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Advancing SDG 4 through Effective Governance: A POAC-Based Educational Management Model for Early Childhood Literacy

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ABSTRACT

Objective: The aim of the research was to develop and evaluate a POAC-Based Educational Management Model for literacy development in early childhood education and to assess its effectiveness and feasibility. **Method:** The study employed a Research and Development (R&D) approach using the ADDIE framework, integrating quantitative and qualitative methods. Data were collected through observations, interviews, questionnaires, documentation, reading journals, and expert validation, and analyzed using descriptive statistics and thematic analysis. **Results:** The proposed model achieved a 91.9% validity score and demonstrated high implementation effectiveness, with 93.1% in RA Ma'arif and 87.5% in TK Melati. The findings show that systematic planning, effective stakeholder coordination, structured implementation, and continuous monitoring significantly enhanced literacy development and fostered a sustainable literacy culture. These outcomes indicate that management-driven literacy programs can improve educational quality by ensuring consistent and collaborative literacy practices, supporting the achievement of SDG 4, particularly in promoting inclusive and equitable quality learning opportunities. **Novelty:** This study introduces a POAC-Based Educational Management Model that conceptualizes literacy development as a management-driven process rather than solely an instructional activity. The model provides a practical and sustainable framework for strengthening literacy culture in early childhood education institutions. This management-oriented approach contributes to the literature by offering an innovative strategy for advancing SDG 4, particularly through improving the quality, effectiveness, and sustainability of literacy education in early childhood settings.

INTRODUCTION

Literacy development has become a central concern in educational systems worldwide due to its fundamental role in fostering lifelong learning, cognitive development, and academic achievement. This importance is explicitly recognized in Sustainable Development Goal 4, which emphasizes ensuring inclusive and equitable quality education and promoting lifelong learning opportunities for all (Adipat et al., 2022; Rad et al., 2022). Early literacy serves as the foundation for children's language, critical thinking, communication, and future academic success, making it a key determinant of educational quality and equity. However, many educational systems continue to face challenges such as disparities in access to literacy resources, limited family engagement, and inconsistent school-based literacy practices, all of which hinder children's literacy development.

These challenges highlight the urgent need for sustainable and systematic approaches that extend beyond classroom instruction by integrating effective educational management, stakeholder collaboration, and family participation support SDG 4. Early childhood represents a particularly critical period for literacy development because foundational literacy experiences established during this stage influence later reading proficiency, learning motivation, and educational success (Romero-González et al., 2023).

Research consistently demonstrates that children who are exposed to rich literacy environments during their early years are more likely to develop stronger language skills, reading comprehension, and learning readiness (Khosa, 2025; Niklas et al., 2015). Consequently, literacy development has become a strategic priority in both national and international education agendas (Hanemann & Robinson, 2022).

Despite substantial efforts to improve literacy outcomes, many countries continue to face challenges in fostering sustainable reading habits and literacy cultures among young learners (Cochrane et al., 2022). International assessments indicate persistent disparities in reading achievement, particularly in developing countries. The 2022 Programme for International Student Assessment (PISA) reported that reading literacy performance remains below the OECD average in many educational systems, highlighting the need for more effective literacy interventions and governance mechanisms (OECD, 2023). In Indonesia, national literacy assessments similarly reveal persistent concerns regarding reading engagement and literacy achievement among students, prompting the government to implement initiatives such as the School Literacy Movement and the National Literacy Movement (Solihin et al., 2019).

Recent studies have increasingly emphasized the importance of family literacy programs in supporting early literacy development (Sari et al., 2024). Evidence from various educational contexts demonstrates that parental participation in literacy activities contributes positively to children's reading engagement, literacy motivation, and language development (Amini, 2022; Aerila et al., 2023). Furthermore, effective literacy development requires sustained collaboration between schools and families, as home literacy practices and school support jointly contribute to reading engagement and literacy achievement (Ho & Lau, 2018; Niklas et al., 2015). Family literacy interventions have also been shown to improve home literacy environments and foster stronger reading interests among young learners (Sayekti et al., 2023; Swain & Cara, 2019).

These findings suggest that literacy development is most effective when supported by coordinated efforts across educational settings, particularly between schools and families. However, the success of literacy initiatives depends not only on family participation and instructional practices but also on how literacy programs are managed and sustained within educational institutions (Ebirim et al., 2024). This issue is particularly important because literacy initiatives frequently involve multiple stakeholders, including school leaders, teachers, parents, and students.

Drawing upon educational management theory, this study argues that literacy development can be strengthened through systematic management functions encompassing Planning, Organizing, Actuating, and Controlling (POAC). These functions provide a managerial framework for coordinating literacy resources, mobilizing stakeholder participation, implementing literacy activities, and ensuring continuous monitoring and improvement. By integrating educational management principles with literacy development practices, schools may create more sustainable literacy ecosystems capable of fostering long-term reading engagement among young learners.

One of the most widely recognized frameworks in educational management is the Planning–Organizing–Actuating–Controlling (POAC) model. The POAC framework conceptualizes organizational effectiveness as the result of interconnected management functions that guide goal achievement through coordinated action. Within educational settings, planning establishes program objectives and resource allocation; organizing structures roles and responsibilities; actuating facilitates implementation and stakeholder

participation; and controlling ensures monitoring, evaluation, and continuous improvement. Although the POAC framework has been widely applied in educational administration, its application to literacy development programs in early childhood education remains underexplored.

Moreover, existing studies on literacy development have primarily focused on instructional strategies, family literacy practices, reading engagement, and literacy outcomes. Relatively limited attention has been devoted to examining literacy development from an educational management perspective that explains how literacy initiatives are systematically planned, coordinated, implemented, monitored, and sustained (Plaatjies, 2024). As a result, there remains a significant gap in understanding how management functions contribute to the effectiveness and sustainability of literacy programs in early childhood education.

To address this gap, the present study develops and evaluates a POAC-Based Educational Management Model for literacy development in early childhood education through the implementation of the *Aku Suka Baca Program* in two early childhood education institutions in Indonesia. Specifically, the study examines how planning, organizing, actuating, and controlling functions contribute to literacy program implementation and outcomes. By positioning literacy development within an educational management framework, this study contributes to the growing literature on educational management and literacy governance while proposing a practical model for strengthening literacy development in early childhood education settings.

RESEARCH METHOD

Research Design

This study employed a Research and Development (R&D) approach using the ADDIE framework (Analysis, Design, Development, Implementation, and Evaluation) (Crompton et al., 2024; Molenda, 2003). ADDIE is research to develop, validate, implement, and evaluate a literacy management model for strengthening literacy development in early childhood education (Gall et al., 2012). A mixed-methods design was adopted, integrating quantitative and qualitative data throughout the research process. Quantitative data were used to evaluate the model's validity, implementation effectiveness, and literacy outcomes, while qualitative data examined educational management practices based on the four Planning–Organizing–Actuating–Controlling (POAC) functions. The resulting intervention, the *Aku Suka Baca Program*, was developed as a POAC-based literacy management model that integrates educational management, school literacy initiatives, family literacy practices, and reading habit development through coordinated collaboration among school leaders, teachers, parents, and students to promote systematic and sustainable literacy development.

Figure 1. Conceptual Framework of the POAC-Based Educational Management Model for Literacy Development in Early Childhood Education

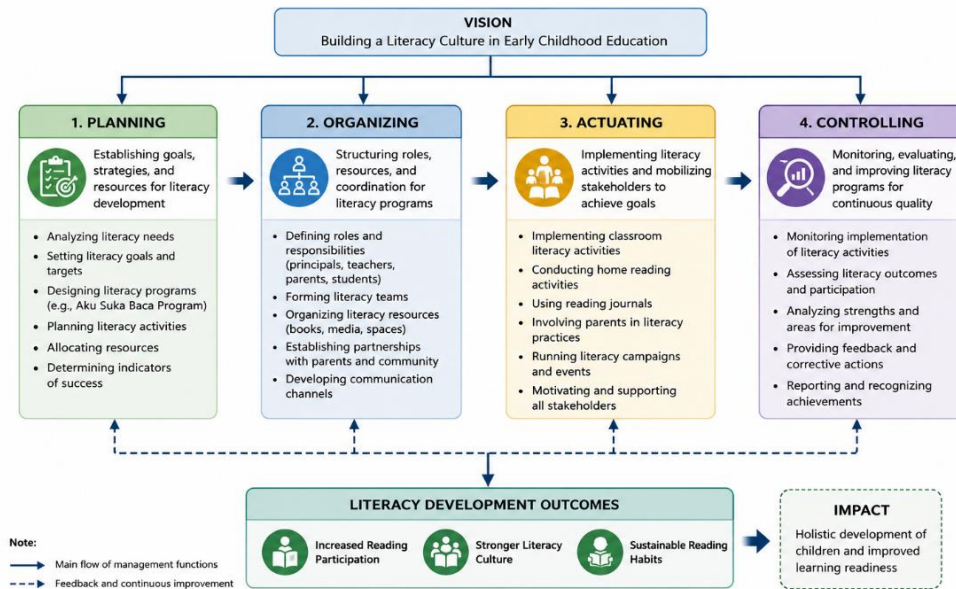


Figure 1. Conceptualization based on educational management principles

The relationship between POAC functions and literacy outcomes can be understood through the interaction of management processes and literacy practices (Nurrahman & Marmoah, 2025). Planning establishes literacy objectives and implementation strategies, organizing coordinates stakeholder participation and resource allocation, actuating transforms literacy plans into regular literacy activities, and controlling ensures continuous monitoring and improvement. Through these interconnected processes, literacy activities become more structured, consistent, and sustainable. Consequently, literacy outcomes such as reading participation, literacy engagement, literacy culture formation, and reading habit development are expected to emerge not only from instructional interventions but also from effective educational management practices.

Research Setting and Participants

The study was carried out in two early childhood education institutions in Samarinda, East Kalimantan, Indonesia: RA Ma'arif NU 001 Plus and TK Melati. These institutions were purposively selected because they had already introduced literacy-related activities but lacked a comprehensive literacy management system that systematically integrated school- and family-based participation. The implementation phase took place from August 2025 to May 2026, involving 53 students (29 from RA Ma'arif and 24 from TK Melati), along with school principals, teachers, and parents who participated as key stakeholders in the planning, implementation, monitoring, and evaluation of the literacy program. The involvement of these multiple stakeholders allowed the study to investigate literacy development from a holistic educational management perspective rather than focusing exclusively on classroom instruction.

Development Procedures

The literacy management model was developed through the ADDIE process. During the Analysis stage, existing literacy conditions, institutional needs, stakeholder roles, and challenges affecting literacy development were identified through observations, interviews, questionnaires, and document analysis. The Design stage focused on

developing a literacy management framework based on the four educational management functions of Planning, Organizing, Actuating, and Controlling (POAC). Literacy objectives, implementation procedures, monitoring systems, evaluation mechanisms, and stakeholder responsibilities were formulated during this stage.

The Development stage involved the preparation of implementation instruments and supporting materials, including teacher guidebooks, parent guidebooks, reading journals, standard operating procedures (SOPs), monitoring instruments, and evaluation tools. Expert validation and revision processes were conducted before field implementation. The Implementation stage involved applying the literacy management model in participating institutions. Literacy activities included classroom literacy programs, home-based reading activities, reading journals, parental involvement mechanisms, and literacy monitoring procedures. Finally, the Evaluation stage assessed model validity, implementation quality, stakeholder participation, literacy outcomes, and overall program effectiveness. The findings were subsequently used to refine the model and evaluate its applicability in early childhood education settings. Development stages of the POAC-based literacy can be seen on Table 1.

Table 1. Development stages of the POAC-based literacy management model

ADDIE Stage	Main Activities	Outputs
Analysis	Assessment of literacy conditions, reading habits, teacher needs, parental involvement, literacy resources, and environmental factors	Identification of literacy challenges and development needs
Design	Development of conceptual framework, literacy components, procedures, monitoring systems, and evaluation instruments	Initial model design and implementation framework
Development	Preparation of guidebooks, reading journals, SOPs, monitoring instruments, and validation procedures	Validated program model and implementation package
Implementation	Application of the program in participating schools and families	Operational implementation of literacy intervention
Evaluation	Assessment of validity, implementation quality, reading participation, and effectiveness	Finalized model and effectiveness evidence

Data Collection

Data were collected through multiple instruments to assess both literacy outcomes and the educational management processes underpinning the program. The integration of diverse data sources facilitated methodological triangulation, thereby strengthening the validity, credibility, and trustworthiness of the study's findings. The data collection procedure is shown in Table 2.

Table 2. Data collection procedures

Instrument	Participants	Purpose
Observation	Teachers and students	Examine literacy practices and reading activities
Interviews	Principals, teachers, and parents	Explore experiences, perceptions, and implementation challenges
Questionnaires	Teachers and parents	Assess literacy implementation and parental involvement

Instrument	Participants	Purpose
Reading Journals	Students	Monitor reading participation and progress
Documentation	Schools	Verify implementation processes and outcomes
Validation Forms	Experts	Assess model validity and feasibility

Observations were conducted to examine literacy practices, classroom activities, and student engagement throughout implementation. Semi-structured interviews were conducted with principals, teachers, and parents to explore perceptions regarding literacy development and program implementation. Questionnaires were used to gather quantitative information concerning literacy practices, parental involvement, and implementation quality. Student reading journals documented reading participation throughout the intervention period, while documentation analysis was employed to verify implementation processes and outcomes. The use of multiple instruments enabled methodological triangulation and strengthened the trustworthiness of the findings.

Model Validation

Prior to implementation, the model underwent expert validation involving specialists in educational management, early childhood education, literacy studies, literacy practice, and school leadership. Validation focused on the relevance, coherence, practicality, feasibility, and managerial effectiveness of the proposed literacy management model. The validation process produced an overall validity score of 91.9%, indicating that the model met the criteria of a highly valid educational intervention. All validators rated the model within the highly valid category, supporting its theoretical soundness and practical applicability in early childhood education institutions. Recommendations from validators were incorporated into the final revision prior to field implementation.

Data Analysis

Quantitative data were analyzed using descriptive statistics, including percentages, frequencies, averages, and achievement categories. These analyses were used to evaluate literacy participation, implementation effectiveness, and stakeholder engagement. Qualitative data obtained from interviews, observations, documentation, and field notes were coded and analyzed thematically. The analysis was guided by four analytical dimensions derived from the POAC framework: Planning, Organizing, Actuating, and Controlling. Data were categorized according to these dimensions to identify how educational management functions influenced literacy program implementation and outcomes. The integration of quantitative and qualitative findings enabled a comprehensive assessment of the effectiveness of the POAC-Based Educational Management Model for Literacy Development and facilitated the development of a conceptual model linking management functions to literacy outcomes.

RESULTS AND DISCUSSION

Results

Planning Literacy Development

Planning constituted the foundational stage of the POAC-based literacy management model and served as the primary mechanism through which literacy objectives, implementation strategies, and stakeholder responsibilities were systematically formulated. Within the *Aku Suka Baca Program*, planning was not limited to administrative preparation but functioned as a strategic process for identifying literacy

challenges, establishing program goals, designing intervention components, and preparing the resources required for implementation. The planning process began with a comprehensive needs assessment conducted in participating institutions. Observations, interviews, questionnaires, and document analysis revealed several challenges affecting literacy development among young learners. These included limited reading habits among children, inconsistent parental involvement in literacy activities, the absence of structured literacy monitoring mechanisms, and the lack of an integrated literacy management framework connecting school and home environments. These findings highlighted the need for a literacy intervention that could systematically coordinate educational stakeholders while creating sustainable literacy practices both within and beyond the classroom.

Based on the needs assessment, literacy development objectives were formulated to address both educational and managerial dimensions of literacy implementation. Educationally, the program aimed to cultivate reading habits, strengthen literacy engagement, and encourage regular reading activities among children. From a management perspective, the program sought to establish a structured literacy system capable of coordinating planning, implementation, monitoring, and evaluation processes across multiple stakeholders. This dual orientation distinguished the program from conventional literacy initiatives that primarily focus on instructional activities while paying limited attention to management processes. To operationalize these objectives, a comprehensive literacy program design was developed during the design phase of the ADDIE process. The resulting *Aku Suka Baca Program* integrated school literacy activities, family literacy practices, reading monitoring mechanisms, and literacy recognition systems within a unified management framework. Particular emphasis was placed on strengthening collaboration between schools and families to ensure continuity of literacy experiences across educational settings. The planning stage therefore established not only literacy goals but also the institutional structures required to support their achievement.

A critical component of the planning process involved the preparation of implementation instruments and operational guidelines. Several supporting documents were developed, including teacher guidebooks, parent guidebooks, student reading journals, standard operating procedures (SOPs), monitoring instruments, evaluation forms, and literacy activity schedules. These instruments were designed to provide clear implementation guidance while promoting consistency across participating institutions. The preparation of these materials also contributed to program standardization, enabling literacy activities to be implemented systematically and evaluated effectively. Furthermore, planning included the identification and allocation of literacy resources required for program implementation. Reading materials, literacy journals, monitoring tools, and communication mechanisms were organized to support literacy activities in both school and home environments. Stakeholder roles were also defined during this stage to ensure clarity of responsibilities and accountability throughout implementation. Principals were assigned oversight responsibilities, teachers coordinated literacy activities and monitoring processes, parents facilitated home-based reading activities, and students participated actively in reading and reporting practices.

The planning stage also established performance indicators used to evaluate program effectiveness. These indicators included student participation in reading activities, reading frequency, completion of reading journals, stakeholder involvement, implementation quality, and overall literacy outcomes. The identification of measurable indicators enabled systematic monitoring and provided an evidence base for evaluating

program effectiveness during subsequent stages of implementation and control. The findings suggest that planning played a pivotal role in the success of the literacy program because it created a clear operational framework that aligned literacy objectives, stakeholder responsibilities, implementation procedures, and evaluation mechanisms. Rather than functioning merely as a preparatory stage, planning served as the strategic foundation upon which subsequent organizing, actuating, and controlling processes were built.

Table 3. Planning components of the POAC-based literacy management model

Planning Component	Description
Needs Assessment	Identification of literacy challenges, stakeholder needs, and institutional conditions
Literacy Objectives	Development of reading habits, literacy engagement, and literacy culture
Program Design	Development of the <i>Aku suka baca program</i> and literacy management framework
Implementation Instruments	Teacher guidebooks, parent guidebooks, reading journals, SOPs, monitoring and evaluation forms
Resource Preparation	Provision of reading materials, journals, and supporting literacy resources
Stakeholder Role Allocation	Definition of responsibilities for principals, teachers, parents, and students
Performance Indicators	Reading participation, literacy engagement, implementation quality, and program effectiveness

Source: Developed by the author based on findings from the planning stage of the Aku suka baca program and the POAC-based literacy management model.

While planning established the strategic foundation of the literacy program, successful implementation required the effective coordination of stakeholders, resources, and institutional responsibilities. The next section therefore examines how organizing functions facilitated the operational management of literacy development through the mobilization of principals, teachers, parents, and students within the POAC-based literacy management model.

Organizing Literacy Resources

Following the planning stage, the success of the literacy program depended on the effective organization of human resources, institutional structures, literacy materials, and communication mechanisms. Within the POAC-based literacy management model, organizing served as the process through which responsibilities were distributed, stakeholder participation was coordinated, and operational structures were established to support literacy development. Effective organization was particularly important because the *Aku suka baca program* involved multiple stakeholders whose contributions extended beyond classroom instruction to include family participation and community support.

The findings indicate that literacy development was organized through a collaborative structure involving school principals, teachers, parents, and students. Rather than positioning literacy activities solely as classroom responsibilities, the program adopted a shared-responsibility approach in which each stakeholder group performed complementary roles. This arrangement enabled literacy activities to be implemented across school and home environments while maintaining continuity and accountability

throughout the program. School principals played a central coordinating role in literacy management. Their responsibilities included providing policy support, facilitating program implementation, allocating institutional resources, supervising literacy activities, and ensuring that literacy development remained aligned with broader educational objectives. Principals also functioned as facilitators who encouraged teacher participation and strengthened communication between schools and families. The involvement of school leadership contributed to the institutional legitimacy of the program and helped embed literacy development within school management practices.

Teachers served as the primary operational actors responsible for implementing literacy activities and monitoring student participation. Their responsibilities included distributing reading materials, guiding literacy activities, maintaining communication with parents, monitoring reading journals, documenting student progress, and reporting implementation outcomes. Teachers also functioned as literacy facilitators by encouraging reading engagement and providing support to students who required additional assistance. The findings suggest that teacher involvement was critical because teachers acted as the link between institutional planning and daily literacy practices.

Parents represented another essential organizational component of the literacy management model. Unlike conventional literacy programs that concentrate primarily on school-based activities, the *Aku Suka Baca Program* formally incorporated parents into the organizational structure. Parents were responsible for facilitating reading activities at home, supervising reading practices, recording reading progress, and communicating with teachers regarding their children's literacy development. Their inclusion transformed literacy development into a shared educational responsibility rather than an exclusively school-based activity. This organizational arrangement strengthened continuity between school literacy initiatives and home literacy experiences. Students occupied a dual role within the organizational structure. As program participants, they engaged in reading activities and completed reading journals. At the same time, they functioned as active contributors to the literacy process by documenting reading experiences and participating in literacy monitoring activities. This approach encouraged student ownership of literacy development while reinforcing accountability and engagement.

The organizing process also involved the management of literacy resources and supporting infrastructure. Reading books, reading journals, guidebooks, monitoring instruments, and communication channels were systematically prepared and distributed to support implementation. Schools established procedures for book circulation, reading documentation, and progress monitoring, ensuring that literacy resources were accessible and effectively utilized. Organizational mechanisms were therefore designed not only to coordinate people but also to facilitate the efficient management of literacy resources. Another important finding concerns the establishment of communication and coordination mechanisms among stakeholders. Regular interactions between teachers and parents enabled the exchange of information regarding student progress, implementation challenges, and literacy achievements. These communication channels helped strengthen collaboration and created a feedback system that supported program implementation. The findings suggest that stakeholder coordination was one of the key factors contributing to program effectiveness because it enabled literacy activities to be consistently reinforced across educational settings.

Overall, the organizing function transformed the literacy program from a collection of isolated activities into a coordinated institutional system. By clarifying stakeholder

responsibilities, facilitating resource management, and strengthening communication networks, the organizing process created the operational conditions necessary for effective literacy implementation. The findings demonstrate that literacy development was strengthened when schools established clear organizational structures capable of mobilizing multiple stakeholders toward shared literacy goals. The stakeholder roles in the POAC-based literacy management model are presented in Table 4 below.

Table 4. Stakeholder roles in the POAC-based literacy management model

Stakeholder	Main Responsibilities
School Principals	Provide policy support, coordinate implementation, supervise activities, and allocate resources
Teachers	Implement literacy activities, distribute reading materials, monitor reading journals, and communicate with parents
Parents	Facilitate home-based reading activities, supervise reading practices, and support literacy engagement
Students	Participate in reading activities, complete reading journals, and document reading experiences
Schools	Manage literacy resources, communication systems, monitoring procedures, and program administration

While organizing established the institutional structure and stakeholder coordination required for literacy development, the effectiveness of the program ultimately depended on how literacy activities were implemented in practice. The next section therefore examines the actuating function of the POAC-based literacy management model, focusing on the implementation of literacy activities, stakeholder engagement, and the operationalization of literacy development strategies in school and home environments.

Actuating Literacy Activities

Actuating represents the implementation dimension of educational management through which planned activities are translated into concrete actions. Within the POAC-based literacy management model, actuating involved mobilizing stakeholders, implementing literacy activities, facilitating reading engagement, and maintaining active participation among students, teachers, parents, and school leaders. The effectiveness of literacy development depended largely on the capacity of educational stakeholders to transform literacy plans into sustained literacy practices. The findings indicate that the implementation of the *Aku Suka Baca Program* was characterized by the integration of school-based and home-based literacy activities. This approach was designed to ensure that literacy development extended beyond formal learning environments and became part of children's daily routines. Through this integration, literacy activities were consistently reinforced across multiple contexts, increasing opportunities for repeated reading experiences and habit formation.

A central component of program implementation was the circulation of reading materials. Schools provided access to age-appropriate reading books, which students could borrow and read both in school and at home. The availability of reading materials ensured that literacy activities were not constrained by limited access to books and enabled students to engage in reading beyond classroom hours. The systematic management of book circulation also facilitated continuity between school literacy activities and home literacy practices. Parental involvement constituted another key element of the actuating process. Parents were encouraged to participate actively in

literacy development by accompanying children during reading sessions, supervising reading activities, discussing reading materials, and recording reading progress. This involvement transformed parents from passive observers into active literacy facilitators. The findings suggest that parental participation significantly strengthened literacy engagement because children received consistent encouragement and support across learning environments.

Student reading journals functioned as an important implementation mechanism. After completing reading activities, students documented their reading experiences in journals with assistance from parents and teachers when necessary. These journals served multiple purposes. First, they encouraged students to maintain regular reading practices. Second, they provided a record of literacy participation. Third, they enabled teachers and parents to monitor reading progress and identify areas requiring additional support. The use of reading journals therefore strengthened both literacy engagement and accountability. The implementation process was further supported through motivational and recognition strategies. Students who demonstrated active participation in reading activities received acknowledgment and appreciation from schools. Recognition mechanisms were intended to reinforce positive literacy behaviors and encourage sustained participation. The findings indicate that recognition contributed to increased enthusiasm for reading activities and strengthened students' motivation to engage with books regularly.

Teachers played a critical role in sustaining program implementation. Beyond facilitating literacy activities, teachers monitored participation, communicated with parents, reviewed reading journals, and provided feedback to students. Their continuous involvement ensured that literacy activities remained aligned with program objectives and that implementation challenges could be addressed promptly. Teachers therefore functioned not only as literacy instructors but also as literacy managers responsible for coordinating implementation processes. The findings demonstrate that the actuating function served as the operational core of the literacy management model. Through the mobilization of stakeholders, the provision of literacy resources, the implementation of reading activities, and the reinforcement of literacy participation, the program succeeded in creating regular opportunities for literacy engagement. These implementation processes transformed literacy development from a planned intervention into a lived educational experience that was integrated into the daily routines of children and their families. Key literacy Activities can be seen in Table 5.

Table 5. Key literacy activities implemented through the actuating function

Literacy Activity	Description	Stakeholders Involved
Book Circulation	Distribution and borrowing of reading materials	Schools, Teachers, Students
Home-Based Reading	Reading activities conducted outside school hours	Students, Parents
Reading Journals	Documentation of reading participation and progress	Students, Parents, Teachers
Literacy Monitoring	Review of reading activities and participation	Teachers, Parents
Recognition and Rewards	Appreciation of literacy participation and achievement	Schools, Teachers, Students

Literacy Activity	Description	Stakeholders Involved
Parent Engagement Activities	Facilitation and supervision of children's reading practices	Parents

Controlling and Monitoring Literacy Implementation

Controlling constituted the final management function within the POAC-based literacy management model and played a critical role in ensuring that literacy activities were implemented consistently, effectively, and in accordance with established objectives. Unlike conventional literacy initiatives that often emphasize implementation without systematic follow-up, the *Aku Suka Baca Program* incorporated structured monitoring and evaluation mechanisms to assess program performance, stakeholder participation, and literacy outcomes. Through these mechanisms, schools were able to identify implementation challenges, provide corrective actions, and maintain accountability throughout the literacy development process. The findings indicate that controlling was implemented through a combination of monitoring, supervision, documentation, reporting, and evaluation activities. These activities enabled school leaders and teachers to track literacy participation, assess implementation quality, and ensure that planned literacy activities were carried out as intended. The controlling function therefore served not merely as an evaluative mechanism but also as a continuous improvement process supporting program sustainability.

One of the primary monitoring instruments used in the program was the student reading journal. Reading journals provided systematic documentation of reading activities conducted both at school and at home. Teachers regularly reviewed journal entries to monitor reading frequency, identify participation patterns, and evaluate student engagement. Because journals were completed with parental involvement, they also functioned as a mechanism for verifying literacy activities outside the classroom. The use of reading journals strengthened accountability while providing valuable information regarding the progress of literacy implementation. Teacher supervision represented another important component of the controlling process. Teachers monitored student participation, reviewed reading records, communicated with parents, and provided feedback regarding literacy activities. Through continuous observation and communication, teachers were able to identify implementation challenges and provide timely support when difficulties emerged. The findings suggest that regular supervision contributed significantly to maintaining student participation and ensuring the consistency of literacy activities throughout the implementation period.

School principals also played a strategic role in monitoring and evaluation. As institutional leaders, principals oversaw program implementation, reviewed progress reports, coordinated evaluation activities, and ensured that literacy initiatives remained aligned with institutional objectives. Their involvement reinforced organizational commitment to literacy development and strengthened the integration of literacy programs within broader school management processes. The active participation of school leadership contributed to the institutional sustainability of the program and facilitated continuous improvement efforts. The controlling process further involved periodic evaluation of program implementation and stakeholder participation. Evaluation activities assessed the effectiveness of literacy practices, the adequacy of implementation procedures, stakeholder engagement, and the achievement of literacy objectives. Findings from monitoring and evaluation activities were subsequently used

to refine implementation strategies and improve program effectiveness. This cyclical process reflected the continuous improvement orientation of educational management and ensured that literacy development remained responsive to emerging needs and challenges.

An important dimension of controlling involved model validation and quality assurance. Prior to implementation, the literacy management model underwent expert validation involving specialists in educational management, early childhood education, literacy education, literacy practice, and school leadership. The overall validity score reached 91.9%, indicating that the model met the criteria of a highly valid educational intervention. The validation process not only confirmed the theoretical and practical feasibility of the model but also generated recommendations that informed subsequent revisions and improvements. These findings demonstrate that controlling within the literacy management model extended beyond monitoring implementation and included systematic quality assurance processes designed to enhance program effectiveness. The effectiveness of the controlling function was also reflected in program outcomes. Continuous monitoring, stakeholder feedback, and systematic evaluation contributed to high levels of implementation effectiveness in both participating institutions. The findings suggest that controlling mechanisms played a crucial role in sustaining stakeholder commitment, strengthening accountability, and ensuring that literacy activities remained aligned with program objectives. Consequently, controlling emerged as a key factor supporting the long-term effectiveness and sustainability of literacy development initiatives.

Overall, the findings demonstrate that controlling functioned as the mechanism through which literacy activities were monitored, evaluated, and continuously improved. By integrating supervision, documentation, evaluation, and quality assurance processes, the POAC-based literacy management model established a structured system for maintaining implementation quality and promoting sustainable literacy development. Table 6 below discusses controlling and monitoring mechanisms in POAC-based literacy.

Table 6. Controlling and monitoring mechanisms in the POAC-based literacy management model

Monitoring Component	Purpose	Responsible Stakeholders
Reading Journals	Monitor reading participation and progress	Students, Parents, Teachers
Teacher Supervision	Review implementation and provide feedback	Teachers
Parent Communication	Verify home-based literacy activities	Parents, Teachers
Progress Reporting	Document literacy achievements and participation	Teachers, School Leaders
Program Evaluation	Assess implementation quality and effectiveness	School Leaders, Teachers
Expert Validation	Ensure model feasibility and quality assurance	Experts and School Leaders

The preceding findings demonstrate how planning, organizing, actuating, and controlling functions collectively shaped the implementation of the literacy program. To assess the overall effectiveness of the POAC-based literacy management model, the

following section presents the literacy outcomes achieved in participating institutions and evaluates the contribution of educational management processes to literacy development.

Outcomes of the POAC-Based Literacy Management Model

The findings demonstrate that the integration of planning, organizing, actuating, and controlling functions contributed significantly to the successful implementation of the literacy program in participating institutions. The effectiveness of the POAC-based literacy management model can be observed through student participation, reading engagement, program effectiveness, and overall literacy outcomes achieved during the implementation period. One of the most notable outcomes was the high level of student participation in reading activities. Through the systematic coordination of literacy resources, stakeholder involvement, and monitoring mechanisms, students engaged in regular reading activities both within school and at home. The integration of school-based literacy practices with family participation created multiple opportunities for reading engagement and strengthened the continuity of literacy experiences across learning environments.

The implementation results indicate that students demonstrated substantial reading participation throughout the program. Students at RA Ma'arif recorded an average of 71 books read during the implementation period, while students at TK Melati achieved an average of 73 books. These results suggest that the literacy management model successfully facilitated sustained reading engagement and created conditions conducive to reading habit development. The high level of participation further indicates that literacy activities were effectively integrated into students' daily routines through coordinated support from schools and families. Program effectiveness was also reflected in the implementation evaluation results. The literacy program achieved an effectiveness score of 93.1% in RA Ma'arif and 87.5% in TK Melati, indicating that the program was implemented successfully and met established performance criteria. These outcomes demonstrate that the management functions embedded within the POAC framework contributed not only to operational implementation but also to the achievement of literacy objectives.

The findings further suggest that stakeholder participation played a critical role in supporting program effectiveness. School principals provided leadership and institutional support, teachers coordinated implementation and monitoring activities, parents facilitated home-based literacy practices, and students actively participated in reading activities (Colgate & Colgate, 2025; Rosales, 2023). The coordinated involvement of these stakeholders created a literacy ecosystem that extended beyond the classroom and reinforced literacy engagement across educational settings. Another important outcome concerns the sustainability of literacy practices. The integration of planning, organizing, actuating, and controlling functions enabled literacy activities to be implemented systematically rather than as isolated interventions. Monitoring systems, reading journals, communication mechanisms, and evaluation procedures provided ongoing support for literacy implementation and contributed to the institutionalization of literacy practices within participating schools. These findings indicate that effective literacy development requires not only instructional activities but also management structures capable of sustaining literacy initiatives over time.

The overall effectiveness of the model was further supported by the validation results obtained during the development process. The model achieved an overall validity score

of 91.9%, indicating a high level of theoretical and practical feasibility. Combined with the implementation outcomes, these findings provide evidence that the POAC-based literacy management model offers a viable framework for managing literacy development in early childhood education institutions. Collectively, the results demonstrate that literacy development can be enhanced when educational management functions are systematically integrated into literacy programming. The success of the program was not solely attributable to reading activities themselves but also to the strategic planning, stakeholder coordination, effective implementation, and continuous monitoring that characterized the POAC-based management approach. The findings therefore support the proposition that literacy development should be understood not only as a pedagogical endeavor but also as a managerial process requiring structured and sustained educational leadership.

Discussion

Literacy Development as a Management Process

The findings demonstrate that literacy development in early childhood education extends beyond pedagogical practice and can be understood as a management process requiring systematic coordination of resources, stakeholders, and institutional mechanisms. While previous studies have primarily emphasized instructional strategies, reading engagement, and family literacy practices (Araújo & Costa, 2015; Ho & Lau, 2018; Merga & Roni, 2018), the present study highlights the importance of educational management in creating conditions that enable literacy initiatives to operate effectively and sustainably. The implementation of the *Aku Suka Baca Program* revealed that literacy outcomes were influenced not only by the availability of reading activities but also by the existence of structured planning, stakeholder coordination, implementation mechanisms, and monitoring systems. This finding supports the argument that literacy development should be viewed as an organizational process in which educational objectives are translated into coordinated actions through management functions. In this regard, literacy programs require governance structures capable of aligning institutional goals, stakeholder participation, and operational procedures to achieve desired outcomes (Farahani, 2024).

The findings also reinforce ecological perspectives on literacy development, which emphasize that children's literacy experiences are shaped by interactions across multiple environments, including schools and families (Bronfenbrenner, 1979). However, the present study extends this perspective by demonstrating that the effectiveness of these interactions depends substantially on how educational institutions manage and coordinate stakeholder participation. Consequently, literacy development may be conceptualized not only as a social and educational process but also as a managerial process requiring deliberate organizational design and leadership.

The Contribution of Planning, Organizing, Actuating, and Controlling to Literacy Program Effectiveness

The study found that each management function contributed distinctively to literacy program effectiveness. Planning provided the strategic foundation for literacy development by establishing objectives, implementation procedures, resource allocation mechanisms, and performance indicators. Through systematic planning, participating institutions were able to identify literacy needs, develop intervention strategies, and prepare operational instruments that guided subsequent implementation activities. These findings support educational management literature suggesting that effective

planning enhances organizational coherence and improves the likelihood of achieving educational goals. Organizing contributed to literacy development by coordinating stakeholder roles and establishing collaborative relationships among principals, teachers, parents, and students. The findings indicate that literacy initiatives became more effective when responsibilities were clearly defined and when stakeholders shared ownership of literacy objectives. This result aligns with previous studies demonstrating the importance of family-school collaboration in supporting literacy development (Curry et al., 2016; Swain & Cara, 2019; Aerila et al., 2023). However, the present study extends existing literature by showing how such collaboration can be institutionalized through formal organizational structures and management processes.

The actuating function emerged as the operational core of the literacy program. Through literacy activities, book circulation systems, reading journals, parental engagement, and recognition mechanisms, literacy objectives were translated into concrete actions. The findings suggest that sustained literacy participation was achieved because stakeholders were actively mobilized and supported throughout implementation. This result is consistent with habit formation theory, which emphasizes the importance of repeated behavior within supportive environments for developing sustainable habits (Lally et al., 2010; Wood & Neal, 2007). The management perspective offered by this study demonstrates that educational institutions play a critical role in creating and sustaining those supportive environments.

Controlling contributed to program effectiveness through systematic monitoring, supervision, evaluation, and feedback processes. Reading journals, teacher supervision, communication mechanisms, and program evaluation activities enabled schools to monitor progress and respond to implementation challenges. The findings indicate that continuous monitoring not only strengthened accountability but also facilitated program improvement and sustainability. This result suggests that controlling functions should be considered a central component of literacy management rather than a supplementary administrative activity. Collectively, these findings indicate that literacy outcomes were produced through the interaction of all four management functions rather than through isolated literacy activities. The effectiveness of the program therefore depended on the extent to which planning, organizing, actuating, and controlling operated as an integrated management system.

A POAC-Based Educational Management Model for Literacy Development

A major contribution of this study is the development of a POAC-Based Educational Management Model for Literacy Development in Early Childhood Education. Unlike many literacy interventions that focus primarily on instructional techniques or literacy outcomes, the proposed model conceptualizes literacy development as a management-driven process supported by interconnected organizational functions. The model suggests that effective literacy development begins with strategic planning that establishes literacy objectives, implementation procedures, and performance indicators. These plans are subsequently operationalized through organizing functions that coordinate stakeholder participation and allocate resources. Actuating functions then transform plans into literacy practices through the implementation of reading activities, stakeholder engagement, and literacy promotion strategies. Finally, controlling functions provide monitoring, evaluation, and quality assurance mechanisms that sustain program effectiveness and support continuous improvement.

The proposed model therefore expands existing literacy scholarship by integrating educational management theory with literacy development practices. Rather than treating management as a background administrative function, the model positions management processes as central determinants of literacy program effectiveness. This perspective contributes to emerging discussions on educational governance and program sustainability by demonstrating how management structures influence educational outcomes. Figure 1 summarizes the conceptual relationship between the four management functions and literacy development outcomes. The model illustrates how systematic management processes contribute to literacy participation, literacy culture formation, reading engagement, and the development of sustainable reading habits among young learners.

Theoretical and Practical Implications SDG 4

Theoretically, this study contributes to educational management literature by extending the application of the POAC framework to literacy development. Although POAC has traditionally been associated with organizational and administrative processes, the findings demonstrate its relevance for understanding how educational programs are implemented and sustained. The study therefore bridges two bodies of literature that have often developed separately: educational management and literacy development. The study also contributes to literacy scholarship by introducing a management-oriented perspective on literacy intervention. Existing studies have generally emphasized instructional approaches, literacy environments, and family engagement (Premo et al., 2023). The present findings suggest that these factors may be more effective when embedded within systematic management structures capable of coordinating resources, stakeholders, and implementation processes.

Practically, the proposed model offers a framework that can be adopted by school leaders, policymakers, and educational practitioners seeking to strengthen literacy development in early childhood education. The findings indicate that successful literacy programs require more than reading materials and instructional activities. They also require strategic planning, stakeholder coordination, implementation support, and continuous monitoring. Educational institutions seeking to improve literacy outcomes may therefore benefit from adopting management approaches that integrate these functions into a coherent literacy development system. Furthermore, the model may provide guidance for literacy initiatives implemented within contexts characterized by limited resources. By emphasizing coordination, accountability, and stakeholder engagement, the POAC-based approach offers a practical strategy for enhancing literacy development without relying exclusively on additional material resources. Consequently, the model has potential relevance for literacy improvement efforts in developing countries and other educational contexts facing similar challenges.

The proposed POAC-Based Educational Management Model aligns with the objectives of Sustainable Development Goal 4 (SDG 4), which seeks to ensure inclusive and equitable quality education while promoting lifelong learning opportunities for all (Benavot et al., 2022). By integrating strategic planning, stakeholder collaboration, systematic implementation, and continuous evaluation into literacy development, the model strengthens institutional capacity to deliver sustainable and high-quality literacy programs in early childhood education. This management-oriented approach supports the creation of inclusive learning environments that actively engage schools, families, and communities, thereby enhancing children's foundational literacy skills and educational

equity (Cruz, 2024). Consequently, the model provides an evidence-based framework that can assist educational institutions and policymakers in advancing SDG 4 through improved governance, sustainable literacy practices, and strengthened educational quality.

CONCLUSION

Fundamental Finding: The study demonstrates that the effectiveness of literacy development in early childhood education is strongly influenced by systematic educational management rather than instructional activities alone. The integration of the Planning–Organizing–Actuating–Controlling (POAC) functions through the *Aku suka baca program* created a coordinated literacy management system that enhanced stakeholder collaboration, strengthened literacy culture, and promoted sustainable reading habits. **Implication:** The findings suggest that literacy programs should be designed as institution-wide management initiatives involving school leaders, teachers, parents, and students rather than being confined to classroom instruction. The proposed POAC-Based Educational Management Model provides a practical framework for improving educational governance and supports the achievement of SDG 4 (Quality Education) by promoting inclusive, high-quality, and sustainable literacy development in early childhood education. **Limitation:** The study was conducted in only two early childhood education institutions within a single regional context, limiting the generalizability of the findings. Furthermore, the research focused primarily on the implementation and management processes and did not evaluate the long-term impact of the model on children's literacy achievement. **Future Research:** Future studies should validate the POAC-Based Educational Management Model across diverse educational settings, regions, and educational levels using larger and more representative samples. Longitudinal and comparative research is also recommended to examine the long-term effects of management-based literacy interventions and their contribution to sustainable educational quality and the achievement of SDG 4.

AUTHOR CONTRIBUTIONS

Ida Farida contributed to the conceptualization of the study, research design, methodology development. **Rusijono** was instrument development, data collection, formal analysis. **Karwanto** was manuscript drafting, and project administration. All authors have read, reviewed, and approved the final version of the manuscript.

CONFLICT OF INTEREST STATEMENT

The authors state that no financial or personal conflicts of interest exist that may have affected the content or findings of this research.

STATEMENT ON THE USE OF AI OR DIGITAL TOOLS IN WRITING

The authors declare that no artificial intelligence (AI) tools or other digital writing assistants were used in the preparation, analysis, or writing of this manuscript. All stages of the research process, including data analysis, interpretation, and manuscript writing, were conducted solely by the authors. The authors take full responsibility for the originality, accuracy, and integrity of the content presented in this article.

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