

School Resource Management for Literacy Success: A Managerial Perspective on the Gajahkeris Program

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Abstract:

This study aims to examine the implementation of the Gajahkeris Literacy Program against four key variables: communication, resources, stakeholder disposition, and bureaucratic structure. The program was developed as a strategic response to strengthen student literacy through structured routines and stakeholder collaboration within the Merdeka Belajar framework. Using a qualitative case study approach, data were collected through interviews, observation, and documentation. Data analysis employed a systematic and literate approach, including thematic coding, the Edward III framework, and key variables (communication, resources, disposition, structure) to assess the implementation of the Gajahkeris Program. The study findings indicate that effective teacher-student communication, strong leadership, and the use of creative learning materials positively contribute to student literacy engagement. However, challenges arise in the form of inconsistent parental involvement, limited feedback mechanisms, and bureaucratic rigidity that hinder responsive decision-making. This study provides implications regarding the importance of strengthening the communication framework between teachers, students, and parents, as well as the need for increased professional development to support program implementation. Furthermore, improvements in the feedback system and bureaucratic flexibility are needed to ensure responsive and effective decision-making.

Keywords: *Gajahkeris Literacy Program, Communication, Resources, Leadership, Independent Learning*

Abstrak:

Penelitian ini bertujuan untuk mengkaji implementasi Program Literasi Gajahkeris terhadap empat variabel kunci: komunikasi, sumber daya, disposisi pemangku kepentingan, dan struktur birokrasi. Program ini dikembangkan sebagai respons strategis untuk memperkuat literasi siswa melalui rutinitas terstruktur dan kolaborasi pemangku kepentingan dalam kerangka Merdeka Belajar. Dengan menggunakan pendekatan studi kasus kualitatif, data dikumpulkan melalui wawancara, observasi, dan dokumentasi. Analisis data menggunakan pendekatan sistematis dan literatif, termasuk pengkodean tematik, kerangka Edward III, dan variabel kunci (komunikasi, sumber daya, disposisi, struktur) untuk menilai implementasi Program Gajahkeris. Temuan penelitian menunjukkan bahwa komunikasi guru-siswa yang efektif, kepemimpinan yang kuat, dan penggunaan materi pembelajaran yang kreatif memberikan kontribusi positif terhadap keterlibatan literasi siswa. Namun, tantangan muncul dalam bentuk keterlibatan orang tua yang tidak konsisten, mekanisme umpan balik yang terbatas, dan kekakuan birokrasi yang menghambat pengambilan keputusan yang responsif. Penelitian ini memberikan implikasi tentang pentingnya penguatan kerangka komunikasi antara guru, siswa, dan orang tua, serta perlunya peningkatan

pengembangan profesional untuk mendukung implementasi program. Selain itu, perlu adanya perbaikan dalam sistem umpan balik dan fleksibilitas birokrasi agar keputusan dapat diambil secara responsif dan efektif.

Kata Kunci: *Program Literasi Gajahkeris, Komunikasi, Sumber Daya, Kepemimpinan, Merdeka Belajar*

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INTRODUCTION

Literacy remains a fundamental foundation for human development and educational success. Literacy extends beyond the mechanical ability to read and write, encompassing comprehension, critical thinking, and the application of knowledge to real-world situations (Dakir et al., 2022; Sholeh et al., 2021; Tamboer et al., 2023). Literacy is essential not only for academic achievement but also for economic participation, civic engagement, and personal empowerment in an increasingly information-driven society. Global frameworks such as the Sustainable Development Goals emphasize the importance of quality education and lifelong learning, placing literacy at the heart of development initiatives (Ezeh et al., 2021; Potter, 2022). As technology advances and information becomes more abundant, individuals without strong literacy skills face greater challenges in adapting to modern demands. Education systems around the world have responded with literacy-centered reforms, often emphasizing early intervention and context-based programs (Imbaquingo & Cárdenas, 2023; Yu & Zhang, 2022). Indonesia, a diverse and densely populated country, faces a complex challenge in ensuring equitable literacy outcomes across its borders (Pratiwi et al., 2022). Literacy is not just an individual skill but a societal imperative, requiring collaborative action from schools, communities, and policymakers to develop sustainable and inclusive programs tailored to local needs and learning environments.

Literacy in Indonesia has long been recognized as a fundamental educational challenge, particularly at the primary level where basic skills are formed. Despite numerous national initiatives, the literacy rates of Indonesian students remain below the international average (Imbaquingo & Cárdenas, 2023; Kaufmann et al., 2021). According to the 2018 Program for International Student Assessment (PISA), Indonesian students ranked lowest in reading proficiency, highlighting gaps in comprehension and analytical skills. These results are often attributed to systemic issues such as inadequate teaching resources, inadequate teacher training, and limited access to quality reading materials (Kartikasari & Nuryasana, 2022; Liansari et al., 2021). Furthermore, reading interest among students remains low, in part due to the lack of a school-based and community-based literacy culture. Government programs, such as “Merdeka Belajar” (Independent Learning), emphasize literacy as a core component; however, implementation often relies heavily on school-level leadership and community engagement.

Low literacy and numeracy rates among primary school students are often correlated with minimal community engagement and weak school leadership (Nash, Patterson, et al., 2021). Kansızoğlu and Yıldız (2022) highlight the gap

between literacy policies and classroom practices, citing inconsistent implementation at the school level. Paladines and Aliagas (2023) emphasize the relationship between literacy and numeracy, advocating for integrated instruction to strengthen core competencies. Although the Independent Curriculum encourages creativity in literacy programs, many schools lack the managerial and pedagogical capacity to implement it effectively (Nurtanto et al., 2021; Purwanto et al., 2023). Principals play a crucial role in literacy development through effective resource management and informed policy adaptation (Masykuroh et al., 2024; Muali et al., 2022). Wijayanti (2023) studied SDN Gajahmungkur 03 and noted that although the school outperformed local and national literacy averages, continuous improvement efforts were essential. This underscores the importance of literacy initiatives that are contextually based, leadership-driven, and sustainably managed for long-term impact.

There is a paucity of research analyzing school-based literacy programs in terms of communication, managerial actions, and evaluative mechanisms among school stakeholders. Existing evaluations often overlook the nuanced interactions between school leadership, teacher engagement, and student motivation in fostering a sustainable culture of literacy. This study offers novelty by applying the Edward III Policy Implementation Model to the “Gadjahkeris Literacy Program” – a school-specific initiative at SDN Gajahmungkur 03 in Semarang. The Edward III Model, with its focus on communication, resources, dispositions, and bureaucratic structures, allows for a deeper examination of how policies and practices interact at the micro level.

This study aims to analyze the implementation and effectiveness of the Gajahkeris Literacy Program as a strategic school initiative to improve literacy rates among elementary school students. Specifically, it focuses on exploring how the program operates within the broader context of the Merdeka Belajar policy framework and how it mobilizes school resources through managerial strategies, stakeholder communication, and program evaluation. It seeks to dissect the program’s design, operational processes, and leadership decisions made to ensure its sustainability and impact. Using the Edward III Model, this study examines four key components – communication, resources, dispositions, and bureaucratic structures – to investigate how they influence program effectiveness. The school selected for this study, SDN Gajahmungkur 03, provides a valuable case study due to its relatively strong basic literacy performance and commitment to local innovation. The study’s original contribution lies in the contextual application of the Edward III Model to a grassroots literacy initiative, offering a policy-based analysis of school-led literacy programs.

The effectiveness of school-based literacy programs, such as Gajahkeris, is not simply the result of innovative design but rather the outcome of strategic implementation guided by leadership, effective communication, and institutional support. Drawing on the Edward III Model, this study argues that policy implementation in an educational context involves more than policy adoption – it requires clarity in communication, adequate resources, alignment of actor dispositions, and functionality of bureaucratic structures. The Gajahkeris program, while simple in concept, illustrates how local policies can be successful

when these factors are aligned and supported. The program offers a small glimpse into the broader Merdeka Belajar philosophy, which demonstrates how autonomy, creativity, and contextualization can drive improvements in student literacy. The research aims to provide practical insights for school leaders, policymakers, and educators seeking to empower schools as centers of literacy innovation and capacity-building.

RESEARCH METHOD

The study employed a qualitative research design with a case study approach to explore the implementation of the Gajahkeris Program at SD Negeri Gajahmungkur 03 in Semarang City. This design was chosen to provide an in-depth understanding of the program's processes, challenges, and outcomes in its specific context (Creswell, 2009). The case study approach allowed for a detailed examination of the program's implementation, focusing on the experiences and perspectives of key stakeholders, including school administrators, teachers, and students (Duckett, 2021). By situating the research within the framework of Edward III's policy implementation model, the study aimed to analyze the interplay of communication, resources, disposition, and bureaucratic structure in achieving the program's literacy objectives.

Data collection was guided by the principles of qualitative inquiry, emphasizing the collection of rich, descriptive data from multiple sources (Maxwell, 2020). The primary method utilized was in-depth interviews with key stakeholders, including school administrators, teachers, and students. Direct observation was conducted to document the program's implementation in real-time. Document analysis was another critical data collection method. Relevant documents, including the school's policy on literacy, the Gajahkeris program guidelines, and records of literacy activities, were reviewed.

The data analysis procedures in this study followed a systematic and iterative approach to ensure the reliability and depth of findings. Initially, the collected data from interviews, observations, and document reviews were transcribed and organized into manageable units. Thematic coding was employed to identify recurring patterns and categories related to the implementation of the Gajahkeris Program.

To ensure a comprehensive analysis, the study utilized Edward III's theoretical framework as a guiding lens. This framework facilitated the examination of four critical variables—communication, resources, dispositions, and bureaucratic structure—that affect policy implementation (Duckett, 2021). The research design incorporated these variables into the study's structure, enabling a systematic evaluation of how each aspect contributed to the program's outcomes. This theoretical alignment ensured that the study remained focused on identifying actionable insights for improving literacy initiatives in educational settings. The data analysis processes, which represent an interactive model of analysis, consist of data reduction, data display, verification, and conclusion. The data analysis process can be visualized in the following diagram.

RESULT AND DISCUSSION

Result

Implementation of Communication Strategy

Communication is related to how policies are communicated to organizations and the public. Edward III suggests three indicators that can be employed to assess the success of communication, namely: transmission, clarity, and consistency of the information provided. Therefore, the analysis of communication strategies employed in implementing the Gajahkeris Literacy Program can be explored within the three indicators mentioned above.

The research findings demonstrate that the transmission phase of communication, in this instance, involved distributing program planning details to all relevant school stakeholders. Specifically, school administrators, the principal, teachers, and the school committee communicated the program's planning and budgetary information to parents prior to the formal dissemination of the Gajahkeris Literacy Program. The principal's interview revealed that the transmission of program planning details to parents included the following information: "We communicate to the parents regarding our Gajahkeris Literacy Program planning, so that they understand their children are required to arrive at school 30 minutes prior to the standard start time. We also inform them that the program's budget will be allocated from the School Operational Assistance (BOS) funds, thereby ensuring that parents incur no personal expenses."

Subsequently, the principal conducted internal communication with the teaching staff. The principal detailed the implementation of productive literacy within each classroom, specifying that activities would commence at 07:15 WIB for grades one through six. Each student was required to have a dedicated notebook for the Gajah Keris program. Teachers were granted autonomy in designing the activity format, including options such as short story creation, poetry composition, pantun writing, experiential narratives, or illustrated stories, all aligned with themes agreed upon by each class. This explanation was derived from the results of an interview with the principal, as evidenced by the following excerpt: "I provided the teachers with explicit instructions regarding their responsibilities in implementing productive literacy activities within their respective classrooms. Specifically, teachers are tasked with guiding students in writing, utilizing activity designs determined by each individual teacher. My role is primarily to coordinate and maintain oversight, ensuring the absence of any discord that could impede the attainment of the program's objectives."

The findings detailed above indicate that, in terms of communication, the Gajahkeris program has incorporated several key aspects. The planning stage involves clearly defined activities and communicated success metrics, ensuring that teachers and administrators understand the program's goals. The division of tasks during the organizing stage involves communicating roles and responsibilities among the involved school personnel. Furthermore, the actuating stage includes teachers guiding students on writing genres, indicating a direct communication of expectations and instructions at the classroom level. Documentary analysis revealed that the Gajahkeris Literacy Program planning adhered to the SMART principles. The program planning description can be summarised in Table 1.

Table 1. Program Planning

Planning Indicators	Description
Specific	The Gajahkeris program's activities involve students in grades one through six in engaging in free composition, utilising creative writing techniques. Participants are permitted to write on any subject, under the guidance of their teachers.
Measurable	The efficacy of the Gajahkeris Program is evaluated according to the following metrics: (1) demonstrable enhancement of students' written proficiency in each instructional session; (2) the monthly selection and publication of the three preeminent student manuscripts from each class in the Galura magazine; and (3) the dissemination of a digital edition of Galura magazine via the school's official website, thereby facilitating broader accessibility.
Achievable	Activity planning is facilitated through the monitoring of individual student progress within the Gajahkeris book, a process overseen directly by the school principal, who provides an official stamp of appreciation.
Realistic	The Gajahkeris Program demonstrates a high degree of feasibility for implementation at SDN Gajahmungkur 03, given the school's student population of 166 (88 female and 78 male).
Time	Activities are held every Wednesday, with evaluations administered by the school principal to each class teacher on a bi-monthly basis.

In terms of communication, the Gajahkeris program appears to have incorporated several key aspects. The planning stage involves clearly defined activities and communicated success metrics, ensuring that teachers and administrators understand the program's goals. The division of tasks during the organizing stage implies a communication of roles and responsibilities among the involved school personnel. Furthermore, the actuating stage includes teachers guiding students on writing genres, indicating a direct communication of expectations and instructions at the classroom level.

The principal's consistent reminders to teachers to motivate students during briefings and meetings further highlight ongoing communication efforts to sustain the program's momentum. The publication of student work in the "Galura" magazine also serves as a form of communication, showcasing student achievements and potentially motivating others. However, the extent and consistency of communication with all stakeholders, such as parents and other school staff not directly involved, are not fully evident from the available information. The clarity of expectations for students regarding the quality and content of their writing could also be further explored.

The communication employed by the school's administrators in term of transmission is demonstrated in their communication models employed to socialize the program both direct and indirectly to all stakeholders. The direct transmissions were done both in internal and external communication. Internal communication is carried out by the principal to all school residents, and teachers to the students. While external communication is carried out through the publication of the GALURA magazine which is an acronym for '*Gajahmungkur Telu Juara*' and through the school's website.

The program communication, in term of consistency, is shown in the principles of Measurable and Achievable. The consistency of program communication is predicated upon the principal's assiduous application and

oversight of the Measurable and Achievable tenets. Such a finding is consistent to the research undertaken by Kotnik et al., (2020) that states if any respective phase or fundamental good governance principle is missing, one cannot argue that public governance in certain community delivers effective public policies.

Further investigation into communication practices identified challenges in ensuring information flow between the school and parents. While administrators emphasized the importance of parental involvement in literacy initiatives, interviews with parents revealed limited awareness of program specifics. Document analysis showed that communication efforts, such as newsletters and meetings, were sporadic and lacked a structured approach. This gap hindered the alignment of parental support with program objectives, suggesting the need for more robust strategies to engage families in literacy improvement efforts.

Optimizing School Resources

The second determinant of successful policy implementation is resources, encompassing both human capital and infrastructural assets. As posited by Edward III, the absence of requisite resources for implementers precludes effective implementation, irrespective of the accuracy, clarity, and consistency of implementation directives. School resources encompass both human and non-human assets. The human resources comprise the principal, teaching staff, administrative personnel, and students, while non-human resources consist of the facilities and infrastructure possessed by the school. The research findings regarding school resource mobilisation and its contribution to program implementation are summarised in Table 2.

Table 2. School Resources Allocation

Resources	Contribution to Program
Teachers	Teachers are qualified in guide writing activities and provide prompts.
Principal	Principal plays a central role in planning, organizing, actuating, and controlling the program, demonstrating strong commitment
Students	Incorporates appreciation stamps, publication in "Galura" magazine, and aims for a fun, non-forced approach.
Parent/ Community Involvement	Parent/ community less involved in the program
Resources and Infrastructure	Students use "Gajahkeris books," and the school publishes the "Galura" magazine in print and digital formats

The evaluation of the Gajahkeris Program's resource utilisation indicates that the school possesses adequate infrastructure and learning materials to support literacy activities, with each classroom equipped with relevant teaching aids such as books and visual tools. While the program effectively leverages existing personnel—including the principal, teachers, and website administrator—and utilises resources like the "Gajahkeris books" and the "Galura" magazine, interviews revealed minor concerns about material distribution due to logistical planning. The use of motivational tools, such as the "Appreciation Stamp," reflects the creative utilisation of resources. However, gaps remain in dedicated funding and teacher training for creative writing instruction, suggesting areas for future resource enhancement.

Assessment of Stakeholder Dispositions and Their Impact on Program Success

The third variable that becomes the fundamental determinant of effective policy implementation is the disposition of program personnel. The research findings, in terms of disposition during program implementation, comprise the principal's leadership, class teachers' active roles in supporting students during writing sessions, and the students' active engagement in the program sessions. A positive disposition, characterised by these attributes, is essential for translating policy directives into tangible outcomes. The attributes of these dispositions, as they relate to the program, are more clearly delineated in Table 3.

Table 3. The Summary of Attributes Dispositions Related to the Program

Attributes	Disposition Related to the Program
The Principal	• During the organizational phase, the principal undertakes two primary activities: staffing and the integration of all school resources. • At the implementation phase, the principal undertakes consistent efforts to coordinate and motivate teachers and the use of the "Appreciation Stamp" and certificates for published students indicate an attempt to foster a positive disposition among both educators and students
Teachers	• Teachers instruct students to prepare designated writing notebooks, referred to as 'Gajahkeris Books,' and facilitate the creation of free-writing compositions based on mutually agreed-upon themes. • Teachers provide guidance to students experiencing writing difficulties by presenting example sentences on the chalkboard for imitation.
Students	• Students actively participate in free-writing exercises utilizing creative writing techniques, which are conducted every Wednesday morning for approximately 15 minutes prior to the commencement of regular classes. Students are permitted to write on any topic, following the guidance of their respective classroom teachers.

The principal's consistent efforts to motivate teachers, along with the use of the "Appreciation Stamp" and certificates for published students, indicate an attempt to foster a positive disposition among both educators and students. The success of the program likely relies on the continued enthusiasm and dedication of these key personnel. However, the level of buy-in from all teachers and potential challenges in maintaining consistent enthusiasm over time are not explicitly clear. The potential impact of the program on teacher workload and its subsequent effect on their disposition should also be considered. The assessment of stakeholder dispositions revealed varying levels of commitment and enthusiasm among teachers, principals, and parents, which significantly influenced the success of the Gajahkeris Program. Interviews with teachers revealed a general willingness to implement literacy activities; however, some expressed frustration due to inadequate training and support. Observations confirmed that highly motivated teachers demonstrated innovative approaches to engage students, while less motivated educators adhered strictly to basic guidelines.

The Role of Bureaucracy in Program Implementation

The bureaucratic structure of SDN Gajahmungkur 03 provides a supportive framework for the Gajahkeris program. There is a clear division of tasks, with the principal providing overall leadership, teachers facilitating the writing activities,

and the website administrator managing the digital publication. The program's integration into the school schedule, with dedicated writing time on Wednesdays, and the principal's bi-monthly evaluations indicate a formal incorporation within the school's operational procedures. This suggests that the program is integrated into the existing organisational structure. However, the potential for bureaucratic inertia or a lack of flexibility within the school structure to adapt the program based on feedback or evolving needs is not explored in the available information. The level of support for the program from higher administrative levels, such as the district education office, is also unclear. The bureaucratic structure of the Gajahkeris Program, as prepared by the principal, can be summarised in Table 4.

Table 4. The Job Description

Role	Job Description	Executor
Person in Charge	Report on the Implementation of the "Gajahkeris" Activity as a School Literacy Movement	The Principal
Mentor	Enhance students' literacy skills, cultivate a passion for writing, and foster self-confidence in their expressive abilities.	Teachers
Target	Regularly contributed written works in their journal, called "Gajahkeris" each Wednesday morning, preceding the commencement of intra-curricular activities.	Students
Product Publication	Compile "GALURA" magazine was as an instrument for the digital and non-digital publication of the school's literacy activities.	The Principal and school's administrator

The study identified an enabling bureaucratic structure represented in the job description as summarized in Table 4. The presence of a distinct division of responsibilities is a fundamental criterion for assessing program accountability. The analysis of bureaucratic structures demonstrated their dual role in facilitating and constraining the Gajahkeris Program's execution. While the existing framework provided organizational clarity, its rigidity and lack of integration posed significant challenges. Enhancing procedural flexibility, fostering inter-departmental collaboration, and strengthening accountability mechanisms could optimize the bureaucratic structure's role, ultimately contributing to the program's effectiveness in improving student literacy outcomes.

Synthesis of Findings

The synthesis of findings revealed that the interplay of communication, resources, dispositions, and bureaucratic structures significantly influenced the Gajahkeris Program's literacy improvement goals. Effective teacher-student communication emerged as a key strength, fostering engagement and a deeper understanding of literacy objectives. However, inconsistencies in stakeholder communication, particularly with parents, limited broader program alignment. These communication gaps were compounded by resource disparities, where uneven distribution and underutilization of materials hindered uniform implementation. This dynamic underscored the interconnectedness of variables in shaping program outcomes Table 5.

Table 5. The Summary

Variable	Potential Strengths	Potential Weaknesses
Communication	Defined activities and success metrics communicated during planning; task division implies role communication; ongoing reminders and guidance from the principal and teachers; publication of student work in "Galura" magazine disseminates student achievements.	Depth and consistency of communication across all levels and stakeholders (e.g., parents, other school staff) are not fully detailed. Clarity of expectations for students regarding writing quality and content could be further explored.
Resources	Utilisation of existing school personnel (teachers, principal, website admin); creation of program-specific materials (Gajah Keris books, Galura magazine); digital platform for broader dissemination of student work.	Adequacy of financial resources specifically allocated to the program (e.g., for printing, materials beyond basic notebooks) is unclear.
Disposition	The active roles of teachers in facilitating writing and the principal in leading and supervising suggest a commitment. Use of "Appreciation Stamp" and certificates for published students may serve as positive motivators.	The level of teacher buy-in and potential challenges in maintaining consistent enthusiasm and engagement over time are not explicitly addressed. The potential for an increase in teacher workload due to the program and its impact on disposition could be a factor.
Bureaucratic Structure	Clear roles for the principal, teachers, and website administrator; integration within the school's existing organisational framework with dedicated time (Wednesdays) and regular evaluation (bi-monthly by the principal).	The potential for bureaucratic inertia or lack of flexibility within the school structure to adapt the program based on feedback or evolving needs is not explored. The level of support from higher administrative levels (e.g., district) is unclear.

Resource allocation and utilization were found to directly impact stakeholder dispositions, particularly among teachers and principal. Insufficient resources, such as teaching aids and training opportunities, contributed to frustration and reduced motivation among educators. Conversely, schools with adequate resources experienced higher levels of commitment and innovative practices. This relationship highlighted the critical role of resource planning in fostering positive dispositions, which, in turn, enhanced the program's operational effectiveness and alignment with literacy improvement objectives. Bureaucratic structures influenced the efficiency of communication and resource management, shaping the program's overall execution. Rigid decision-making processes and limited inter-departmental coordination often delayed responses to emerging challenges, exacerbating resource and communication issues. Schools with more flexible administrative frameworks demonstrated better adaptability and stakeholder engagement, suggesting that streamlined bureaucratic processes could mitigate structural barriers and enhance program coherence. This finding emphasized the need for procedural reforms to support integrated implementation efforts.

Discussion

This study revealed that communication between teachers and students played a critical role in the successful implementation of the Gajahkeris Literacy Program. Teachers effectively conveyed the program objectives during a fifteen-minute habituation session every Wednesday morning, helping to foster student engagement and clarity of objectives. The interaction was facilitated through a structured medium known as the Gajahkeris Book, where students were guided to write short works in a specific genre, which were then reviewed and stamped by the principal as a form of appreciation. Selected works were then published in the school magazine GALURA, which is published bi-monthly. The communication flow reflected the importance of clear instructional messages and motivation in building literacy habits (Choi et al., 2021; Vaughn et al., 2021). Although internal communication between teachers and students was well organised, administrative communication between school leaders showed limitations, mainly due to the absence of a structured feedback mechanism during program evaluation meetings.

Effective communication is crucial in fostering a positive school culture, particularly during periods of pedagogical change. The Gajahkeris Program benefited from the principal's proactive strategy in motivating teachers and students, although there were still gaps in broader stakeholder engagement. Inconsistencies in internal coordination and minimal parent engagement signal the need for more inclusive communication practices. Inder et al. (2021) cautions that the absence of open and honest dialogue can lead to passive-aggressive interactions and hinder school-wide initiatives. Additionally, external communication through the school website and digital platforms serves as a bridge between the school and its stakeholders, fostering transparency and participation. Strong relationships among administrators, staff, and parents are crucial to the program's sustainability (Duke & Cartwright, 2021). This also supports Zhao et al. (2022), who argues that effective communication is not just about conveying information, but also about building trust and collaborative partnerships, both of which are essential to strengthening a culture of literacy across schools.

Human resources played a critical role in the implementation of the Gajahkeris Literacy Program. The study found that teachers demonstrated a high level of commitment, consistently providing individualised support to students during the literacy sessions. Observational data confirmed their active engagement, while interviews revealed that periodic training sessions were conducted to enhance their instructional capacity. However, the findings also emphasise the need for more strategic planning to align human resource efforts with long-term program goals. Successful program implementation requires the early selection of appropriate strategies, stakeholder involvement, and data-driven decision-making (Nash, Cruickshank, et al., 2021; Sutiani, 2021; Wijayanti, 2023). The current approach of teacher engagement, while strong, could benefit from broader collaboration involving students, staff, and parents in both planning and feedback processes. This would ensure a more inclusive and sustainable model of implementation that reinforces both professional development and community ownership.

Digital resources and classroom materials were utilised efficiently, and motivational tools, such as the “Appreciation Stamp,” provided added value to student participation. Document analysis and observations confirmed that the integration of print and digital formats—such as the *Galura* magazine—reflected innovative use of school assets. Nevertheless, challenges remain, particularly concerning limited financial resources and the lack of systematic training focused explicitly on guiding creative writing. These shortcomings risk undermining the program’s long-term effectiveness. The full potential of educational resources can only be realised when supported by targeted professional training (Rakhmawati & Mustadi, 2022). To optimise its impact, the program must address funding gaps, improve resource allocation, and enhance teacher preparedness through structured and ongoing capacity-building efforts.

The principal’s disposition was identified as a critical driver of the Gajahkeris Program’s implementation. Proactive and committed leadership enabled smoother logistical coordination, motivated staff, and created a culture of accountability. Schools with actively engaged principals demonstrated higher teacher and student participation in literacy sessions (Zhang et al., 2023). These inconsistencies underscore the need for enhanced leadership capacity, particularly in areas such as program planning and execution (Misbahudholam AR et al., 2024). As effective school leadership is directly linked to the success of educational innovations, providing targeted leadership training could reinforce principals’ strategic roles and improve overall program coherence and sustainability.

Parental dispositions toward the Gajahkeris Program varied significantly, directly influencing their level of involvement in literacy activities. While some parents showed strong support by encouraging their children’s writing at home, many remained disengaged due to a limited understanding of the program’s purpose. Students with supportive parental involvement demonstrated better performance in home-based literacy tasks (Kumar et al., 2023). Fragmented dispositions led to inconsistent implementation and a reduced program impact (Marmoah & Jenny Indrastoeti Siti Poerwanti, 2022). To address this, developing structured communication strategies and building shared vision initiatives is essential. Promoting mutual understanding and collaborative commitment among all stakeholders would significantly enhance the program’s effectiveness in fostering student literacy.

The study revealed a cyclical relationship between stakeholder dispositions and communication effectiveness within the literacy program. Positive attitudes among principals and teachers encouraged proactive and transparent communication, which in turn reinforced stakeholder alignment and program execution (Suwanto et al., 2022). Conversely, the absence of structured communication mechanisms—particularly feedback loops—occasionally weakened these positive dispositions, leading to inconsistencies in implementation. Addressing this dynamic through targeted strategies such as leadership development, structured communication channels, and regular feedback systems could enhance program resilience and sustainability (Liansari et al., 2021; Rodriguez et al., 2022). These findings align with prior research that examined the stages of literacy program implementation, including planning,

organising, actuating, and controlling, and noted their contribution to fostering independent learning. Other studies have also emphasised the relevance of literacy programs within the broader framework of Merdeka Belajar, underscoring their role in supporting student-centred educational reforms and promoting active participation across all stakeholders.

The findings of this study imply that the success of the Gajahkeris Literacy Program is significantly influenced by the interdependence of key variables outlined in Edward III's implementation model—namely, communication, resources, stakeholder dispositions, and bureaucratic structures. These components do not operate in isolation; instead, a deficiency in one area often exacerbates issues in another, leading to fragmented execution and diminished outcomes. Therefore, the implementation of literacy initiatives, such as Gajahkeris, should adopt a systems-thinking approach that emphasises coherence and alignment among these elements. Strengthening internal communication mechanisms, ensuring equitable and strategic resource distribution, enhancing leadership capacity, and fostering collaborative stakeholder engagement are essential steps toward program sustainability and scalability.

CONCLUSION

The implementation of the Gajahkeris Literacy Program demonstrated the program's potential to enhance student literacy through structured pedagogical strategies, proactive leadership, and partial stakeholder engagement. The findings revealed that improvements in reading and writing competencies were supported by consistent teacher-student interactions, motivational tools such as the "Appreciation Stamp," and innovative platforms like the *Galura* magazine. The commitment of key stakeholders, particularly the principal and several teachers, played a vital role in maintaining program momentum. However, the study also underscored the importance of well-defined communication flows, equitable resource allocation, and a collaborative culture that actively includes parents and all school personnel. When these components function in synergy, they contribute significantly to fostering a literacy-rich school environment.

Despite these promising outcomes, the study faced several limitations. The research was conducted within a single school context, which may limit the generalizability of the findings across different educational settings. Moreover, the absence of quantitative measures of literacy improvement restricts the ability to assess the program's outcomes on a broader scale. Future research should consider multi-site case studies to compare implementation practices across various contexts and integrate mixed-method approaches to measure literacy outcomes more comprehensively. Further inquiry is also recommended into the long-term impacts of stakeholder training, parental engagement models, and decentralised administrative structures on program sustainability.

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