conditions and situations of the parents. Parents who are unable to attend the school also provide training online, namely through video calls, so that parents who are unable to attend can also get this valuable knowledge and information.

Third, storytelling class. Storytelling classes are aimed at children whose goal is to guide and train children to do storytelling activities and make visual aids from unused objects. In the storytelling class, children make media from used items at home. When the storytelling class is held, the child is ordered to bring the media he has made to the school. In the storytelling class, the teacher trains children to tell stories using media that the children have prepared and prepared.



Figure 7. Activities of guiding and training children in storytelling activities and making storytelling media out of unused objects

Storytelling classes carried out by teachers and children at school can improve children's literacy, especially in fostering interest in reading as well as research journals (Fajriyah & Puspitasari, 2022). The process of implementing storytelling classes is only carried out once a month. The process of implementing the storytelling class is carried out by the teacher by determining the storytelling class schedule and gathering the children together along with the media that has been prepared. After everything is gathered and ready then, the children are trained by the teacher. The storytelling class process begins with the teacher training children to say the words A-I-U-E-O.

Supervision (Controlling) the Literacy Program at PAUD At-Tauhid Palembang

Supervision is a monitoring activity to ensure that all plans that have been prepared can be implemented properly (Aziz, 2019). The supervision process carried out by PAUD At-Tauhid includes two ways, namely home visits or visits to parents' homes, which are carried out at the beginning of the semester and at the end of the semester and through a monitoring book called the ABC book (let's share stories). Home visits or visits, carried out by teachers at the beginning of the semester are carried out with the aim of seeing the situation and condition of parents before carrying out the gersamasapa program. At the same time, the second visit which was carried out at the end of the semester was carried out to see the results of the books that had been made by parents. Home visit activities carried out by teachers are the best service facility for early childhood as research conducted by (Nirmala & Annuar, 2020).

In addition, the supervision process is also carried out by monitoring through the ABC book (let's read together). The ABC monitoring book was made by the school with the aim of seeing the progress of parents in reading books to children this one week. In addition, the monitoring process is also carried out by teachers and parents online to ensure that there are no obstacles faced by parents in making books to be read to their children.



Figure 8. ABC Monitoring Book (Let's share stories)

In the ABC book, there are columns that must be filled in by parents regarding the name of the book being told when parents read the book and the moral message found in the storybook. This was made by the PAUD At-Tauhid institution with the aim of monitoring the activities of the one house one family reading corner movement carried out by parents at home. The ABC monitoring book is collected routinely every Friday to teachers in each class or group to be initialled, which indicates that parents have read story books to children. This is routinely done so that teachers know parents have read any story books to children -son. In addition, after the parents finished making the reading corner, and were given monitoring books, the teachers at PAUD and the At-Tauhid school principal again held a home visit or a second visit to each house to see the progress of the reading corner made by the parents. The one house, one reading corner movement program implemented by At-Tauhid PAUD has a positive impact in accordance with the goals formulated by the school institution. This impact can be seen through the graph in the image below:



Figure 9. Gersamasapa innovation impact

In this study, researchers limited the implementation of management by PAUD At-Tauhid in carrying out the Gersamasapa program. The success of the gersamasapa program created by PAUD At-Tauhid is certainly inseparable from good and mature implementation management and the involvement of other parties who have helped implement this program. So that in the implementation of the one house one reading corner movement program can have a positive impact; this includes: developing children's language skills, teaching children's character values through the habit of reading books, having interesting reading activities at school and at home, creating people's involvement parents in positive parenting and communication patterns, and improving the quality of educators and the quality of education in national development.

4. CONCLUSION

The literacy program at PAUD At-Tauhid is named gersamasapa, which means the one house, one family reading corner movement, which aims to increase children's interest in reading and the positive character of early childhood. The process of the gersamasapa program is carried out through three activities, including one house, one reading corner, literacy training, and storytelling classes. The management of the early childhood learning program at At-Tauhid PAUD was carried out very well and maturely; this is illustrated by the achievements obtained by At-Tauhid PAUD by becoming the Top Education Service Innovation in Palembang City in 2021 as the only PAUD institution in Palembang city and has a positive impact on children's developing language skills, the inculcation of children's character values is carried out through the habit of reading books, there are interesting reading activities at school and home, creating parental involvement in positive parenting and communication patterns, and improving the quality of educators and quality of education in national development.

5. ACKNOWLEDGMENTS

The researcher would like to thank Allah SWT, parents, lecturers in management courses, Prof. Dr Hj. Erni Munastiwi, M.M and thank the educators and education staff of At-Tauhid PAUD, especially to Ms Nurul Soniah Alsoyuba, S.TP., S.Pd as the principal, who has provided the opportunity to benefit from the gersamasapa program and is willing to become respondents in this study.

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