

The Effect Of The Corporate Social Responsibility (CSR) Program In Improving The Quality Of Education

Ulya Defretes¹

¹Graduate Program, Trisakti University, Indonesia

Husna Leila Yusran²

²Faculty of Economics and Business, Trisakti University, Indonesia

Corresponding Author: ulya.defretes@gmail.com

Abstract

The objectives of this study are: (1) To measure the effect of the Basic Program in improving the quality of education at the Elementary School (SD) level in Dompu Regency, West Nusa Tenggara. (2) Measuring the effect of the school literacy program on improving the quality or quality of education at the elementary school (SD) level in Dompu Regency, West Nusa Tenggara. And (3) Measuring the effect of the school leadership program on improving the quality or quality of education at the Elementary School (SD) level in Dompu Regency, West Nusa Tenggara. This study used a quantitative approach using the SEM (Structural Equation Modeling) method using Microsoft Excel 2010, SPSS version 20.0, LISREL version 8.80 for data processing. The population in this study were school principals and teachers/educators totaling 133 people and the sample was taken using the total sampling method to take the entire population of 133 people. Methods of data collection using questionnaires and documentation. Based on the results of the analysis it can be concluded that (1) the Basic Program has proven to be influential in improving the quality of education at the Elementary School (SD) level in Dompu Nusa Tenggara Regency. (2) The school literacy program has an effect on improving the quality of education at the Elementary School (SD) level in Dompu Regency, West Nusa Tenggara. And (3) the school leadership program has an effect on improving the quality of education at the elementary school level in Dompu District, West Nusa Tenggara.

Keywords: Basic Program, School Literacy Program, School Leadership Development Program.

INTRODUCTION

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Human resources can be improved in many ways, one of which is through education. With education, we are able to improve the skills and knowledge of human resources which can affect increased productivity. Education can be seen as one of the human resource assets whose results will be obtained several years later.

Based on a survey conducted by the Program for International Student Assessment (PISA) in 2018 which published in March 2019, it shows a few problems with education in Indonesia. There are three categories assessed including reading ability, science ability, and math ability. Indonesia's score is classified as the lowest. We can see this from the order of the scores obtained which are out of a total of 77 countries, this figure shows that Indonesia is in the lowest six ranks, and neighboring countries such as Malaysia and Brunei Darussalam (Viva.co.id, 2019).

One of the 17 Sustainable Development Goals (SDGs) is to achieve quality education that is accessible to all individuals. In the SDGs, Education is considered a fundamental human right and must be obtained. Apart from that, there are other SDGs goals such as eliminating hunger, reducing poverty, empowering women, fighting climate change, overcoming inequality, and ending extreme poverty. All of these goals can only be achieved if people have access to quality education. The 4th SDG, in particular, covers various aspects of Education such as participation, quality and learning outcomes, improvement of school infrastructure, and commitment to the values of global citizenship in education.

The Ministry of Education and Culture together with the Padjadjaran University SDGs Center and UNICEF conducted a study and monitoring of SDG-4 concluded that access to education is not the most important thing. In the context of achieving SDG-4, the most important thing is the quality aspect and educational gaps. Until now, it can be said that the quality of education in Indonesia has not reached the desired target or is still low. To be able to see the low quality of Indonesian education can be seen from the PISA (Program For International Student Assessment) ranking for Indonesia. PISA is a program to assess the ability of school-age children in science over the age of 15 who come from various countries. To test abilities, there are three areas tested in PISA including reading, math skills and science skills and since the last four years Indonesia's position has declined. Based on the PISA report for 2020, it was found that Indonesia was in 72nd place out of a total of 77 countries participating in this program. Indonesia is in the last position for the Southeast Asia region along with the Philippines. The sudden transition to online learning as a result of the Covid-19 pandemic has the potential to exacerbate the low quality of learning (Zuzy, et al, 2020).



Indonesian citizens have been guaranteed by the government to get quality education, as regulated by the state in the 1945 Constitution article 31 paragraph 1, that every citizen has the right to get education where in the fourth paragraph of the goals of the Unitary State of the Republic of Indonesia it is stated that the state is obliged to educate the life of the nation. Paragraph 2 also emphasizes the obligations of the state and government in the field of basic education, that is, every citizen is required to participate in basic education and the government is required to pay for it.

The consequence of the regulations in the Constitution is that the government has an obligation to provide adequate education for all citizens. This is in line with Law no. 39 of 1999 concerning Human Rights which also explains the right of every citizen to get a proper education.

Thus, the government has the responsibility to ensure fair and equitable access to education, as well as to meet adequate educational needs for all citizens. This means that the government must develop educational policies and programs that cover all levels of society, without discrimination based on skin color, ethnicity, religion or other factors.

This regulation emphasizes that every individual has the same right to get quality education. In this context, the government is expected to allocate adequate resources, both in terms of budget, teaching staff, educational facilities and infrastructure, as well as a curriculum that is in accordance with the needs and development of students.

With this regulation, it is hoped that proper education will become a right that can be accessed by all citizens, without discrimination and inequality. It is important to ensure that every individual has equal opportunity to access education and develop their full potential.

Article 12 implicitly states that citizens have the right to have the opportunity to develop their personality, get proper education, increase capacity and quality of life so that they can become citizens who have faith, piety, high responsibility, have noble character, are happy, and obtain welfare in accordance with Human Rights (Caraka & Sugiarto, 2017).

The Indonesian government has been intensively carrying out policy reforms in an effort to improve the quality of education in recent years. Some of the changes in these reforms include the requirement to allocate 20 percent of the state budget for education in accordance with the constitutional mandate, the centralization of certain functions in the education sector to the provincial, district/city and school levels, and the implementation of the Law on Teachers and Lecturers since 2005. Although the scope of the education system in Indonesia has expanded, there are still challenges in implementation.



In practice, there were several significant developments in terms of school enrollment rates in Indonesia between 2001 and 2017. There was an increase of 23 percent or the equivalent of 10 million students who successfully registered. However, this is not comparable to the improvement of the quality of education. Although Indonesia's score in the Program for International Student Assessment (PISA) has increased during this period, at the current level of progress, it will take around 60 years for Indonesia to reach the average ranking of OECD member countries (The World Bank, 2018).

The Province of West Nusa Tenggara (NTB) is in the second from last position, from 33 out of 34 provinces in terms of education quality (Zamhuri, 2019). The national education standards policies, including content standards, graduate competency standards, process standard, teaching staff. There are several factors causing the low quality of education in West Nusa Tenggara, one of which is the lack of adequate educational facilities and infrastructure. Inadequate facilities can hamper the teaching and learning process and affected to the overall quality of education. Data from the education office where the results of the NTB education quality report card from the Education Quality Assurance Institute (LPMP) only get a score of 40% out of 100% which shows that the quality of teachers and teaching staff is still very low (NTB Koran, 2020). One of the causes of the low quality of education is lack of stakeholder participation in improvement government education programs, is (Permono, Lutfi, & Veronika, 2020).

There are no longer significant problems with the availability of school facilities at the elementary school level. The ratio of students per classroom is 22:1, indicating that class capacity exceeds national standards (Dinas Dikpora, 2021). In addition, the number of basic education teaching staff in Dompu Regency is more than sufficient, with a ratio of 8:1. This can be seen from the number of appointments of non-permanent teachers (GTT) by schools. In Dompu Regency, the number of temporary teachers is more than half of the total teachers.

In Dompu, many university graduates choose the profession of teaching because of limited job opportunities. Many of them don't mind becoming Temporary Teachers (GTT) because they are considered the first step towards becoming Civil Servants (PNS). PNS status is still the main choice for most Dompu people.

According to a report from the SMERU Research Institute, one of the challenges in the education sector in Dompu is the low quality of teachers. Although the number of teachers is sufficient, their quality is not comparable. The low quality of teachers can be caused by a lack of creativity, lack of motivation to learn, mismatch between educational background and work,



unequal distribution of teachers, and the limited training available to them.

Industrial activities have many impacts on the environment and also the surrounding communities around the company's operational areas, either directly or indirectly and not only the impact on the economy and development generated in the area, but the communities around the company will also be affected by the operations of the company. At present, it can be said that most of the conditions of society in Indonesia are still far from the word prosperous, the existence of a company in the midst of a community environment cannot only think about the company's profits, but as a company it is also demanded to always be sensitive and concerned about the welfare of the people who live around the company's area.

Corporate social responsibility towards the social environment has been expressly regulated in Law No. 25 of 2007 concerning Investment and Law No. 40 of 2007 Regarding Limited Liability Companies there is article 74 paragraph (1) which states that if a company is a limited liability company if it carries out its company operations/ or related with natural resources (SDA) are required to be responsible for the social environment in the area around the company. This shows that in essence every company in carrying out Corporate Social Responsibility is an obligation and this social responsibility must be carried out by all companies (Khoirunnisa, 2020)

Indonesian community understanding of social responsibility is growing, not only theoretically, but also how it is actually implemented. Currently, the understanding of the definition of Corporate Social Responsibility (CSR) has increased for the as part of the company responsibility. Government support and a positive response to this activity and evaluate the implementation of CSR Program to increase the quality of life on Indonesia community.

The community perception about corporate social responsibility is like an activity such as donations or sponsorship to the society, some of company does not understand the meaning of the CSR, they think donations in the form of philanthropy based on community needs and this has a short-term impact on community but some of companies implement CSR by conducting social mapping and dialogue with the community to be able to get what is their main need that is really needed (Astri, 2012).

UU No. 40 of 2007 concerning limited liability companies very clearly shows that all industries are basically required to practice corporate social responsibility, where the form or form of CSR programs in the field of education in the area where the industry operates in particular and education in Indonesia in general. The education program is one of the main programs, many



industries have committed to implementing CSR and the education sector is one of the focuses of their attention.

PT Sumbawa Timur Mining is one of the many companies that have implemented and CSR programs that care about improving the quality of education starting from the Elementary School (SD) level, this program is a collaboration with the Dompu Regency Education Department, which has been implemented since 2019 There are at least three programs that have been implemented, namely the foundation Program, the school literacy program, and the school leadership program. This program is expected to improve the quality of elementary school graduates, so that they can continue their studies.

The education quality improvement program implemented by PT Sumbawa Timur Mining is a pilot program to improve the quality of education and student learning outcomes through developing the quality of education and learning by increasing the capacity of teachers and school principals through a pedagogic approach.

Based on the context previously described, the researcher is interested in conducting research on the Effect of Corporate Social Responsibility (CSR) Programs in Improving the Quality of Education. This research will focus on three programs, namely the foundation program, the school literacy program, and the school leadership development program. The purpose of this study is to evaluate whether there was any influence from the three programs in improving the quality of education in Dompu District, West Nusa Tenggara.

The objectives of this study are: (1) To measure the effect of the foundation program in improving the quality of education at the Elementary School (SD) level in Dompu Regency, West Nusa Tenggara. (2) Measuring the effect of the school literacy program on improving the quality or quality of elementary school (SD) level education in Dompu District, West Nusa Tenggara. And (3) Measuring the effect of the school leadership program on improving the quality or quality of elementary school level education in Dompu District, West Nusa Tenggara.

RESEARCH METHODS

This study uses a quantitative approach using the SEM (Structural Equation Modeling) method with Microsoft Excel 2010, SPSS version 20.0, LISREL version 8.80 for data processing. The population in this study were school principals and teachers with total 133 teachers and the sample was taken using the total sampling method to take the entire population of 133 teacher. Methods of data collection using questionnaires and interview.



RESULTS AND DISCUSSION**1. Data Description****a. Foundation Program****Table 1. Foundation Program Description****Descriptive Statistics**

	N	Minimum	Maximum	Means	std. Deviation
Questioning Skills (X1.1)	133	2.00	5.00	4.6090	.66097
Strengthening Skills (X1.2)	133	2.00	5.00	4.6842	.58216
Class Opening and Closing Skills (X1.3)	133	3.00	5.00	4.6692	.59952
Explaining Skills (X1.4)	133	3.00	5.00	4.8271	.39908
Class Management Skills (X1.5)	133	2.00	5.00	4.6165	.62428
Valid N (Listwise)	133				

Source: Data processed in 2023

Description of the Basic Program variables on the indicators Questioning skills (X1.1), Strengthening skills (X1.2), Class opening and closing skills (X1.3), Explaining skills (X1.4), and Class management skills (X1.5)) shows that the average value is between 4.6090 and 4.8271.

b. School Literacy Program**Table 2. School Literacy Program****Descriptive Statistics**

	N	Minimum	Maximum	Means	std. Deviation
Number and Variety of Books Existing in Schools (X2.1)	133	1.00	5.00	4.1729	.83947



Frequency of Borrowing Books at School (X2.2)	133	1.00	5.00	3.9474	.97169
Overall School Activities Related to School Literacy Reading and Writing (X2.3)	133	1.00	5.00	4.2481	.80157
School Policy in the Implementation of the School Literacy Program (X2.4)	133	3.00	5.00	4.5564	.66758
Valid N (Listwise)	133				

Source: Data processed in 2023

Description of the school literacy program variables on the indicators Number and variety of books in school (X2.1), Frequency of borrowing books at school (X2.2), Overall school activities related to school literacy (X2.3), and School policy in implementation of the school literacy program (X2.4) shows that the average value is between 3.9474 and 4.5564.

c. School Leadership Program

Table 3.School Leadership Program Description

Descriptive Statistics

	N	Minimum	Maximum	Means	std. Deviation
Personality (X3.1)	133	3.00	5.00	4.8120	.44637
Knowledge of Education Personnel (X3.2)	133	2.00	5.00	4.7594	.55255
Vision and Mission of the School (X3.3)	133	3.00	5.00	4.8045	.46805

Decision Making Ability (X3.4)	133	2.00	5.00	4.6692	.57369
Communication Skills (X3.5)	133	3.00	5.00	4.8045	.45157
Teacher Development and Training (X3.6)	133	1.00	5.00	4.6391	.65526
Technology And Infrastructure Support (X3.7)	133	3.00	5.00	4.6842	.56900
Digital Learning And Teaching Culture (X3.8)	133	3.00	5.00	4.7068	.56114
Evaluation and Assessment (X3.9)	133	3.00	5.00	4.7293	.52408
Valid N (Listwise)	133				

Source: Data processed in 2023

Description of school leadership program variables on Personality (X3.1), Knowledge of education staff (X3.2), School vision and mission (X3.3), Ability to make decisions (X3.4), Ability to communicate (X3.5), Teacher development and training (X3.6), Technology and infrastructure support (X3.7), Digital teaching and learning culture (X3.8), and Evaluation and assessment (X3.9) shows that the average score is between 4, 6391 to 4.8120.

d. Education Quality

Table 4. Education Quality

	N	Minimum	Maximum	Means	std. Deviation
High Moral/Character Values (Y1)	133	3.00	5.00	4.8195	.48981
Good Test Results (Y2)	133	2.00	5.00	4.4737	.66945

Support from Parents, Business World and Local Community (Y3)	133	2.00	5.00	4.6842	.58216
Latest Technology Implementation (Y4)	133	3.00	5.00	4.5038	.66996
Strong Leadership and Purpose (Vision) (Y5)	133	3.00	5.00	4.7218	.51277
Concern and Attention for Students (Y6)	133	3.00	5.00	4.6842	.54172
Balanced and Relevant Curriculum (Y7)	133	3.00	5.00	4.6692	.56033
Valid N (Listwise)	133				

Source: Data processed in 2023

Description of school leadership program variables on indicators High moral/character values (Y1), Good exam results (Y2), Support from parents, business world and local community (Y3), Implementation of the latest technology (Y4), Strong leadership and having goals (vision) (Y5), concern and concern for students (Y6), and a balanced and relevant curriculum (Y7) shows that the average score is between 4.4737 to 4.8195.

2. Prerequisite Analysis Test

a. Normality test

Table 5. Summary of Normality Test Results

No.	Variable	Test results	Sig criteria.	Information
1	Foundation Program	0.389	>0.05	Normal
2	School Literacy Program	0.575	>0.05	Normal
3	School Leadership Program	0.609	>0.05	Normal
4	Education Quality	0.729	>0.05	Normal

Source: Data Processing Results, 2023

Based on the summary of the normality test results in table 4.30 it is known that the value



of Sig. Kolmogorov-Smirnov is greater than 0.05 for all variables, so it can be concluded that data on the implementation of the Basic Program, school literacy program, school leadership program, and quality of education are normally distributed.

b. Linearity Test

Table 6. Summary of Normality Test Results

Endogenous Variables	Exogenous Variables	Deviation from Linearity		Information
		Test results	Sig criteria.	
Education Quality	Foundation Program	0.102	>0.05	linear
	School Literacy Program	0.128	>0.05	linear
	School Leadership Program	0.140	>0.05	linear

Source: Data Processing Results, 2023

Based on the summary of the results of the linearity test in table 4.31 above, it is known that the significance value of the Deviation from Linearity for each pair of regressions all meet the requirements of linearity (Sig. > 0.05). Therefore it can be concluded that all regression pairs fulfill the assumption of a linear relationship between exogenous variables and endogenous variables.

3. Data Analysis Test

From several simulation rounds of the measurement model that was carried out, it can be seen that the measurement model has an appropriate model fit level and meets the criteria as an empirical model with good research results. In accordance with the results of the model simulation in the study, it is known that no variables were deleted from the four latent variables studied, but there were paths of exogenous to endogenous variables that were omitted because they did not have a significant effect as conceptualized. Apart from that, there were also several manifest variables that were deleted because they caused the measurement model to be inconsistent with the predetermined criteria.

After conducting a model test simulation analysis, the best model is produced in meeting the alignment requirements. Thus, from the model test simulation analysis that has been carried out, it can also be determined the relationship pattern between the four latent variables and the



manifest that constructs each variable. The empirical model that has the best level of alignment is then used as a basis for drawing conclusions and establishing research findings.

The following is an alternative model that describes the relationship between the four latent variables in the study, accompanied by the manifests that construct it, which can be seen in the following figure.

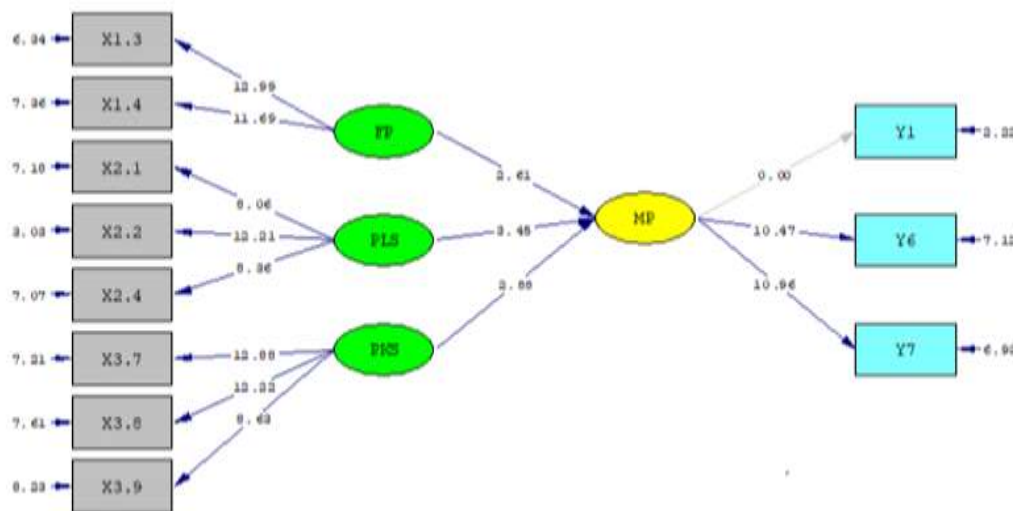


Figure 1. Research Structural Model Fit

Source: Data Processing Results, 2023

From Figure 1 above, it can be seen that the structural model meets the structural model suitability requirements. This can be seen from the influence of exogenous variables on significant endogenous variables. The suitability of the model can also be seen from the magnitude of the coefficient that meets the criteria for structural model analysis. The results of the structural model fit test of the study can be seen in table 4.41 below:

Table 7. Best Model Match

Model Alignment	Coefficient	Assessment criteria	Information
Chi-square (X2)	21.35	Small (non significant)	Fine, fulfilled
P-Value	0.61047	≥ 0.05	Fine, fulfilled

Df	38	-	
Cmin (X2/Df)	0.56	≤ 2.00	Fine, fulfilled
RMR (standardized)	0.027	≤ 0.08	Fine, fulfilled
RMSEA	0.026	≤ 0.08	Fine, fulfilled
GFI	0.99	≥ 0.90	Fine, fulfilled
AGFI	0.99	≥ 0.90	Fine, fulfilled
CFI	0.98	≥ 0.90	Fine, fulfilled
IFI	0.98	≥ 0.90	Fine, fulfilled
NNFI or TLI	0.98	≥ 0.90	Fine, fulfilled
AIC (Model)	67,69	Small, relatively	Fine, fulfilled

Source: Data Processing Results, 2023

From table 7, we can see that all levels of alignment have met the standard criteria as required. The lambda coefficient (λ), determination (R2), and T-Value of each manifest variable that constructs latent, endogenous, and intervening variables can be presented in table 8 below.

Table 8. Manifests of the Research Structural Model Construct

No	Variable	Manifest	λ	R2	T-value
1	FP	X1.3	0.43	0.04	12.99
		X1.4	0.45	0.04	11.69
2	PLS	X2.1	0.57	0.07	8.06
		X2.2	2,21	0.18	12,21
		X2.4	1.09	0.13	8.36
3	PKS	X3.7	0.42	0.4	12.88
		X3.8	0.46	0.04	12,22
		X3.9	0.85	0.10	8,63
4	MP	Y6	0.46	0.04	10.47
		Y7	0.44	0.04	10.96

Source: Data Processing Results, 2023

From table 8, it can be seen that each manifest that constructs the five latent variables



meets the validity criteria, as evidenced by the standard loading value ($\lambda \geq 0.40$), the R^2 value $\leq \lambda$, and the t value > 1.96 .

In accordance with the results of the analysis and model findings, the effectiveness coefficient between variables can be tabulated as follows.

Table 9. Effectiveness between Variables

No.	Testing	Effectiveness Coefficient	T-values	Conclusion
1.	PD $\rightarrow$ MP	0.39	2.61	Supports Hypothesis 1
2.	PLS $\rightarrow$ MP	0.42	3.45	Supports Hypothesis 2
3.	MCC $\rightarrow$ MP	0.40	2.88	Supports Hypothesis 3

Source: Data Processing Results, 2023

Discussion

a. The effect of the basic program in improving the quality of elementary school (SD) level education in Hu'u District, Dompu Regency, West Nusa Tenggara

One of the factors causing low education in Dompu Regency, West Nusa Tenggara is caused by several things, including the low creativity of teachers in teaching. Many teachers are considered to only pursue fulfilling their duties and obligations, they only rely on the teacher's handbook without considering the specific needs of students.

Apart from that, the competence of teachers at the elementary school level is still not in accordance with the standards, they are only high school graduates so that the assignment of learning materials still encounters obstacles where the teacher's lack of ability to provide learning so that learning objectives cannot be achieved. Some teachers also have education backgrounds are not from the education department which makes their didactic and methodical skills lacking, and the teachers are fixated on teaching materials and are not creative in using the surrounding environment as teaching materials. In terms of the ratio between students and teachers in schools in Dompu, it has exceeded the needs, but the quality of these teachers is still



very low.

Good quality education can be seen from the success of students in understanding the learning that has been given. To be able to make students understand and understand learning material, the role of a teacher is needed in providing stimulation to the students (Prilanita & Sukirno, 2018). Stimulation is carried out with the purpose of knowing how far students understood the learning material that has been given. For this reason, one that plays an important role in providing the stimulus is the teacher's ability to ask questions (Sitorus & Sojanah, 2018).

At the beginning of the implementation of the program, on average, the teachers only taught lessons as usual, the students were not invited to repeat the lessons they had received before, resulting in a lack of student learning motivation. Based on direct interviews with program implementers, on average these teaching staff do not have the expertise and knowledge of how to create a fun and interactive learning atmosphere to make students active in asking questions.

The teachers were given intensive training on how to make fun lesson plans, and were trained to practice how to stimulate students to start asking questions. The training provided is not only in the form of training but also they are monitored online and accompanied in the implementation of a fun teaching and learning process.

To be able to improve the quality of education through increasing student activity in learning can be done in many ways, one of which is the process of asking and answering which is carried out in learning (Rahmawati et al., 2022). According to Nalole (2010) learning activities are an interaction process that occurs in the learning process carried out by teachers and students, in order to realize educational goals. This form of interaction can be carried out through a variety of skills by taking into account the diversity and uniqueness of each student.

Questions and answers that are in the learning process are not questions and answers without direction and purpose. However, questions and answers in learning are carried out with meaning and purpose to develop and hone students' abilities. Question and answer activities in learning, will make students practice their thinking skills if the questions use questions that are able to hone students' critical thinking skills (Awaliah et al., 2023).

To be able to achieve learning goals and success in learning, it can be realized with several strategies that can be used by teachers. One way is to learning that involves questions that can spur students to practice their thinking skills (Ilham et al., 2022).



Learning by using questions to students carried out by the teacher can affect several aspects of learning, including aspects of the learning process, learning outcomes and students' critical thinking skills (Moonti et al., 2021). Therefore, it is highly expected that the teacher can master the ability to ask questions to be able to create an effective learning atmosphere, this is because the teacher is expected to ask questions in each learning process. The quality of the answers given by students depends on how good the quality of the questions given by the teacher. That way, the learning objectives will be achieved so that the quality of education will increase.

In addition to questioning skills, one of the basic teaching skills that must be possessed by a teacher is the skill of giving reinforcement to students. The skill of giving reinforcement is a skill that is carried out with the aim of improving and maintaining one's behavior in this case is the learner. Creating a pleasant learning atmosphere can be done by providing reinforcement to students (Nababan, 2019).

Giving reinforcement to students is done in order to increase positive behavior possessed by students. This is in line with Skinner's learning theory which explains that providing reinforcement will stabilize the behavior of students who are conducive. Based on the explanation above, the reinforcement given by the teacher can students' positive behavior. One of the positive behaviors of students is the increased interest in learning (Windyantika & Ngazizah, 2021). Students' interest and attention in learning will increase if the teacher can combine interpersonal communication skills with the skills to provide reinforcement in the learning process (Asmawi, 2017). If the interest and attention of students increases,

Teaching skill is the skill of opening and closing the class. In learning, the ability to open and close lessons includes several things, attention, motivation, providing references, connecting the material to be studied with material that has been previously studied by students, as well as reviewing the material that has been given in order to maintain understanding. Students as well as providing an evaluation of the extent to which learning has been understood by students (Valent & Ngazizah, 2021).

The skill of opening and closing lessons is one of the important skills for teachers to have. This is because these skills can help students prepare themselves for learning and help teachers evaluate how far learning objectives have been achieved (Oktaviani et al., 2019). Based on this description, it can be stated that the maximum learning and teaching activities are not seen from the material presented, but seen from how successful the teacher is in opening and closing



lessons. Because in learning, students' readiness to learn and learning outcomes also need to be considered (Monica & Hadiwinarto, 2020).

Class management skills are also important for a teacher to have in order to create a comfortable classroom atmosphere as well as optimal learning conditions and to be able to handle something that disrupts the learning process (Puspitaningdyah & Purwanti, 2018). Class management skills try to create a calm learning atmosphere, for example if there are deviant actions committed by students that can hinder the course of learning, give appreciation to students who excel or complete their assignments well or can determine the rules that apply in class (Febrianto, 2014).

Managing a class well will be able to support and help the learning process in class run smoothly. The teacher always tries to be able to create an optimal classroom atmosphere, namely by creating a good learning environment, and making students more confident in doing something according to their abilities and talents (Lestari, 2016).

Good classroom management, students will tend to spend their time doing something related to learning rather than having to do something that is not related to learning (Hendriana, 2018). Based on this, classroom management skills and improving the quality of education have a positive relationship. The better the classroom management skills of a teacher, the better the quality of education.

The program intervention by the company for about three years has shown positive changes where teachers remain committed to implementing the program material obtained, as one example that has been applied is the use of Indonesian in the learning process. Previously, the use of languages was more than the use of Indonesia students have difficulty understanding and answering exam questions

In class management skills, teachers are also taught how to design the layout of student seating arrangements and make class displays containing student work. Giving praise to students also contributes to increasing student motivation in learning for student effort not based on talent or intelligence.

Based on the data testing that has been done, it appears that the program has an effective effect on improving the quality of elementary school education in Dompu. This means, the better the implementation of this program, the better the quality of education. This is in line with research conducted by Fadilah Putri Awaliah et al (2023) which states that the abilities possessed by teachers in learning can help improve student achievement



b. The influence of the school literacy program in improving the quality of elementary school (SD) level education in Hu'u District, Dompu Regency, West Nusa Tenggara Province

The level of education in elementary schools in Dompu Regency, West Nusa Tenggara is relatively low, this is due to several things such as the lack of quality human resources including teachers, principals, students, limited infrastructure and inadequate advice and infrastructure. One of the other causes of the low level of education in elementary schools in Dompu Regency, West Nusa Tenggara is the lack of interest in reading from students which causes students to become illiterate and do not have the habit of reading and obtaining information from reading the information provided.

The ability to read, write and count for elementary school level in Dompu is still very low. Based on interviews with several teachers, they said that many students in high grades, grades 4, 5 and 6 were still not fluent in. in suburban areas far from the city. The habit of teachers and students using the language (Bima – Dompu) when they are in the school even during the teaching and learning process takes place, this contributes greatly to the low reading and writing achievements of students using Indonesia.

The school literacy is an activity that requires the involvement of several parties from the school stakeholder which includes students, teaching staff and school principals, school supervisors, school committees and parents or guardians of students. As well as other stakeholders who are under the auspices of the Ministry of Education and Culture. The implementation of this school literacy movement requires the involvement of several parties and elements (Harahap et al., 2017).

The government through the Ministry of Education and Culture continues to strive to increase students' interest and ability to read. To realize this, the government then issued a Minister of Education and Culture regulation number 23 of 2015 concerning the development of character. This regulation enforces mandatory reading for all students at all levels of education. The government then created a school literacy program that aims to overcome the habits of students who are lazy to read so that students' interest in reading can increase (T. Rahayu, 2016).

The school literacy movement aims to make schools a place of learning in which all citizens are literate throughout their lives by involving the public. Schools play a very important role as a place for implementing and organizing education and learning. Many say that the school literacy movement cannot fully help in increasing students' interest in reading. This is due to differences



in the readiness of facilities and infrastructure in each school that support the success of this program (Teguh, 2013).

One of the school facilities and infrastructure that support school literacy is the existence of a school library. Almost all schools in Dompu District have libraries, but most of these libraries are used only as book warehouses, places to store school textbooks that are no longer used and teachers do not have knowledge of how to manage a library properly.

With the company's intervention in this school literacy program, teachers are also taught how to code book labels, procedures for compiling books and how to make the library atmosphere a second home for them when at school, and also get help with reading books with various types of books. Where one of the goals to be achieved is to increase students' interest in reading.

In general, the concept of literacy is better understood as an activity of reading and writing. However, in reality, the concept of literacy includes the ability to think using sources of knowledge, both visual, print and audio. At present, the ability referred to above is information literacy skills (Ilmi et al., 2021). The main activity in this literacy is reading. Reading activity is part of the ability in the main language which is a message from the author so that the message can be conveyed to the reader (Batubara & Ariani, 2018).

One of the school literacy being carried out is by getting students used to reading for 15 minutes every day. In addition to the school library, each class also has a class corner, in other words, a mini library, where interesting reading books are prepared for students to read. This is done to improve students' reading habits. Development and learning stages. The implementation of this school literacy movement can also be carried out by making a variety of activities which combine the formation of receptive and productive skills (Suyono et al., 2014).

Based on Soedarso (2004) reading activities basically involve several activities at the same time, some of these activities include understanding, observing and remembering. Reading activities are proven to be more flexible in terms of time and place even though they carry out several activities at the same time. Therefore, reading is very easy to do and is expected to provide added value from reading activities

The reading ability possessed by students is divided into two main things, reading speed and understanding of the information presented. The ability to read fast does not necessarily provide a high understanding of the information available, but reading comprehension certainly makes the information provided reach the reader (Widodo, 2020). Students' reading ability is



influenced by internal factors and external factors. Internal factors include the level of motivation and enthusiasm possessed by students to obtain information conveyed through reading. External factors include teachers, reading techniques, facilities and other supporting facilities (Wandasari, 2017).

Literacy is not only about reading and writing, but literacy also includes the ability to think using several sources of information and knowledge in visual, audio and print forms. As for the stages of implementing the school literacy movement (Antasari, 2017).

1) Habituation stage.

This stage aims to make students accustomed to reading so that their interest in reading is formed. The habit of reading can be said to be the most important fundamental thing for the development of students' literacy.

2) Development stage

This development stage is carried out with the aim of students' ability to understand what is read and then relate it to things that happen in everyday life.

3) Literacy learning stage

At this stage, school literacy activities are included in school academics where there will be bills of an academic nature that can affect the grades of certain subjects. This literacy movement can be said to be in line with the 2013 curriculum system where students are required to read reading materials in the form of non-text books such as general knowledge books and others.

Based on this, implementing the school literacy movement is the most appropriate effort to increase students' interest in reading so that they can gain more knowledge and will help students' academic level so that the quality of education in Dompu Regency will increase.

Schools participating in the school literacy program receive donations of reading books from the company, this is because the collection of books in the school library is dominated by textbooks that are no longer used. In increasing students' interest in reading, a variety of reading strategies were also introduced, such as Book Talk (What Books Say) to promote books to students, book detectives, and poof books. One of the programs that students are most interested in is establishing a Student Reading Corner and also implementing a 15-minute reading program before the learning process begins.

The understanding of the teaching staff in developing strategies to increase students'



interest in reading and making schools literate is one of the most important things, this not only motivates teachers to improve their abilities but also motivates students to get used to reading.

Based on the results of testing the data, it can be said that the school literacy program has an effective effect on improving the quality of education at the elementary school level in Dompu district, West Nusa Tenggara. This is in accordance with the results of research conducted by Kurniawati (2016) This school literacy movement was carried out to increase students' interest in reading and writing.

c. The influence of the leadership program in improving the quality of elementary school (SD) level education in Hu'u District, Dompu Regency, West Nusa Tenggara Province

Principal leadership is one of the determining factors for the quality of a school's education, but sometimes the principal still does not involve the teacher in school management, with little teacher involvement. The high mutation rate of school principals in Dompu Regency has made school management not well managed, the factor of political closeness of school principals and policy makers has a role in this placement, this is a challenge in itself where with the replacement of principals several basic programs have running no longer continues. Principals and school management play an important role in ensuring the implementation of programs in schools runs.

The company's intervention in the school leadership program that is being carried out has a positive impact on how the school principal as a school mover can carry out managerial tasks to utilize the human resources owned by the school. Principals are taught how to develop the school's vision and mission so that the school has its own identity, such as for example SDN 08 will become a tourism-based school, SDN 01 will become a child-friendly school with an environmental culture, SDN 03 will become an entrepreneurship school, and SDN 04 will become an organization. Excellent learners in academic and non-academic fields.

The school principal plays an important role in improving the quality of education. Leadership is someone who has the ability to influence other people in terms of doing something. Leadership is expected to improve the quality of education. Principals who lead in education units must have strong, courageous and firm leadership skills (Borotoding et al., 2021). Being a school principal who wants to achieve success in leading must have and understand the keys to achieving success as a leader.

The principal has several indicators to be called a successful principal. These indicators are divided into three, 1) commitment to their duties and responsibilities as well as to the school's



vision and mission; 2) make the school's vision a reference in carrying out their duties in leading the school; 3) focus on how to improve teacher quality and education quality (Adelia et al., 2021).

The principal's leadership program influences most of the quality of education in schools. The role of the school principal is to drive school life for the better and strive to improve the quality of good and efficient education. The school principal must act responsibly and act fairly (MS Fauzi & Falah, 2020).

The quality of education itself is a term that comes from two words, quality and education. This means that the quality of education refers to the quality of something produced by educational institutions such as schools. The goals of education can be achieved if leaders are able to carry out their duties and take action in determining policies to maintain and improve the quality of education.

As a leader in an education unit, the school principal must be able to utilize and manage the resources owned by the school, for example by creating programs that can improve the quality of education. According to Lisa G. Kailola (2016) "the principal's job as a leader is to improve the education system and learning system, create a safe and comfortable learning environment and work together with all parties to improve the quality of education in schools".

In an organization, the presence of a leader is very much needed. This is because the direction and goals of the organization are determined by the decisions of a leader. The term leadership is an attempt to organize and mobilize all school parties to jointly achieve the goals that have been made (Dasmo et al., 2021). Becoming a successful leader in matters of school management and improving the quality of education is not easy, especially at this time where the priority is speed and openness in managing information.

An indicator that shows that a school principal can be said to be successful is if he is able to understand the situation and conditions of the school and believes that the school is an organization that is complex and full of uniqueness and is able to involve all holders or stakeholders to work together to realize the vision and mission. Predetermined schools (Fatmawati et al., 2018). Principals are recommended to have good communication skills, be able to cooperate and be flexible with all parties without discriminating.

Principals need to have an initiative and creative attitude that is oriented towards efforts to build and develop the quality of education. In carrying out efforts to develop schools, the principal is required to involve all parties. This is done because if one day there is a problem in school development, the principal can ask for input or assistance from that party (P. Rahayu,



2014).

The principal is not only responsible for running activities within the school environment, but for all activities and everything that happens in the school environment and the environment around the school. The school principal as the school leader and becomes the main actor in efforts to improve the quality of education which involves assistance from all parties and school members (Sumarni, 2016). In an effort to improve the quality of education, school principals are required to create change, seek strategies and make major changes.

Several studies that have been conducted prove that in an effort to improve the quality of education, there are several competencies that must be possessed by a school principal as a school leader. These competencies include good personality, managerial skills, entrepreneurial knowledge, supervision, and social skills.

Principals who have fulfilled all of these competencies will find it easier to be able to improve the quality of education in schools. All activities carried out within the school environment are regulated by the school principal. The quality of the principal affects the success of the school (Dwi et al., 2021). Principals also need to make new breakthroughs to improve the quality of education. The change in leadership carried out by the school principal can affect the improvement of the quality of education.

The principal is also responsible for students by having a vision and mission for students so that discipline can be formed and can be independent. The school environment will be better if the principal provides innovation to the school (Rahmat & Kadir, 2019). The principal strives for the character of students to be formed through innovative principal education programs. This effective education program is also expected to be able to make students more disciplined so that they can help improve the quality of education.

Therefore, school principals in the Dompu district can improve the quality of elementary school education in Dompu district by making several new breakthroughs related to education. In addition, school principals need to increase the motivation and discipline of students, provide school infrastructure, and improve the quality of human resources, in this case the teaching staff in Dompu Regency.

Based on the data testing that has been done, it can be said that the School Leadership Program has an effective effect on improving the quality of education at the Elementary School (SD) level in Dompu Regency, West Nusa Tenggara. This is because the principal plays an important role in the development and success of the school in achieving educational goals. This is in

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accordance with the results of research conducted by Kristina et al (2021) where the results of the research show that the Principal's Leadership has an influence on the quality of Education.

Conclusion

Based on the results of the research, the conclusions from this study are:

1. The foundation program is effected in improving the quality of education at the Elementary School (SD) level in Dompu District, West Nusa Tenggara because this program improves the quality of human resources, educators and the use of digital technology in learning, so that this will be able to change the education system in Dompu to become better so that the quality of education will also increase.
2. This program proven that the school literacy program is effeted in improving the quality of elementary school (SD) education in Dompu Regency, West Nusa Tenggara because the school literacy program is carried out to increase students' interest and reading habits in Elementary Schools in Dompu Regency. The habit of reading will increase knowledge and understanding so that it will improve the quality or quality of education in Dompu.
3. This program proven that the school leadership program is effected in improving the quality of education at the Elementary School (SD) level in Dompu, West Nusa Tenggara by forming a good principal's personality. The principal as the main actor in improving the quality of education. Principals play an important role in making decisions that can help improve the quality of education in Dompu

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