

Building a Literacy Culture Based on Local Wisdom through Women's Leadership

Hasan Baharun^{1✉}, Abd Hamid Wahid², Khodijatul Qodriyah³, Sri Wahyuni⁴, Fatmawati⁵

Agama Islam, Universitas Nurul Jadid, Paiton, Probolinggo, Indonesia⁽¹⁾

DOI: [10.31004/obsesi.v6i4.2044](https://doi.org/10.31004/obsesi.v6i4.2044)

Abstract

The participation of women's leadership in early childhood education institutions can provide comfort and effectiveness in learning. Women who incidentally are quickly close to early childhood with maternal characteristics can understand the needs of early childhood. This study aims to analyze and understand women's leadership in building a literacy culture based on local wisdom in TK Azzainiyah Paiton Probolinggo. This study uses a phenomenological type of qualitative approach. The results showed that, firstly, leadership at Azzainiyah Kindergarten in Paiton Probolinggo involved women leaders who were highly dedicated to creating a literacy culture program based on local wisdom. Second, implementing a literacy culture based on local understanding through curriculum modification, literacy monitoring, strengthening human resources, knowledge sharing, and evaluation. The results of this study have implications for the importance of enhancing literacy in schools through strengthening local culture by leaders.

Keywords: *women's leadership; literacy culture; local wisdom*

Abstrak

Partisipasi kepemimpinan perempuan pada lembaga pendidikan anak usia dini mampu memberikan kenyamanan dan keefektifan dalam pembelajaran sebab perempuan yang notabene mudah dekat dengan anak usia dini dengan sifat keibuan mampu memahami kebutuhan pada anak usia dini. Penelitian ini bertujuan untuk menganalisis dan memahami tentang kepemimpinan perempuan dalam membangun budaya literasi berbasis kearifan lokal di TK Azzainiyah Paiton Probolinggo. Penelitian ini menggunakan pendekatan kualitatif jenis fenomenologi. Hasil penelitian menunjukkan bahwa, pertama kepemimpinan di TK Azzainiyah Paiton Probolinggo melibatkan pemimpin perempuan yang berdedikasi tinggi dalam menciptakan program budaya literasi berbasis kearifan lokal. Kedua, implementasi budaya literasi berbasis kearifan lokal dilaksanakan melalui cara: modifikasi kurikulum, pengawasan literasi, penguatan sumber daya manusia, knowledge sharing dan evaluasi. Hasil penelitian ini memberikan implikasi tentang pentingnya penguatan literasi di sekolah melalui penguatan budaya lokal yang dilakukan oleh pemimpin.

Kata Kunci : *kepemimpinan perempuan; budaya literasi; kearifan lokal*

Copyright (c) 2022 Hasan Baharun, et al.

✉ Corresponding author :

Email Address : ha54nbaharu@gmail.com (Paiton, Probolinggo, East Java, Indonesia)

Received 2 October 2021, Accepted 21 January 2022, Published 21 January 2022

INTRODUCTION

Early Childhood Education has a vital role in the process of subsequent child development (Anhusadar & Islamiyah, 2020; Umiarso et al., 2022), where this stage is considered a golden period for children in stimulating and developing the potentials possessed by children (Nuraeni et al., 2019; Fardiah et al., 2019). Early childhood education is a series of programmed and systematic activities that guide children from birth (age 0) to age 6 (Ichsan & Hutagalung, 2019). Children have specific characteristics different from adults (Iswantiningtyas & Wulansari, 2019; Putri & Widiastuti, 2019). They are always full of energy, vitality, enthusiasm, and curiosity about what they see, hear and feel, as if they never stop exploring and continuing to learn (Heliawati, 2019).

Early childhood education is carried out by providing guidance, care, and stimulation that will shape the abilities and skills of children (Baharun et al., 2021). Education for early childhood is carried out through playing while learning through games (Tatminingsih, 2019). Through this, children will get enjoyable learning (Syam & Damayanti, 2020). Through games, a child can also discover new things and strengthen the experiences that children have known before through expression and exploration carried out by children (Fika, Meilanie, & Fridani, 2019). It can also show the child's identity, increase the child's fantasy and activity (Novitasari & Fauziddin, 2020). The educational process in childhood is the basis for future academic success (Hasanah, 2019).

In developing all the potential of children, good handling is needed from various components, including from the teacher who designs the learning process and the environment (Mardiyah, Siahaan, & Budirahayu, 2020). Environmental factors have the most significant influence in changing the behavior of each child. This means that the school environment is essential for educating and developing children's potential (Kathryn & Geldard, 2012). Therefore we need an environmental culture that can meet the needs of students so that they can optimize their development. In improving the quality of education and meeting the needs of children, literacy culture is chosen by several early childhood education institutions; this is expected to optimize the development and talents of children.

At the Azzainiyah Paiton Probolinggo Kindergarten institution, literacy culture has been introduced to improve children's reading and writing as demanded from all aspects, such as the demands of parents and the environment and readiness to enter higher education levels. Literacy culture is expected to optimize the ability of students, especially in terms of reading and writing. However, the phenomenon that occurs in TK Azzainiyah Paiton Probolinggo students, students do not understand and recognize letters, are stiff in writing, and some children are less communicative even though a literacy culture has been encouraged at the institution. The attitude shown by the students is caused by learning that is less interesting and has not been able to provide a stimulus to them to be able to focus on their learning so that children have not been able to develop the existing literacy culture.

The literacy culture applied to TK Azzainiyah Paiton Probolinggo utilizes a literacy culture based on local wisdom. A literacy culture based on local knowledge can raise local cultures that can be introduced to students and reach the literacy culture, which is the primary goal. The results of research from Joyo (2018) say that the introduction of local wisdom can be a strength of literacy culture for students, so they are not easily influenced by foreign cultures that are currently easily accessible by students. Furthermore, Winangun (2020) conveyed that local wisdom literacy improved character education for students. Then Nurwahidah's (2017) literacy learning strategies based on local potential can be applied to various regions with various possibilities in their respective areas. Literacy strategies need to be carried out in multiple ways. One way that can be done is to apply literacy strategies in learning Indonesian based on local wisdom (Alfiati & Ediyono, 2019).

However, not all education successfully cultivates literacy education that can attract students' interest in exploring the world of literacy, so that various obstacles can occur. Educational institutions should think about things that can encourage a literacy culture that

can provide interest and foster students' understanding by presenting both managerial and application breakthroughs.

Based on the results of observations made at Azzainiyah Paiton Probolinggo Kindergarten, children experience problems understanding the school's literacy culture. The lack of understanding of literacy is seen in the attractiveness of children who are less interested in exploring literacy culture, characterized by poor reading skills, less able to write, less skill in language, and so on.

In overcoming this, a breakthrough is needed in building a literacy culture that is of interest to students through the involvement of reliable leaders and able to overcome existing problems. Dedicated leadership is something that a leader should have in overcoming a problem (Fauzi & Muali, 2018; Syadzili, 2019; Purwanto et al., 2020). Leaders' skills in guiding their subordinates will foster effectiveness and leadership success (Bashori, 2019; Rostiawati, 2020; Salim & Hasanah, 2021), because everything will run properly with strength and encouragement (Wahyudin et al., 2021; Onia & Elkhder, 2021; Fauzi, 2021). This requires the role of a leader who can optimize all the institution's needs (Nasukah, Sulistyorini, & Winarti, 2020), as well as what happened to the Azzainiyah Paiton Probolinggo Kindergarten institution.

TK Azzainiyah Paiton Probolinggo chose the involvement of a woman in fostering the organization because the participation of women, especially in early childhood education, was considered to be able to protect, foster, guide, and establish close relationships in controlling children's social and emotional. The motherly nature and tenderness possessed by a woman can give a child a sense of comfort. This departs from previous research, including Nurvita et al., (2020). Women's leadership in an institution can also provide effective leadership because women also have advantages in holding organizational roles. Then Yulianto, (2016) said female leaders create comfortable parenting patterns, especially for early childhood.

Women's leadership in educational organizations has a positive influence on students because the gentle attitude of women can understand the character of their students, especially in early childhood (Halilah, 2012). Furthermore, Sholehah et al., (2016) said that women's leadership has several advantages, including; First, women are identical with the nature of tenderness, calm, and humility. Second, have the heart of analysis and caution. By having these characteristics, a leader will be more careful in making decisions. Third, better understand and understand what his subordinates want. With some of the features of a woman, then leading will provide comfort to her subordinates. Education for early childhood is expected to stimulate its development to support its future (Wahid, Muali, & Sholehah, 2018). Appropriate stimulation is expected to build all aspects of intelligence possessed by children, especially in literacy culture based on local wisdom.

The presentations from several researchers explained the importance of women's leadership in early childhood in stimulating and building a literacy culture based on local wisdom, elevating local culture in the school environment to encourage, motivate, and interest students.

Departing from the above, the researcher is interested in studying women's leadership in building a literacy culture based on local wisdom. This study aims to analyze the stimulation of women's leadership in building a literacy culture based on a local understanding with proper handling.

METHODOLOGY

This research was conducted using a phenomenological type of qualitative approach. In this case, the researcher seeks to understand the description of women's leadership in building a literacy culture based on local wisdom. The researcher observed the women's leadership system in developing a literacy culture in schools to obtain accurate, valid, and accountable research data. Furthermore, the researchers conducted interviews with several informants consisting of principals, teachers, and guardians of students. Documentation is

carried out to obtain accurate information about the theme being studied. Data analysis techniques were carried out systematically, starting with data display, data reduction, and concluding. Other supporting data are obtained from documents that can support and corroborate the research.

The entire data obtained was then selected and sorted through data reduction activities by adjusting to the studied theme. Next, the researcher presented the data and concluded as part of the findings of this study.

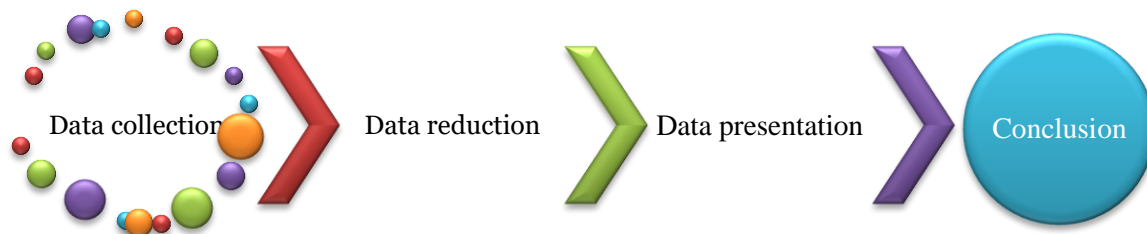


Figure 1. Data collection process (Milles & Huberman, 2014)

RESULTS AND DISCUSSION

Curriculum Modification

Curriculum modification is understood as a plan to facilitate the teaching and learning process under the guidance and responsibility of a school or educational institution and its teaching staff. This curriculum modification aims to modify the existing curriculum by combining it with new methods and models that can increase the effectiveness of the learning objectives.

IF1, as the principal conveyed the curriculum modifications carried out at Azzainiyah Paiton Kindergarten, namely compiling and rearranging the existing curriculum by collaborating with new findings to improve the institution's quality further. The changes made are in the form of integrating literacy culture based on local wisdom. A culture of local knowledge in the curriculum is raised to increase literacy interest in students.

IF2 as a teacher and homeroom teacher said that the curriculum modifications carried out at Azzainiyah Paiton Kindergarten were specified in a unique pattern, namely by inserting the cultural values of local wisdom, which were much favored by the school environment as well as by students. This culture of literacy based on local knowledge is specifically carried out at local traditional events, namely in the "picking sea" event where at this event there is a show of work carried out by the local community; the Azzainiyah Paiton Kindergarten institution also holds an introduction to the culture of local wisdom which is modified by introducing culture. Literacy.

IF3, as the accompanying teacher said, literacy culture is very strong in our school with daily activities related to literacy, especially local culture that is always associated with literacy culture. Students are more familiar with and prefer literacy based on local cultural wisdom. This is done to provoke students' interest to be more interested in exploring the literacy culture at school.

IF1 emphasizes that a literacy culture based on local wisdom is carried out and held once a year when the "pick sea" celebration is held. The events were filled with storytelling, poetry reading competitions, word combination competitions, letter guessing competitions, sticking notes, etc. When the event is over, the institution will reward students for appreciating their literacy skills at the "pick sea" celebration event. However, the implementation of literacy culture itself is carried out every day at the Azzainiyah Paiton Kindergarten institution with playing methods to make it more attractive to follow, such as

playing guessing letters or words with cards, storytelling in the schoolyard, reading in the reading corner, bringing a mobile library and using the reading terrace.

By modifying the existing curriculum through the culture of local wisdom within the institution, it can arouse the interest and curiosity of students towards literacy applied to the institution to improve the development of early childhood literacy, especially in Azzainiyah Paiton Kindergarten.

Literacy Supervision

The principal supervises to find out and ensure the program runs according to the planned flow. The task of the leader or principal is indeed to manage and provide guidance to subordinates so that the performance of subordinates is maximal and on target.

IF2 conveyed that through the supervision carried out by the school principal, it gave its energy to teachers to be more active and highlight the expertise and talents of teachers in guiding and fostering students in the process of teaching and learning activities, especially in the field of children's literacy development. IF3 also emphasized that through the activeness of principals in supervising teachers whose job is to stimulate the development of students, especially in the application of literacy culture, they can provide a new climate for education and learning activities in schools. The principal conducts direct supervision and control of how teachers work in the classroom and outside the school; the principal also assesses our performance as teachers and then evaluates the shortcomings that need to be addressed for the sustainability of the polite culture program in our institution. IF4, one of the teachers, also agrees with IF2 that the supervision carried out by the school principal has resulted in the implementation of a learning system innovation in terms of building a literacy culture by incorporating local culture in its performance.

By promoting a literacy culture program based on the culture of local wisdom at Azzainiyah Paiton Kindergarten, it can provide understanding to students on the literacy culture that exists in schools so that it can motivate students to develop a literacy culture, both in everyday life in the school environment and at school. Home environment. Through the leadership of female school principals in early childhood education, especially in developing or building a literacy culture in children, has been proven to provide a significant stimulus to educators, students and parents.

Strengthening Human Resources

Strengthening human resources aims to obtain a human resource management system that can produce professional employees. It is undeniable that Human Resources (HR) is the essential element for the organization in achieving the vision, mission, programs, and activities proclaimed.

IF1 emphasized that this strengthening was carried out by motivating all elements in the institution, teachers, employees, students, and guardians of students to increase their understanding of the literacy culture in schools through parenting activities, seminars, and related training. IF3 also conveyed that by strengthening the innovation of literacy culture based on local culture promoted in schools, school principals always motivated teachers or educators to be even more active in proclaiming the literacy culture. The motivation carried out by the principal is not only to teachers and students but also to the guardians of students, where the guardians of students are in control of the development of students because parents have more time with their students. Parents carry out motivation to schools and teachers to parents about the importance of a literacy culture program based on local wisdom. This is expected to establish good cooperation between school members and guardians of students and can produce the expected output. These namely students can develop at the desired level of intelligence, especially in literacy development. IF4 also emphasized that the support for strengthening human resources provided by school principals was not only through training but also in the form of offering supporting facilities

and infrastructure to build the literacy culture that was proclaimed; the infrastructure facilities were in the form of APE (Educational Teaching Aids) in learning both internally and externally. Outside, providing a place to wash hands, habituation of queuing culture, prayer room, library, and so on.

Through transformative female leadership, school principals as good educators can create and build a more creative, innovative, and independent institution in publishing superior generations in the future to strengthen the human resources under their leadership.

Knowledge Sharing

Knowledge sharing is a method or a step in the knowledge management cycle that provides opportunities for members in TK Azzainiyah to share their knowledge with other members. Update or innovation of knowledge sharing as a process or result of developing knowledge, skills, and experience to create or improve the quality of a new system, which provides significant helpful value.

IF1 conveys that it can be called knowledge sharing by providing encouragement or stimulation to all elements in the institution by sharing knowledge experiences to improve the quality of life further. The media can give constructive motivation for the progress of an organization or institution. In motivating can be done with seminars, training (Training).

The informant's statement was strengthened by the idea of IF1, which said that the principal plays a vital role in building students' intelligence, especially in the literacy culture, which has become an icon in Azzainiyah Paiton Kindergarten. This is marked by the activeness of the principal in supervising the teachers in charge of stimulating the development of students, especially in the application of literacy culture. The principal conducts supervision by directly controlling how teachers work in the classroom and outside the school; the principal also assesses our performance as teachers, then evaluates the shortcomings that need to be addressed for the sustainability of the polite culture program in our institution.

Promoting a literacy culture program based on the culture of local wisdom at Azzainiyah Paiton Kindergarten can foster a sense of interest and understanding for students about the world of literacy, seen in children's interest in participating in storytelling poetry, reading, and writing activities.

Evaluation

Evaluation activities are carried out to fix the systems that are less supportive of improving and increasing the achievements of the literacy culture activities built by the school principal. This evaluation is carried out in a planned and systematic way to find out the various activities that have been carried out by all elements of the school in fostering literacy. Through this evaluation, valid results or data will be obtained related to the achievements of the activities carried out so that they can be used as continuous improvements.

IF4 said that evaluation activities on literacy culture in Azzainiyah Paiton Kindergarten were seen from the development of students in the literacy they learned. This evaluation is conducted every six months or one semester. Through evaluation, we can find the best solution by holding coordination meetings with all elements in the school, namely principals, teachers, employees, and guardians of students.

The results of the evaluation conducted on Azzainiyah Paiton Kindergarten students, according to IF 3, showed a significant increase in literacy cultural activities. This is thought to be due to the collaboration with the local wisdom culture in the local environment. Students are very enthusiastic about knowing and learning about the world of literacy by pursuing rewards when participating in competitions on the local wisdom culture.

This shows that the literacy culture developed by the institution has been running well, so it needs to get support from all parties. Evaluation is carried out objectively, providing an overview and solution to an activity that is starting to run. Evaluation can provide output that can determine the next step for managers in terms of fixing existing deficiencies.

Based on some of the findings of this research, it is understood that stereotypes against women's leadership must be removed, considering that gender differences do not impact the system and administration that is carried out. Principals who seek to improve the quality of their institutions need to innovate the curriculum in their institutions (Livingstone, 2019; Dakir et al., 2021), through various modifications adapted to the dynamics of community development and the current era (Pawilen, B, C, & Buhat, 2018). Revision of the local wisdom-based curriculum certainly has a foundation by the personality of a culture; for example, in the Indonesian context, the curriculum must pay attention to the basic needs of the people who will consume it (Cooper, 2017).

The main thing that needs to be done to design or modify a program to run effectively is by analyzing what is required (Amir, 2021). While the need for discrepancies or gaps between ideal or standard abilities and actual abilities (Deliasari & Kurnianingsih, 2017). By analyzing all the requirements needed in managing cultural literacy modification based on local wisdom at Azzainiyah Paiton Kindergarten, all elements that will be implemented for students can be fulfilled according to the needs of students. Of course, this can make it easier to manage programs with suitable modifications by schools about developing women's leadership in building a literacy culture based on local wisdom.

Developing a literacy culture is essentially the principal's responsibility and the responsibility of all school members to make these activities a success. The strength of the literacy culture in the community will have an impact on the progress of a nation (Bukhori, Hafi, Rahmawati, Purnawarman, & Sukran, 2021). The concept of literacy as understanding and understanding gave birth to the terms productive literacy and receptive literacy. This concept refers to efforts to understand through passive language activities (reading, listening) and efforts to realize through active language activities (writing, speaking) (Rizqiyah, 2020). Thus, productive literacy is limited in meaning as a process of transferring information through writing skills that can be understood through technology (Agustin & Cahyono, 2017).

The principal carries out literacy supervision in maximizing the programs that have been carried out concerning the principle of objectivity and continuous improvement. The active role of all school members, the support provided by the principal and teachers in the form of motivation can encourage students to be enthusiastic in carrying out literacy activities at school (Dakir, 2018; Ilmi et al., 2021). Through supervision activities, the application of a literacy culture based on local wisdom can be implemented optimally. It can meet the needs of students in recognizing the literacy movement implemented by schools. Individual capacity or ability is the ability or skill that means someone who has the skills or ability to do something realized through his actions to increase work productivity. Therefore, if it is associated with the term strengthening or development, capacity is an effort to improve individual abilities so that employees have better competencies to be more productive in achieving the goals set by the institution (Soeherlan, 2019)

Strengthening is done by increasing knowledge by participating in various training, seminars, workshops, training, etc. Strengthening is essential, especially in the human resource facility itself, because employees who already have the ability, expertise, and primary career through this strengthening will increasingly develop in their expertise.

Knowledge sharing is an essential part of knowledge management. Knowledge sharing is the most challenging knowledge management activity for organizations to carry out. However, organizations that successfully manage knowledge-sharing activities well will achieve good knowledge management performance because knowledge sharing is an activity that has the most significant influence on the success of knowledge management (Andika, 2015). Organizational success in managing knowledge-sharing activities will create a competitive advantage (Solek-Borowska, 2019). For that, organizations need to understand the factors that affect knowledge sharing.

Evaluation is carried out as a follow-up action from monitoring to measure and improve the implemented activities, such as matching the results of activities. The purpose of the evaluation is so that the plans that have been arranged can achieve the goals set and be implemented. The evaluation results are intended to re-plan and serve as the final administration and management (Baharun & Wibowo, 2021).

Management of early childhood education becomes critical to pay attention to when because the imagination, creativity, innovative and proactive powers of graduates are significantly different from those not through early childhood education. This is important because the global era is full of competition; we need quality human resources with very high competitiveness so that we do not continue to be left behind. For this reason, it is necessary to have qualified human resources to fix and improve the management of early childhood education, specifically related to early childhood education learning, which includes planning, organizing, implementing, and assessing (Ita, 2018). With the evaluation carried out, it can provide direction and next steps to optimize programs that are already running. This further strengthens the institution to develop children's cognitive talents through literacy stimuli in schools.

CONCLUSION

Literacy culture based on local wisdom can provide new synergies for early childhood, especially in the Azzainiyah Kindergarten in Paiton Probolinggo. The collaboration of women's leadership with a literacy culture based on local wisdom further adds to the complexity in applying the existing literacy culture at Azzainiyah Paiton Probolinggo Kindergarten to arouse the interest and curiosity of students in the world of literacy. Developing a literacy culture based on local wisdom through the involvement of women's leadership globally can provide an allure in developing their literacy talent, which is seen through the children's fondness for reading, writing, and telling stories in collaboration with the local wisdom of the local culture.

ACKNOWLEDGMENT

The author would like to thank all those who have provided support so that the author was able to finish this paper on time. Special thanks to the Rector of the University of Nurul Jadid and the entire academic community who have provided research opportunities and funds to complete this research properly.

REFERENCES

- Agustin, S., & Cahyono, B. E. H. (2017). Gerakan literasi sekolah untuk meningkatkan budaya baca di SMA Negeri 1 Geger. *Linguista: Jurnal Ilmiah Bahasa, Sastra, Dan Pembelajarannya*, 1(2), 55. <https://doi.org/10.25273/linguista.v1i2.1973>
- Alfiati, & Ediyono, S. (2019). Membangun Budaya Literasi Berbasis Kearifan Lokal dalam Mata Kuliah Menulis Puisi Mahasiswa. *An-Nuha : Jurnal Kajian Islam, Pendidikan, Budaya Dan Sosial*, 6(2), 183-194. <https://doi.org/10.36835/annuha.v6i2.334>
- Amir. (2021). Curriculum Management In Improving Competitive Advantage in Madrasah. *Managere: Indonesian Journal of Educational Management*, 3(2), 53-61. <https://doi.org/10.52627/ijeam.v3i2.128>
- Andika, A. (2015). Meningkatkan Knowledge Sharing Di Organisasi: Studi Literatur Terhadap Faktor-Faktor Yang Mempengaruhi Knowledge Sharing. *Jurnal Penelitian Dan Aplikasi Sistem Dan Teknik Industri (PASTI)*, 9(3), 230-237.
- Anhusadar, L., & Islamiyah. (2020). Penerapan Perilaku Hidup Bersih dan Sehat Anak Usia Dini di Tengah Pandemi Covid 19. *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini*, 5(1), 463-475. <https://doi.org/10.31004/obsesi.v5i1.555>

- Asmanah Rohmatun Sholehah, Saeful Anwar, H. (2016). Pola Kepemimpinan Perempuan dalam Pengelolaan Yayasan Lembaga Pendidikan. *Tadbir: Jurnal Manajemen Dakwah*, 1(1), 69-84. <https://doi.org/10.15575/tadbir.v1i1.128>
- Baharun, H., & Wibowo, A. (2021). Kepemimpinan Perempuan dalam Menciptakan Sekolah Ramah Anak. *Quality*, 9(1), 87-102. <https://doi.org/10.21043/quality.v9i1.10109>
- Bashori, B. (2019). Kepemimpinan Transformasional Kyai Pada Lembaga Pendidikan Islam. *Al-Tanzim: Jurnal Manajemen Pendidikan Islam*, 3(2), 73-84. <https://doi.org/10.33650/al-tanzim.v3i2.535>
- Bukhori, M., Hafi, I. Y., Rahmawati, S., Purnawarman, & Sukran. (2021). Membangun Budaya Literasi Berbasis Kearifan Lokal di Desa Pringgajurang Utara. *ALAMTANA, Jurnal Pengabdian Masyarakat*, 2(1), 35-41.
- Cooper, T. (2017). Curriculum Renewal: Barriers to Successful Curriculum Change and Suggestions for Improvement. *Journal of Education and Training Studies*, 5(11), 115-128. <https://doi.org/10.11114/jets.v5i11.2737>
- Dakir, Qodir, A., & Syahid, A. (2021). Coalition and Establishment of Authoritative Religious Leadership in Maintaining Halal Product Laws: A Study on The Indonesian Concil of Ulama. *Journal of Legal, Ethical and Regulatory Issues*, 24(6), 1-11.
- Dakir. (2018). Pengaruh Gaya Kepemimpinan Situasional Kepala Sekolah dalam Supervisi Akademik terhadap Kompetensi Profesional dan Kinerja Guru. Yogyakarta: K-Media.
- Deliasari, A., & Kurnianingsih, I. (2017). Needs analysis of learning topic on online information literacy in man insan cendekia school library. *EduLib*, 7(2), 93-107. <https://doi.org/10.17509/edulib.v7i2.9384>
- Fardiah, F., Murwani, S., & Dhieni, N. (2019). Meningkatkan Kemampuan Kognitif Anak Usia Dini melalui Pembelajaran Sains. *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini*, 4(1), 133. <https://doi.org/10.31004/obsesi.v4i1.254>
- Fauzi, A. (2021). Qur'anic-Based Educational Leadership: An Inquiry Into Surah Al-Fatihah. *Nadwa: Jurnal Pendidikan Islam*, 14(2), 277-304. <https://doi.org/10.21580/nw.2020.14.2.6203>
- Fauzi, A., & Muali, C. (2018). Menelusuri Jejak Dan Kiprah Kiai Mohammad Hasan Genggong; Dalam Membangun Kepemimpinan Spritual-Transformatif. *Jurnal Islam Nusantara*, 2(1), 17. <https://doi.org/10.33852/jurnalin.v2i1.56>
- Fika, Y., Meilanie, S. M., & Fridani, L. (2019). Peningkatan Kemampuan Bicara Anak melalui Bermain Peran Berbasis Budaya. *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini*, 4(1), 50. <https://doi.org/10.31004/obsesi.v4i1.229>
- Halilah. (2012). Kepemimpinan Wanita Dalam Manajemen Kependidikan. *Jurnal: Manajemen of Education*, 1(1), 1-9.
- Hasanah, U. (2019). Penggunaan Alat Permainan Edukatif (Ape) Pada Taman Kanak-Kanak Di Kota Metro Lampung. *AWLADY: Jurnal Pendidikan Anak*, 5(1), 20-40. <https://doi.org/10.24235/awlady.v5i1.3831>
- Heliawati, A. K. R. (2019). Manajemen Pembelajaran Inklusi Pada Anak Usia Dini. *Educhild: Jurnal Ilmiah Pendidikan*, 3(1), 15-23. <https://doi.org/10.17509/cd.v3i2.10334>
- Ichsan, A., & Hutagalung, Y. (2019). Manajemen Anak Didik Growing PAUD Inklusi Yogyakarta. *Proceedings of The 4th Annual Conference on Islamic Early Childhood Education*, 4(1), 327-336.
- Ilmi, N., Wulan, N. S., & Wahyudin, D. (2021). Gerakan Literasi Sekolah dalam Meningkatkan Minat Baca Siswa Sekolah Dasar. *Edukatif : Jurnal Ilmu Pendidikan*, 3(5), 2866-2873. <https://doi.org/10.31004/edukatif.v3i5.990>
- Iswantiningtyas, V., & Wulansari, W. (2019). Penanaman Pendidikan Karakter pada Model Pembelajaran BCCT (Beyond Centers and Circle Time). *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini*, 3(1), 110-116. <https://doi.org/10.31004/obsesi.v3i1.106>

- Ita, E. (2018). Manajemen Pembelajaran Pendidikan Anak Usia Dini di TK Rutosoro Kecamatan Golewa Kabupaten Ngada Flores Nusa Tenggara Timur. *Jurnal Dimensi Pendidikan Dan Pembelajaran*, 6(1), 45-52.
- Joyo, A. (2018). Gerakan Literasi Dalam Pembelajaran Bahasa Indonesia Berbasis Kearifan Lokal Menuju Siswa Berkarakter. *Jurnal KIBASP (Kajian Bahasa, Sastra Dan Pengajaran)*, 1(2), 159-170. <https://doi.org/10.31539/kibasp.v1i2.193>
- Kathryn, G., & Geldard, D. (2012). *Konseling Anak-Anak Panduan Praktis*. In Yogyakarta: Pustaka Pelajar.
- Livingstone, K. A. (2019). The Place of Information and Communication Technologies in Curriculum Design and Development. *International Journal of Education and Development Using Information and Communication Technology*, 15(4), 180-197.
- Mardiyah, S., Siahaan, H., & Budirahayu, T. (2020). Pengembangan Literasi Dini melalui Kerjasama Keluarga dan Sekolah di Taman Anak Sanggar Anak Alam Yogyakarta. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 4(2), 892. <https://doi.org/10.31004/obsesi.v4i2.476>
- Milles, M. B., & Huberman. (2014). *Qualitative Data Analysis: A Methods Sourcebook*. USA: Sage Publications.
- Nasukah, B., Sulistyorini, S., & Winarti, E. (2020). Peran Komunikasi Efektif Pemimpin Dalam Meningkatkan Kinerja Institusi. *AL-TANZIM: Jurnal Manajemen Pendidikan Islam*, 4(1), 81-93. <https://doi.org/10.33650/al-tanzim.v4i1.899>
- Novitasari, Y., & Fauziddin, M. (2020). Perkembangan Kognitif Bidang Auditori pada Anak Usia Dini. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 5(1), 805-813. <https://doi.org/10.31004/obsesi.v5i1.640>
- Nuraeni, L., Andrisyah, A., & Nurunnisa, R. (2019). Efektivitas Program Sekolah Ramah Anak dalam Meningkatkan Karakter Anak Usia Dini. *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini*, 4(1), 20-29. <https://doi.org/10.31004/obsesi.v4i1.204>
- Nurvita, A., Alam, F., & Abdullah, I. (2020). Kepemimpinan Kepala Sekolah Perempuan Dalam Meningkatkan Budaya Sekolah. *Jurnal Administrasi Pendidikan UPI*, 27(1), 42-52. <https://doi.org/10.17509/jap.v27i1.24399>
- Nurwahidah, L. S. (2017). Pembelajaran Literasi Berbasis Potensi Lokal Untuk Pengembangan Kearifan Lokal Dalam Upaya Pemberdayaan Perempuan. *Jurnal Caraka*, 6(2), 1-10.
- Onia, S. I., & Elkhder, E. (2021). the Effect of Principals' Management Styles on Teachers' Performance in Private Primary Schools in Omdurman Locality in Sudan. *Managere: Indonesian Journal of Educational*, 3(1), 62-74. <https://doi.org/10.52627/ijeam.v3i1.89>
- Pawilen, G. T., B, I. S. S., C, S. J. G. M., & Buhat, T. A. V. (2018). Developing a Curriculum for the Transition Program of Special Learners in the Philippines. *International Journal of Curriculum and Instruction*, 10(1), 1-20.
- Purwanto, A., Sopa, A., Primahendra, R., Kusumaningsih, S. W., & Pramono, R. (2020). Pengaruh Gaya Kepemimpinan Transactional, Transformational, Authentic Dan Authoritarian Terhadap Kinerja Guru Madrasah Tsanawiyah Di Kudus. *Al-Tanzim: Jurnal Manajemen Pendidikan Islam*, 4(1), 70-80. <https://doi.org/10.33650/al-tanzim.v4i1.938>
- Putri, P. I., & Widiastuti, A. A. (2019). Meningkatkan Konsentrasi Anak Attention Deficit Hyperactivity Disorder (ADHD) dengan Pendekatan Reinforcement melalui Metode Bermain Bunchems. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 3(1), 207. <https://doi.org/10.31004/obsesi.v3i1.177>
- Rizqiyah, L. (2020). Melejitkan Ghiroh Belajar Santri Melalui Budaya Literasi di Pesantren. *TADRIS: Jurnal Pendidikan Islam*, 15(1), 108-117. <https://doi.org/10.19105/tjpi.v15i1.3048>

- Rostiawati, E. (2020). Efektifitas Manajemen Kepemimpinan Dalam Menciptkan Good Governance. *Al-Tanzim: Jurnal Manajemen Pendidikan Islam*, 4(1), 59-69. <https://doi.org/10.33650/al-tanzim.v4i1.965>
- Salim, S., & Hasanah, E. (2021). Principal Leadership in Developing Al-Qur'an Learning Management. *Al-Tanzim: Jurnal Manajemen Pendidikan Islam*, 5(1), 83-94. <https://doi.org/10.33650/al-tanzim.v5i1.1673>
- Soeherlan, L. (2019). Penguatan Kapasitas Sumber Daya Manusia Bidang Administrasi dalam Meningkatkan Pelayanan Publik. *Jurnal DIALOGIKA Manajemen Dan Administrasi*, 1(1), 42-52.
- Solek-Borowska, C. (2019). Creativity and Knowledge Sharing in Teams. *Journal of Management and Financial Sciences*, XI(31), 37-48. <https://doi.org/10.33119/JMFS.2018.31.3>
- Syadzili, M. F. R. (2019). Polarisasi Tahapan Kepemimpinan Transformatif Pendidikan Islam. *Al-Tanzim: Jurnal Manajemen Pendidikan Islam*, 3(1), 55-81. <https://doi.org/10.33650/al-tanzim.v3i1.498>
- Syam, A. F., & Damayanti, E. (2020). Capaian Perkembangan Bahasa Dan Stimulasinya Pada Anak Usia 4 Tahun. *PAUDIA : Jurnal Penelitian Dalam Bidang Pendidikan Anak Usia Dini*, 9(2), 71-88. <https://doi.org/10.26877/paudia.v9i2.6235>
- Tatminingsih, S. (2019). Alternatif Stimulasi Kemampuan Kognitif melalui Penerapan Model Pembelajaran Berbasis Permainan Komprehensif. *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini*, 3(1), 183. <https://doi.org/10.31004/obsesi.v3i1.130>
- Umiarso, Rozi, F., & Hidayati, N. (2022). Improving Children's Cognitive Intelligence Through Literacy Management. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 6(3), 1588-1598. <https://doi.org/10.31004/obsesi.v6i3.1817>
- Wahid, A. H., Muali, C., & Sholehah, B. (2018). Pendidikan Akhlak Perspektif Al-Ghazali. *At-Tajdid: Jurnal Ilmu Tarbiyah*, 7(2), 190-205.
- Wahyudin, U. R., Winara, D., & Permana, H. (2021). Teacher Professionalism Improvement Management: Study of Principal Leadership at SMA Al-Ittihad Karang Tengah Cianjur. *Al-Tanzim: Jurnal Manajemen Pendidikan Islam*, 5(2), 115-124. <https://doi.org/10.33650/al-tanzim.v5i2.2222>
- Winangun, I. M. A. (2020). Penguatan Pendidikan Karakter Melalui Literasi Berbasis Kearifan Lokal. *MAHA WIDYA DUTA*, 4(2), 114-122.
- Yulianto, A. (2016). Pendidikan Ramah Anak: Studi Kasus SDIT Nur Hidayah Surakarta. *At-Tarbawi: Jurnal Kajian Kependidikan Islam*, 1(2), 137-156. <https://doi.org/10.22515/attarbawi.v1i1.36>
- Zamroni, Amir, & Saleha, L. (2021). Pengelolaan APE Berbahan Limbah untuk Meningkatkan Kecerdasan Kognitif Anak. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 5(2), 1382-1395. <https://doi.org/10.31004/obsesi.v5i2.763>