
Quality management system model: Building a sustainable school literacy culture

ASEP ROSIDIN^{1*}, ENDANG HERAWAN², AND DIDING NURDIN³

Abstract

This research explored the necessity of a systematic approach to fostering a sustainable literacy culture in elementary schools. It developed a Quality Management System (QMS) to cultivate school literacy culture and enhance sustainable literacy quality. This research and development (R&D) used the PDCA model to develop an elementary school literacy program quality management system model. During the analysis stage, the researchers surveyed to assess and gauge the effectiveness of the previous program's implementation. The design phase involved a literature review and analysis of survey results, referring to literature, and consulting experts. The findings indicated that implementing the QMS model significantly aids primary schools in achieving a sustainable literacy culture. This research's primary contribution lied in the QMS model, offering a structured framework for elementary schools to enhance sustainability literacy. This model contributes to theoretical understanding and practically supports the ongoing development of a strong, effective literacy culture in primary education settings.

Keywords

Literacy, quality management system, school literacy culture

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¹, Universitas Pendidikan Indonesia, Indonesia, Corresponding author: asep_rosidin@student.upi.edu

^{2,3} Universitas Pendidikan Indonesia, Indonesia

Introduction

Literacy is an essential issue in developing a nation in the world. The literacy rate is the leading indicator of economic and social development; the campaigns of several international organizations have led to significant growth in all major regions of the world (Osho & Ebalunode, 2019). Literacy has become one of the needs in the 21st century world education (Marmoah & Poerwanti, 2022). Literacy is one of the basic skills that recognize other basic literacy and is an essential life skill (Genlott & Grönlund, 2013). Therefore, a nation must make literacy a strategic element in developing its country because the demands of the development of science play a significant role in the ability to read and write individuals in more advanced generations (Maulida & Suriansyah, 2019).

The National Literacy Movement is a conscious effort by the Indonesian government to recognize the importance of the strategic role of literacy. Its function is critical in stimulating every citizen to have basic knowledge about the nature of science more broadly (Nuryana et al., 2020). The school literacy program is one form of the national literacy movement program at formal primary and secondary education institutions (Lastiningsih et al., 2017). Schools implement literacy programs through various integration approaches with other programs (Pantiwati et al., 2023). These programs aim to build a literate school culture because they can stimulate the progress of students' knowledge with other literacy skills. The literacy school ecosystem is a term for a school that already has a good literacy culture and can be built by implementing literacy programs by managing literacy culture in schools (Marmoah & Poerwanti, 2022).

However, determining the formation and implementation of the literacy ecosystem has many challenges. The reality of literacy conditions in Indonesia, according to the results of the 2018 PISA survey, shows that reading and writing skills stagnated from 2012 to 2015 but experienced a drastic decline after the launch of the Literacy Movement Program in 2016, with a score of 371 out of 397 points, below the average of OECD countries (Schleicher, 2019). The mapping study of the National Library of Indonesia in 2021 shows that the Indonesian people's Reading Craze Level (TGM) reached a score of 59.52, which is at a "medium level" (Fatmawaty, 2022). Similarly, with the efforts of the Literacy Movement at the regional level, such as in West Java, there are still challenges in making this literacy program sustainable and having a significant impact (Hernawan et al., 2020).

In line with the survey results above, the Indonesian Student Competency Assessment (AKSI) results, which measure reading, mathematics, and science skills for grade 4 elementary school students, also show that nationally, for the category of lack of reading, 46.83 percent. Similarly, the results of the 2018 Reading Literacy Activity Index (Alibaca Index) concluded that the National Alibaca Index was included in the category of low literacy activity with 37.32 points. When viewed at the provincial level, most provinces have low literacy activity levels, and none are included in high literacy activity levels (Solihin et al., 2020).

The next indicator is that school literacy culture has not been formed even though it has had and run a literacy program for one year of observation in this research. Schools do not have sufficient and consistent literacy support resources in literacy activities as habituation builds culture literacy (Spanjol et al., 2023; Vidergor, 2023). The culture has not been formed because there has been no systematic implementation management of the

literacy culture. Quality management refers to designing and implementing high-quality literacy programs in schools. The work team in quality management involves many parties who are related, interested, and supportive of literacy programs in schools. Having quality control in monitoring and evaluating programs that have not been implemented comprehensively and backed by instruments that can measure literacy programs that follow the literacy ecosystem's criteria in schools. There is an evaluation process that supports continuous corrective action (Lastiningsih et al., 2017; Nuryana et al., 2020; Suryawati et al., 2018). Therefore, developing a quality management system in school literacy programs is critical (Sarmono et al., 2020). Implementing a structured quality management system is expected to make literacy programs sustainable and significantly impact students' literacy ability in Indonesia.

Unfortunately, not many have researched the quality management system of the literacy program, which can show a structured model to be used as a guideline for a continuous quality improvement cycle. Research on the quality management system of literacy programs remains inconsistent. The relevant research are related to multiple methods and models of evaluation of literacy programs (Genareo, 2022), Literacy culture in schools (Pratiwi et al., 2022), cultural management of school literacy in Indonesia (Piyambodo, 2022), and evaluation of the school literacy movement program for students and teachers (Suherman, 2021).

This research aims to evaluate critical programs by examining the quality management system of sustainable school literacy programs to build a literacy ecosystem culture (Subur et al., 2022). Therefore, this research focuses on two research questions: (1) the dimensions of school literacy culture and (2) how the quality management system of school literacy programs is. The aim is that the output of this research results can be used as a comprehensive guideline in the form of a quality management system model for Literacy Programs in Schools (Arffianto & Abduh, 2022; Lastiningsih et al., 2017, 2019).

Literature Review

School literacy culture

This literature review explores the components of school literacy culture, namely literacy activities and supporting resources, and their impact on student literacy development.

Supporting resources are essential to creating a conducive literacy environment in schools. Supporting resources include library conditions, book collections, literacy corners inside and outside the classroom, media campaigns, literacy programs, library management, and public involvement (Destrianto, 2021; Solihin et al., 2020).

Literacy activities in the school environment can be categorized into three types: habituation activities, development activities, and learning activities (Bergmann, 2012; Lastiningsih et al., 2019). The description of each literacy activity is as follows: (1) Habituation activities refer to the regular and consistent integration of reading and writing practices in students' daily routines. (2) Development activities focus on expanding students' literacy skills and knowledge. These activities may involve explicit instruction, guided reading, or writing workshops. Development activities allow students to explore different

genres, analyze texts, and improve their comprehension and writing skills. (3) Learning activities involve the integration of literacy across different subjects and disciplines. These activities encourage students to apply their reading and writing skills to understand and communicate concepts in science, social studies, or math. Students can develop critical thinking skills and a deeper understanding of the subject by internalizing literacy into different learning contexts (Bol & de Wolf, 2023a; Zeppieri & Russel, 2013).

Quality management system

The Education Quality Management System (QMS) is a fundamental approach to controlling sustainable literacy programs and continuously improving the educational context. This concept is based on the theoretical foundation of Joseph M. Juran, a well-known quality management expert. According to Juran, the education quality management system has three main components that are relevant to controlling and improving sustainable literacy programs, namely quality assurance consisting of quality design and quality control, and quality improvement using the Plan, Do, Check, and Action method in the Total Quality Management in Education approach (Barker et al., 2006; Eniola et al., 2019; Kanji & Barker, 2006; Mahdikhani, 2023; Thapa, 2011).

Methodology

Research design

This research and development (R&D) used the PDCA model to develop an elementary school literacy program quality management system model. During the analysis stage, the researchers surveyed to assess and gauge the effectiveness of the previous program's implementation. The design phase involved a literature review and analysis of survey results, referring to literature, and consulting experts. The development phase involved a conceptual model for a quality management system, which experts validate. The implementation phase involved applying the conceptual model for a quality management system, which experts validate. At the evaluation stage, the implementation results are evaluated by applying all steps and instruments of the quality management system that have been prepared.

Participants

The subjects of this research were principals, vice principals, 61 teachers, 650 students, committees, and parents of students at West Bandung School, West Java, Indonesia. This research determines the locus of research based on the needs of schools in developing literacy programs to build a literacy culture or literacy ecosystem.

This research used a purposive sampling method. This method, also known as the judgment sampling method, involves intentionally selecting samples from a survey based on their quality. This research focused on Madrasah Assakinah in the West Bandung area using the purposive sampling method. The researchers chose this area because several regional schools have emerged as models for managing and promoting school literacy. This research was conducted observationally during the 2022-2023 school year.

Data collection techniques

The researchers collected the information through interviews, documentation, and questionnaires. The research collected questionnaires in one month; the respondents responded to the questionnaire for about 60 minutes. Additionally, the researchers conducted interviews with the respondents. The interviews employed a guided discussion method. Guided interviews focus on the subject or field of the interview. However, the researchers made some revisions after the discussion because new insights emerged during the interview. Other meaningful matters related to the research dialogue continued after respondents were asked about the main points.

Data validity techniques

During data collection, researchers checked the validity of the data. The researchers validated the instrument based on content, construct, and empirical validation. The researchers have validated quality management system instruments, literacy program activities, literacy program supporting resources, the use of language in each instrument, and management evaluation. Content validation has been carried out by asking for consideration from experts in quality management and literacy programs.

Data analysis techniques

This research has used a purposive sampling method. This sampling method, also known as the judgment sampling method, involves the deliberate selection of samples based on their quality in the research. This research has selected the West Bandung region as its population, with a particular focus on elementary schools. The researchers chose this area because several regional schools have established themselves as models for managing and promoting school literacy. This research has analyzed the information needed before determining whether respondents are considered insightful, experienced, and willing to share knowledge until the data is complete, comprehensive, and valid.

Results and Discussion

The discussion of the research results in each sub-analysis of the two dimensions will be described as follows.

School literacy culture

The researchers analyzed school literacy culture based on the dimensions of literacy activities and the supporting resources for school literacy programs. This research was conducted in the medium category with a score of 47.99. Research findings are shown in Figure 1 below.

Figure 1. School literacy culture graph

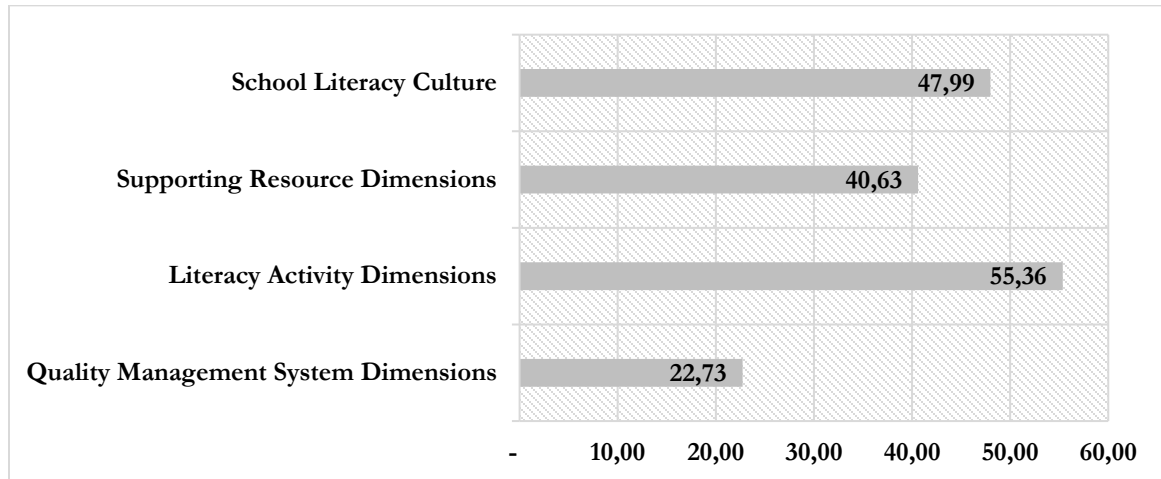


Figure 1 shows that schools in this category have sufficient levels of literacy activity and provide adequate supporting resources. However, there is still room for improvement, and they are not included in various schools with a literacy ecosystem. The school has some literacy activities but is less intensive or comprehensive than higher-category schools. The measurement scale used refers to the classes, as shown in Table 1 below.

Table 1. Categories of school literacy culture

Range	Category
≥ 68	Excellent
53 – 67	Very Good
38 – 52	Good
23 – 37	Fair
0 – 22	Poor

Source: Solihin et al. (2020).

Table 1 provides an overview of the extent to which schools engage in literacy activities and the extent to which schools offer literacy support resources. The higher the category, the better the school promotes literacy and supports students' literacy skills development. A more detailed description of the research results on school literacy culture in each part of the dimension of supporting resources and literacy activities in the school literacy program is as follows.

Supporting resources

School literacy culture in schools studied in the support resources dimension shows the indicators of where schools get good resources to support the success of school literacy programs. The research results showed that there are supporting factors in creating a literacy culture in schools, including good library conditions. The research findings also highlighted

deficiencies in the collection of non-subject matter reading books, the inclusion of non-lesson books in the classroom's reading corner, and the establishment of a reading corner outside the classroom of literacy campaigns within the school environment and the appointment of a school literacy team still need improvement. Thus, even though schools have tried to create a literacy culture, improvement is still needed because it is classified as a lesser category.

Literacy activity

The research results of the dimensions of literacy activities analyzed in this research are habituation, development, and learning activities. The research data are shown in Figure 2 below.

Figure 2. *Literacy activity*

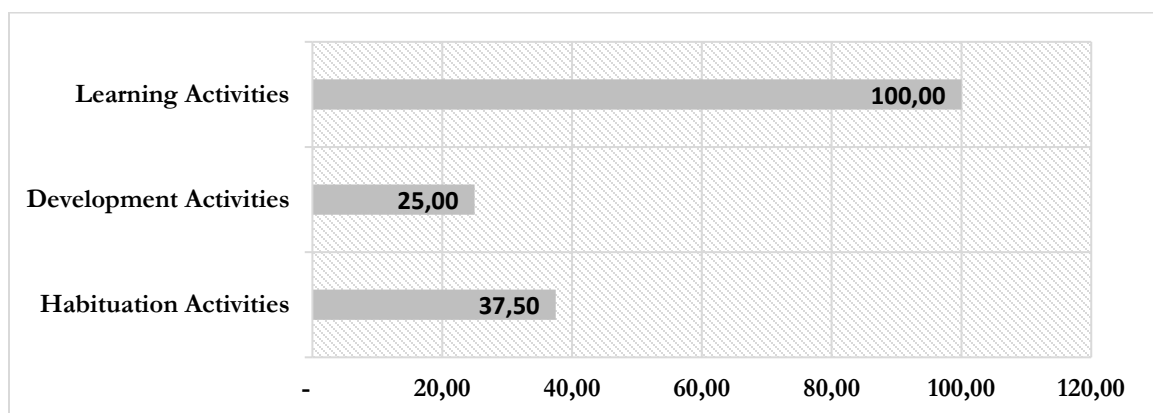


Figure 2 shows that the average literacy activity score is 54.17 in the literacy activity dimension. Results showed that the habituation activity score was 37.50, suggesting room for improvement in building consistent literacy habits. The development activity score is 25.00, indicating the potential to increase activities supporting literacy development. The final activity score of 100.00 demonstrated a strong focus on learning activities related to literacy. The findings show that schools have paid good attention to student literacy learning.

Habituation activities

The analysis showed that implementing literacy habituation activities, such as routine reading for 15 minutes, library use, documentation, reflection practices, and the involvement of teachers and principals, was still lacking. Library service times, student visits, and library book borrowing should be increased. Although literacy habituation activities have been carried out, the score shows the implementation is still lacking.

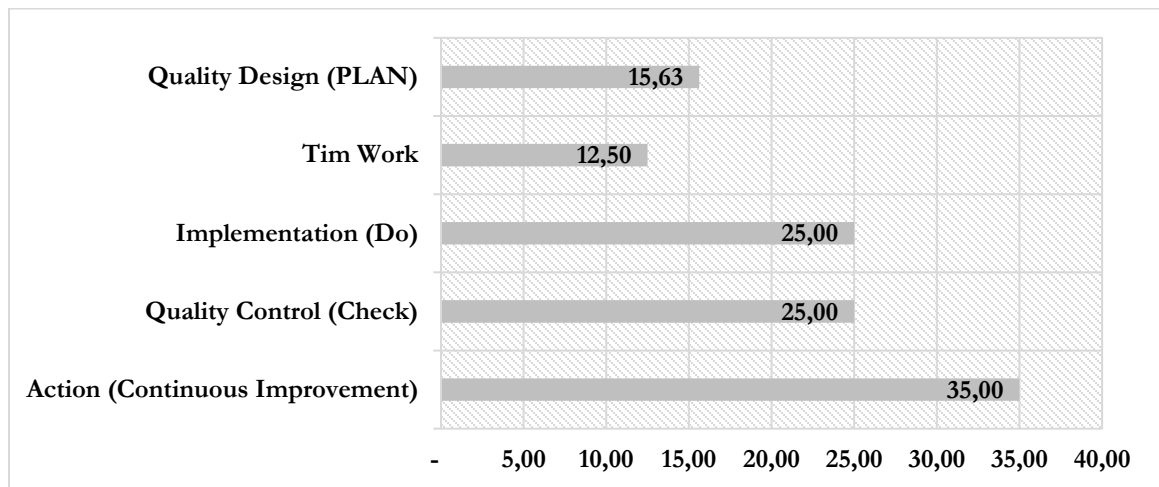
Development activities, the findings in this research aimed to measure the extent of implementation of literacy development activities in the school environment. The results of the analysis in this research show that responding to reading in reading activities for 15 minutes, displaying student work in the school environment and updating annually, big/national commemoration ceremonies with literacy activities, appreciation for student

literacy activities, and literacy development activities outside the curriculum are included in the less category.

Learning activities, this data presents the results of research on learning activities carried out in the context of literacy. The results showed that the actions of reading subject enrichment books in the last semester, text comprehension strategies in the learning semester, addition, visualization, identification of complicated terminology, evaluation, synthesis, and others, making summaries and critical reviews of academic material in subject enrichment activities in the last semester, the use of various types of texts (print, visual, and digital) in learning in the previous semester, and the use of students' reading evaluation instruments, such as problem trees, fishbones, mind maps, and so on, in the last semester were included in the less category.

Quality management system, the research findings on the quality management system are shown in Figure 3 below.

Figure 3. *Quality management system*



Based on the research data in Figure 3, the dimensions of the quality management system, quality design, and teamwork are included in the “Very Lacking” category, indicating the need for improvement and strengthening in literacy program planning and teamwork in the school. However, implementing literacy and quality control programs falls into the “medium” category, indicating progress has already been made but still allowing further improvement. Meanwhile, the action (continuous improvement) dimension is included in the “Good” category, indicating continuous efforts to improve literacy programs. Therefore, based on the research results, it is necessary to enhance the implementation of the quality management system of the literacy program in the school, especially in planning, teamwork, and dimensions of the quality management system, to achieve good quality.

This discussion section discusses the research results on school literacy culture, including detailed analysis results on the dimensions of supporting resources and literacy activities, as well as how quality management in implementing literacy programs in schools, after evaluating the findings and describing the critical implications that can be taken from the research in this part of the discussion.

School literacy culture

This research highlights that although schools have run literacy programs, they have not succeeded in forming a solid literacy culture in schools. The findings can be observed from the fact that schools do not have a quality culture in literacy activities, supporting resources that have not been maximized, and have not met the criteria for the formation of a good literacy culture or what is called the literacy school ecosystem (Marmoah & Poerwanti, 2022).

Support resources

Support resources in building a school literacy culture are basic materials that are principles or mandatory in their existence but are called supporters because they are not the core of literacy culture activities themselves, meaning that even if there are abundant literacy support resources, if there are no literacy activities, it cannot be said that a school has a literacy culture (Subur et al., 2022). However, a building indeed cannot be erected if there are no building materials, as well as school literacy culture, so these supporting resources are the primary capital of how large, sturdy, and beautiful the literacy culture building is to be built (Kartikasari & Nuryasana, 2022). The emphasis of the discussion substance in this section is the importance of quality management in library management as the primary supporting resource in building a culture of literacy in schools (Maulida & Suriansyah, 2019). The program quality management system can optimize the library's function to shape the school's literacy culture (Kavitha & Valarmathy, 2022; Liu & Ma, 2018).

Based on the results of this research, an analysis was then carried out referring to a literature review of school culture literacy. This discussion can be illustrated in the form of a chart that builds the basics of the components of the school literacy culture model. As shown in Figure 4, this chart will provide a visual overview of the close relationships between the critical components in shaping school literacy culture and how each element interacts to achieve that goal.

Figure 4. *Elements of school literacy culture*

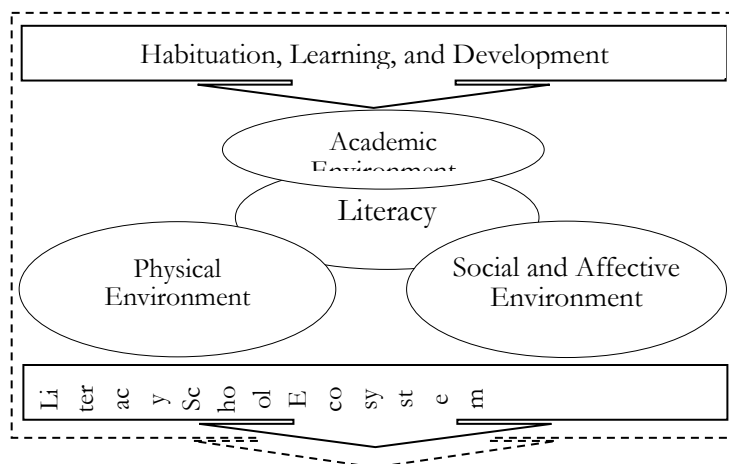


Figure 4 shows the importance of building a school literacy ecosystem by integrating and collaborating between the academic, physical, social, and affective environments to create optimal supporting resources in building a superior and sustainable school literacy culture (Marmoah & Poerwanti, 2022). Schools need to have details about how each of these elements are and how the close relationship collaboration between the three is elaborated in the school environment (Solihin et al., 2020). In addition, it emphasizes the importance of supporting resources, such as a well-equipped and well-organized library, as well as literacy campaign activities that stimulate interest in reading (Milla et al., 2022).

Literacy activity

Discussion about literacy activities in schools is the central identity in developing school literacy culture, meaning that if there are no literacy activities, it is difficult to imagine how the literacy culture will be attached as an identity to the school (Piyambodo, 2022). Thus, if supporting resources are analogous to materials in a building, this literacy activity will determine what materials are needed and what kind of buildings will be built. Therefore, if the management of the elements of this literacy activity is well designed (by design), then quality assurance governance is carried out in the planning. It will require schools to meet all supporting resources as materials that become elements of school cultural literacy and quality management systems (Kiran, 2017).

Research findings on literacy activity in the schools studied have not shown the existence of literary culture in the learning activity dimension, including habituation, development, and learning activity. These findings are proven, as shown in Figure 2, in that the dimension of literacy activities in terms of habituation activities and development activities is still relatively lacking, so this factor contributes to the lack of literacy culture in schools (Maulida & Suriansyah, 2019; McCallum, 1999; Pratiwi et al., 2022).

Literacy activity is critical to building a school literacy culture (Mariana & Anggreni, 2019). If it does not exist or is not managed systematically with a quality management system approach, then all existing resources will not have optimal functions as their essence and purpose (Kurniawati et al., 2022). Thus, schools must understand their function and operation in all details of literacy activities and all supporting elements that the school must collaboratively optimize, the primary solution before other things are done in building a culture of literacy in schools. The importance of the position of literacy activity in building a literacy culture is seen in the connectedness of its functions, visualized in Figure 4 above.

Habituation activities

Habituation activity is the first element of learning activity, which is the foundation for building a superior and sustainable school literacy culture. Suppose this habituation activity is carried out consistently with the quality management system approach to ensure quality in each program and management function. In that case, it will build a strong and sustainable literacy culture foundation and demand the optimization of other resources to meet the elements of each criterion, which is then carried out through continuous quality improvement (Mariana & Anggreni, 2019; Pratiwi et al., 2022).

Based on the findings in this research, related habituation activities in schools are still relatively lacking. Thus, in the context of this lack of habituation activities, several alternative solutions exist to build a strong, superior, and sustainable literacy culture in schools. These solutions include increasing routine reading activities for 15 minutes at zero hours on non-lesson books, improving library use with campaigns and activities that encourage students to use the library more actively, encouraging students to have a reading journal in each research group as a guide for guided and continuous reading programs, and involving teachers and principals in literacy habituation activities (Pratiwi et al., 2022; Solihin et al., 2020).

Suppose schools implement the solutions to the habituation activities mentioned above effectively. In that case, it is necessary to design a quality management model or framework that guides starting from planning, implementing, monitoring, and evaluating in building a comprehensive and integrated school literacy culture, including elements of supporting resources, literacy habituation activities, academic, physical, social, and affective environments (Novita & Solihin, 2020).

Comprehensive literacy habituation activities mean empowering every element of literacy activities and supporting resources with governance and quality assurance in a quality management system approach. A quality management system is an approach that guarantees the identification of each management function of a particular program object, in this case, the school literacy program, so that the comprehensive element of a program can be elaborated and managed according to its function (Novita & Solihin, 2020).

Integrated habituation activities mean that all elements identified through the quality management system approach in each element of literacy habituation activities are part of the education system at the school. For example, the habit of reading 15 minutes of non-lesson at zero o'clock at school, the books provided are also part of the school curriculum system that has an agenda in the literacy program to support learning activities in schools in other programs or lessons, such as supporting Indonesian learning, readability of a text, exemplary storybooks that are targeted in strengthening character education, and other program examples (Sutriyani et al., 2022).

Development activity in the context of literacy activities is a follow-up activity after school. It is consistent with the governance approach of the quality management system to carry out the habituation of literacy activities in schools. Literacy habituation activities are a complete foundational critical element in literacy activities. However, it has not been seen and formed as a literacy culture in schools if development activities have not been carried out (Mariana & Anggreni, 2019; Maulida & Suriansyah, 2019). Thus, this development activity is a framework or pillar of literacy culture building in schools, so whether these pillars are strong will affect the literacy culture of the school that is built. Similarly, whether these pillars of literacy development are strong will depend on the solid foundation of literacy habituation activities built. The importance of the quality management system framework in building a culture of literacy in schools is as critical as the role of architects in a sturdy building with a clear identity so that everyone is easily familiar with the building (Matorera & Matorera, 2018).

The findings in this research regarding literacy development activities in schools highlight several vital aspects that need to be strengthened and improved as the main pillars for schools in building a literacy culture. Proposed solutions include increasing response activities to reading, displaying student work, rewarding student literacy activities,

strengthening national holiday commemoration ceremonies with literacy activities, and involving literacy development activities outside the curriculum (Maulida & Suriansyah, 2019; Nason, 1997). This development activity clarifies the purpose and increases motivation and hopes that a school literacy building will be built. It does not seem half-hearted or a building plan that is stalled just like that because the foundation of literacy habituation activities is not strong, and literacy development activities are not carried out as the next step in building a school literacy culture (Maulida & Suriansyah, 2019; Solihin et al., 2020).

Learning activities, learning in the context of literacy activities is not only carried out during learning. Still, it should be the impact of building a stable foundation of habituation activities and upholding solid pillars of literacy development activities. Therefore, how students learn at school in every activity is a reflex attitude of their literacy skills ingrained in the daily lives of all student activities (Adel & Dayan, 2021). If this learning activity is in such a way, the literacy culture will be superior and sustainable as an inherent identity to form a literacy ecosystem in schools (Banat & Pierewan, 2019).

This research's findings on implementing literacy activities in learning activities are still relatively lacking. Thus, the condition of literacy culture in this school follows the results of the previous analysis. Suppose habituation and development activities do not meet the criteria of quality culture in their management. In that case, learning activities will be challenging to imagine their sustainability when compared to the criteria or indicators of school literacy culture (Mauhay & Villena, 2022). Thus, at this stage of learning activities, several alternative solutions can be used to strengthen literacy activities to build a literacy culture in schools. These solutions include improving the implementation of "subject enrichment book reading activities," the use of active text comprehension strategies, making summaries and critical reviews in subject enrichment activities, the use of various types of texts in learning, and the use of various reading evaluation instruments (Banat & Pierewan, 2019; Pantiwati et al., 2023).

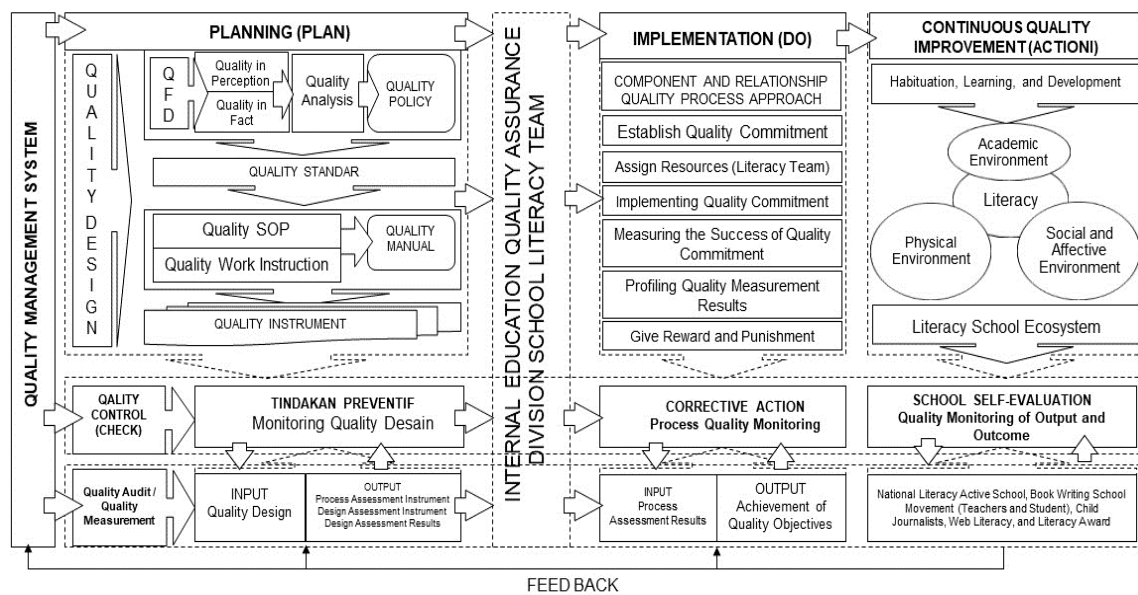
By adopting these solutions, schools can build a quality management system model of comprehensive and integrated learning activities in building literacy activities to build a superior and sustainable school literacy culture. Comprehensive in the context of this learning activity must be a continuation of the previous literacy culture building, namely habituation activities and literacy development, and then integrated must be an approach in all aspects of learning activities, not partial activities as a subject of literacy learning (Pantiwati et al., 2023).

Quality management system, the quality management system is a systematic and structured approach used by an organization to manage and improve the quality of service. The functions of the quality management system used in this research consist of quality design/plan and discussion of the planning of school literacy programs. Teamwork describes teamwork in managing literacy programs. Furthermore, Implementation/Do discusses the implementation of literacy programs, Quality Control/Check discusses quality control of literacy programs, and finally, Action/Continuous Improvement describes continuous efforts to improve literacy programs in schools (Jiang et al., 2007; Kiran, 2017; Novita & Solihin, 2020).

The research findings section on the dimensions of the quality management system of the school literacy program includes several sub-dimensions that will be explained as the approach to the quality management system model of the literacy program in schools. The

purpose of preparing this model is to be a framework for overcoming the findings in this research on the quality management aspects of literacy programs. The findings in the planning aspects identified were the lack of design quality in school planning literacy programs; adopting a systematic approach to designing effective literacy programs to address this issue is crucial (Hofman et al., 2010; Houssart & Croucher, 2013; Quong & Walker, 1996). The quality management system model will provide a clear framework for planning literacy programs that align with the goals and needs of the school (Irawan, 2014). The following is an overview of the planning process for the concept of total quality management assembled, referring to the questions in this research instrument shown in Figure 5 below.

Figure 5. Quality management system model to build literacy culture in schools



Source: Irawan (2014).

Figure 5 describes the steps in a quality management system, starting with quality function development involving identifying the needs and expectations of students, teachers, and stakeholders related to sustainability literacy. It helps design literacy activities and resources that align with these needs and promote sustainability awareness. It is used to identify how quality, quality in perception, quality analysis, quality policy, quality standards, and quality instruments are related to literacy programs in schools (Irawan, 2014; Kiran, 2017).

It is essential to involve various parties who are related, interested, and supportive of school literacy programs. This problem can be overcome by forming literacy work teams involving teachers, principals, library staff, parents, and students. This team will coordinate and implement literacy programs and ensure effective collaboration between all relevant parties. Through the active involvement of the literacy work team, an inclusive and sustainable literacy culture can be established in schools (Novita & Solihin, 2020; Solihin et al., 2020).

The Quality Assurance Division oversees the implementation of QMS and ensures that literacy activities and resources meet established quality standards. School Literacy Team: School Literacy Teams collaborate to develop, implement, and evaluate literacy activities and resources. They work together to integrate the principles of integration and comprehensiveness throughout the curriculum and promote a culture of sustainability in schools (Doherty, 2012). Implementation involves implementing planned sustainability literacy activities and resource strategies in schools, including incorporating sustainability principles into lesson plans, hosting eco-friendly events, and encouraging student involvement in environmental initiatives (Bol & de Wolf, 2023b; Kiran, 2017).

Findings of a lack of quality control in monitoring and evaluating literacy programs. Schools must implement a comprehensive monitoring and evaluation process using appropriate instruments to overcome this. The quality management system model will guide the development of effective evaluation instruments to measure the success of literacy programs. In addition, it is crucial to implement an evaluation process that supports continuous improvement actions (CQI) so that literacy programs can continue to be improved (Díez et al., 2020; McCormick & Sanders, 2022).

Schools can overcome existing gaps and build a strong literacy culture by implementing a quality management system model that includes quality program design, involvement of literacy teams, and quality control and program evaluation (Hofman et al., 2010). The model provides a comprehensive and integrated framework to ensure that all components of the literacy culture indicator are interrelated and work together. Through collaboration and dedication in implementing this model, schools can create a literacy ecosystem that empowers students and promotes their love of reading and writing (Prinsloo & Krause-Alzaidi, 2023). Continuous improvement involves taking corrective action and implementing changes based on feedback and evaluation results (Porter et al., 2006).

Conclusion

This research has explained how school culture and literacy programs are analyzed from a quality management system perspective. Discusses the development of a quality management system (QMS) model that can identify and define all management functions in each essential element of school literacy culture so that it is believed that step by step, it can build a literacy culture in the aspect of supporting resources and excellent literacy activities in schools. This QMS model can answer every challenge of why literacy programs in schools have not been able to form a literacy culture. Even literacy programs cannot be maintained because they cannot identify various aspects of each essential element forming school literacy culture, so this will be a roadmap for schools that have not yet started to build a school literacy culture.

The theoretical implication of this research is developing a quality management system model to build a school literacy culture consisting of quality planning, implementation, quality monitoring, and evaluation, as well as continuous quality improvement. In contrast, the practical implications of this research resulted in developing a quality management system model to build an influential school literacy culture and become a very easy-to-understand guide to ensure and improve the quality of literacy and build a literacy ecosystem in schools in a sustainable manner.

This research makes an essential contribution to the understanding and practice of quality management models to build a sustainable literacy culture in schools and encourage the development of a strong literacy culture. Thus, the suggestion for future researchers is to conduct more comprehensive research using this model and intervene as guided in this model so that this model can be developed nationally at the school literacy culture stage.

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Biographical Notes

ASEP ROSIDIN was student at the Department of Educational Administration, Faculty of Education, University of Education Indonesia, Bandung, Indonesia

ENDANG HERAWAN is working at the Department of Educational Administration, Faculty of Education, University of Education Indonesia, Bandung, Indonesia.

DIDING NURDIN HERAWAN is working at the Department of Educational Administration, Faculty of Education, University of Education Indonesia, Bandung, Indonesia.