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ORIGINAL RESEARCH ARTICLE

Management of Literacy Programs to Strengthen Early Childhood Character

Nuryasni ^{1*}, Muhammad Fazis¹, Nurlaila¹, Suswati Hendriani¹, Suswati Hendriani¹

¹*Universitas Islam Negeri Mahmud Yunus Batusangkar, Indonesia*

Correspondence: *nuryasniyen5@gmail.com

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ABSTRACT

Early childhood literacy programs are increasingly recognized not only as a means of developing language and pre-reading skills but also as a potential pathway for strengthening children's character. This study aimed to explore the management of literacy programs in strengthening early childhood character at Aisiyyah Bustanul Athfal Kindergarten, Batusangkar, Indonesia. A descriptive qualitative case-study design was employed. Participants were purposively selected and included the school principal, classroom teachers, and parents. Data were collected through semi-structured interviews, classroom observations, and document analysis and were analyzed using thematic analysis. The findings revealed that literacy program management was implemented through four interrelated processes: planning, organizing, implementation, and supervision. Planning was aligned with the school curriculum and children's developmental needs; organizing involved clear role distribution among school leaders, teachers, assistant teachers, and parents; implementation integrated storytelling, shared reading, retelling, role-playing, and library visits with character-building activities; and supervision was conducted continuously through classroom monitoring, teacher feedback, and school-family communication. These practices supported the development of character values such as discipline, responsibility, honesty, cooperation, independence, and respect for others. The study concludes that literacy can function simultaneously as an early learning strategy and a medium for character formation when it is systematically managed and supported by stakeholder collaboration.

Keywords: Literacy Program Management; Early Childhood Education; Character Development; School-Family Collaboration; Islamic Kindergarten.



ABSTRAK

Program literasi anak usia dini semakin diakui tidak hanya sebagai sarana untuk mengembangkan kemampuan berbahasa dan keterampilan pramembaca, tetapi juga sebagai upaya potensial dalam memperkuat karakter anak. Penelitian ini bertujuan untuk mengeksplorasi pengelolaan program literasi dalam penguatan karakter anak usia dini di Taman Kanak-Kanak Aisyiyah Bustanul Athfal, Batusangkar, Indonesia. Penelitian ini menggunakan pendekatan kualitatif deskriptif dengan desain studi kasus. Partisipan penelitian dipilih secara purposif, meliputi kepala sekolah, guru kelas, dan orang tua. Data dikumpulkan melalui wawancara semi-terstruktur, observasi kelas, dan analisis dokumen, kemudian dianalisis menggunakan teknik analisis tematik. Hasil penelitian menunjukkan bahwa pengelolaan program literasi dilaksanakan melalui empat proses yang saling berkaitan, yaitu perencanaan, pengorganisasian, pelaksanaan, dan pengawasan. Perencanaan diselaraskan dengan kurikulum sekolah dan kebutuhan perkembangan anak. Pengorganisasian mencakup pembagian tugas dan tanggung jawab yang jelas antara kepala sekolah, guru kelas, guru pendamping, dan orang tua. Pelaksanaan program mengintegrasikan kegiatan bercerita, membaca bersama, menceritakan kembali, bermain peran, dan kunjungan perpustakaan dengan aktivitas pembentukan karakter. Sementara itu, pengawasan dilakukan secara berkelanjutan melalui pemantauan kegiatan pembelajaran di kelas, pemberian umpan balik kepada guru, serta komunikasi antara pihak sekolah dan keluarga. Praktik pengelolaan tersebut mendukung pengembangan nilai-nilai karakter anak, seperti kedisiplinan, tanggung jawab, kejujuran, kerja sama, kemandirian, dan sikap menghargai orang lain. Penelitian ini menyimpulkan bahwa literasi dapat berfungsi tidak hanya sebagai strategi pembelajaran anak usia dini, tetapi juga sebagai media pembentukan karakter apabila dikelola secara sistematis dan didukung oleh kolaborasi antarpemangku kepentingan.

Kata Kunci: Manajemen Program Literasi, Pendidikan Anak Usia Dini, Pengembangan Karakter, Kolaborasi Sekolah dan Keluarga, Taman Kanak-Kanak Islam.

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1. INTRODUCTION

Early childhood education plays a fundamental role in establishing the foundations of children's cognitive, linguistic, social, emotional, moral, and spiritual development. During this developmental stage, literacy should not be understood merely as the ability to recognize letters, read words, or write simple sentences, but as a broader process through which children learn to listen, communicate, interpret meaning, express ideas, and interact with their social environment. Appropriate literacy experiences can therefore provide opportunities for children to develop not only language competencies but also positive attitudes and behaviours. Recent research has demonstrated that literacy-oriented activities such as storytelling, picture-book reading, literacy-based play, and interactive reading can significantly support children's language development, comprehension, and engagement with learning (Simatupang et al., 2025).

Literacy activities also provide an important medium for character education because stories, conversations, visual texts, and children's literature contain values that children can observe, discuss, imitate, and internalize. Through carefully selected literacy materials and meaningful teacher-child interactions, values such as honesty, discipline, responsibility, independence, empathy, cooperation, respect, religiosity, and care for others can be introduced in contexts that

are understandable to young children (Ni'mah and Utsman, 2024), for example, demonstrated that literacy comics based on local wisdom could be used as a medium for strengthening character and developing the Pancasila Student Profile among young children. Similarly (Ozen-Uyar, 2025) found that literacy-oriented character education integrated with local cultural experiences could strengthen cooperation, communication, independence, and social awareness in early childhood education. These findings indicate that literacy and character education can be developed simultaneously rather than being treated as separate educational objectives.

However, successful literacy and character development depends not only on the quality of classroom activities but also on how the program is managed at the institutional level. Literacy activities that are implemented occasionally, depend solely on individual teachers, or are not supported by systematic planning and evaluation may have limited sustainability. Educational management therefore becomes important in ensuring that literacy activities are planned according to institutional goals, supported by appropriate resources, implemented consistently, monitored regularly, and evaluated for continuous improvement. Systematic planning, stakeholder coordination, structured implementation, and continuous monitoring contributed to stronger and more sustainable literacy development in early childhood institutions (Farida et al., 2026) found that . Their study conceptualized literacy development as a management-driven process, rather than merely an instructional activity conducted in the classroom.

Recent studies have similarly emphasized that character education in early childhood is strengthened when values are systematically embedded within the curriculum and supported by collaboration among schools and families. A structured preschool curriculum integrated with Islamic values and supported by parental involvement contributed to children's social, religious, and educational development (Nurhayati et al., 2024). An Integrating culturally grounded values into preschool learning, together with the participation of teachers, parents, school leaders, and local communities, supported children's character development. In the broader context of Islamic character education (Sakti et al., 2024). The importance of systematic program design, role modelling, stakeholder participation, and contextual alignment with Islamic moral values (Osman, 2024). These studies suggest that character development becomes more sustainable when it is embedded within institutional management rather than delivered solely through isolated moral messages or individual classroom activities.

Nevertheless, several challenges remain in managing literacy programs for young children. Literacy programs frequently concentrate on reading interest, language development, storytelling activities, reading corners, or learning media, while their contribution to character development is not always explicitly planned and evaluated. Aprida et al. (2022) showed that literacy-based early childhood program management could incorporate planning, organization, implementation, and supervision while simultaneously encouraging reading interest and positive character. Their study demonstrated the importance of institutional arrangements, program teams, literacy activities, home involvement, and monitoring mechanisms. Kamishibai storytelling effectively improved early literacy among children aged five to six; however, its primary emphasis was literacy development rather than the managerial processes through which literacy could systematically strengthen children's character (Simatupang et al., 2025). Thus, effective literacy activities do not

automatically explain how an institution manages such activities as a sustained character-building program.

Previous studies have consequently provided several important but relatively fragmented perspectives. The management of literacy-based early childhood learning and identified planning, organizing, implementation, and supervision as important elements of the program (Aprida et al., 2022). The planning of literacy character education through local culture, focusing particularly on strengthening the Pancasila (Suratmi et al., 2024). Character education has been examined from a total quality management perspective (Amini & Wiyani, 2024), while parental involvement has been highlighted as an important component of school programs in an Islamic kindergarten (Amalia & Maryatun, 2024). More recently, the character education management in early childhood education has been (Kuncoro et al., 2025). The value of a POAC-based management model for sustainable early childhood literacy development has also been established (Clifford et al., 2024). Collectively, these studies confirm the importance of literacy, character education, parental involvement, and educational management, but they have generally examined these components or emphasized only particular dimensions of the process.

This body of literature reveals an important research gap. First, much of the existing research has focused either on literacy skill development or on character education, while relatively limited attention has been given to how literacy programs are managed specifically as a systematic strategy for strengthening early childhood character. Second, studies of literacy interventions frequently emphasize particular methods or media, such as storytelling, comics, picture books, and literacy-based play, rather than examining the managerial processes that sustain these activities. Third, studies of character education management have generally investigated broader character programs without positioning literacy as the central mechanism through which character values are cultivated. Fourth, although parental and stakeholder involvement has been recognized as important in Islamic kindergarten education (Amalia & Maryatun, 2024), the ways in which school leaders, teachers, parents, learning resources, literacy routines, and evaluation practices are coordinated within one literacy-based character development system remain insufficiently explored.

The context of Aisyiyah Bustanul Athfal Kindergarten in Batusangkar is therefore important for exploring how a literacy program can be managed within an Islamic early childhood education setting in which educational, religious, moral, and social values are interconnected. Rather than examining literacy only in terms of children's reading and language competencies, this study positions literacy as an institutional program through which character values can be embedded in stories, reading materials, classroom routines, teacher modelling, communication, habituation, and school-family collaboration. This perspective makes it possible to investigate not only what literacy activities are conducted, but also how those activities are planned, organized, implemented, monitored, and evaluated to support children's character development.

Accordingly, this study aims to analyze the management of literacy programs to strengthen early childhood character at Aisyiyah Bustanul Athfal Kindergarten, Batusangkar. Particular attention is directed to the processes of program planning, organization, implementation, supervision, and evaluation, as well as the involvement of school leaders, teachers, parents, and other relevant

stakeholders. The novelty of this study lies in its integration of literacy program management and early childhood character development within an Islamic kindergarten context, thereby moving beyond studies that examine literacy interventions or character education independently. The findings are expected to contribute theoretically to the literature on early childhood educational management and practically to the development of sustainable literacy programs that simultaneously foster literacy competencies and positive character from an early age.

2. RESEARCH METHODS

This study employed a descriptive qualitative case-study design to explore the management of literacy programs in strengthening early childhood character at Aisyiyah Bustanul Athfal Kindergarten, Batusangkar, West Sumatra, Indonesia. A qualitative design was considered appropriate because the study sought by the study to understand management processes, participants' experiences, and educational practices within their natural institutional context (Creswell & Poth, 2024). The case was bounded by the school setting and its literacy program, with particular attention to the involvement of school leaders, teachers, and parents.

The study is focused on five managerial dimensions: planning, organizing, implementing, supervising, and evaluation. These dimensions guide the examination of program objectives, stakeholders, responsibilities, literacy activities, monitoring practices, and program improvement. The also investigation explored how character values were incorporated into literacy activities and supported through school-family collaboration. Data were obtained through semi-structured interviews, classroom observations, and document analysis. Interviews involved the school principal, classroom teachers, and parents selected. They explored literacy program planning, stakeholder engagement, resource organization, classroom implementation, character-value integration, supervision, evaluation, and implementation challenges. Follow-up questions were used to clarify and explore relevant experiences in greater depth.

Classroom observations focused on literacy-related practices, including storytelling, shared reading, picture-book activities, literacy corners, teachers-child interactions, and habituation. Attention was given to children's participation and responses, especially demonstrate opportunities to discipline, responsibility, honesty, cooperation, independence, independence, and respect for others during learning activities. Documentary data included literacy programs, teaching materials, activity schedules, photographs, children's work, assessment records, and other relevant school documents. These materials are defined as contextual information and supported comparisons between planned activities, participants' accounts, and classroom observed practices. The use of multiple sources enabled a more comprehensive understanding of literacy program management.

The data were analyzed using thematic analysis. The analysis involved familiarization with the data, initial coding, development of potential themes, review and refinement of themes, definitions and naming of themes, and interpretation of the findings (Braun and Clarke, 2021). Interview transcripts, observation notes, and materials documentary were read over before the relevant data segments were coded. Systematic coding supported the identification of recurring patterns and meanings across the dataset (Saldaña, 2021).

The analysis combined attention to the five managerial dimensions with openness to themes emerge from the data. Initial codes were grouped into broader themes concerning literacy programs planning, organizing, implementing, supervision, evaluation, character-value integration, parental involvement, supporting factors, and implementation challenges. Potential themes were reviewed against the coded extracts and the overall dataset to ensure coherence and evident adequeteial support. The final interpretation of how management examines practices shaped literacy activities and created opportunities for character development. Interview accounts were compared with observations and documents to identify convergent findings and contrasting perspectives. Children's character-related responses were interpreted as contextual observations and participants rather accounts as evidence of a measured causal effect.

The researcher served as the primary instrument for collecting and interpreting qualitative data. Supporting instruments included a semi-structured interview guide, a classroom observation guide, and a document-review guide. These instruments guided data collection while allowing relevant issues to emerge during fieldwork. The interview guide for the principal is focused on institutional policies, program planning, resource organization, supervision, and evaluation. The teacher interview guide is quoted literacy activities, character-value integration, children's responses, and implementation challenges. The parent interview guide explored home literacy habits, perceived character development, and collaboration with the school.

The observation guide focuses on the implementation of literacy activities, teachers-child interactions, habituation practices, participation, and character-related responses. The document-review guide supports the examination of the program plans, teaching materials, schedules, children's work, and assessment records. Together, these instruments connected the research objectives with evidence from, classroom practices, and school documentation. Trustworthiness is addressed through triangulation of data sources and collection methods. Information from the principal, teachers, and parents are consciously compared to examine different perspectives on literacy programs management. Interview accounts were also considered alongside classroom observations and documentary evidence to assess the consistency between reported practices, activities observed, and documented plans.

Credibility was supported by examining both convergent and contrasting evidence. Differences between participants' accounts and other sources were considered relevant to understanding the case. Repeated reading, systematic coding, and the review of themes against the dataset helped maintain a clear relationship between the findings and their supporting evidence. Descriptions of the school context participants, ' roles, and literacy practices were provided to help readers assess the relevance of the findings to other early childhood settings. Because the study employed qualitative interviews, observations, and document analysis, data quality was considered through qualitative trustworthiness than than statistical reliability coefficients.

The study was conducted at Aisyiyah Bustanul Athfal Kindergarten in Batusangkar, West Sumatra, Indonesia. The school is composed the case-study's examining setting for literacy program management and its relationship with early childhood character-building practices. The covered investigation school-based literacy activities and participants' accounts of literacy support at home.

Participants were selected using purposive sampling based on their direct involvement in the literacy program. The informants are defined of the school principal, classroom teachers, and selected parents. The principal provided information regarding institutional policies, planning, resource organization, supervision, and evaluation. Teachers contributed information about classroom implementation and the integration of character values, while parents described children's literacy habits, perceived character development, and school-family collaboration. Participant selection continues until the data obtained were sufficiently rich to address the research objectives.

The research questions are quoted as saying how literacy programs were managed, how character values were integrated into literacy activities, how parents supported these practices, and what factors facilitated or hindered implementation. Each question was examined through thematic analysis of relevant interviews, observations, and documentary data. This alignment supports a contextual understanding of the relationship between literacy program management and character-building practices in early childhood education.

3. RESULTS AND DISCUSSION

The findings show that literacy program planning at Aisyiyah Bustanul Athfal Kindergarten, Batusangkar, was conducted systematically and collaboratively. Planning involved three main aspects: alignment with the school vision and curriculum, consideration of children's developmental needs, and preparation of literacy environments involving both schools and families. Literacy objectives were formulated jointly by the principal and teachers and incorporated into the school curriculum. Rather than emphasizing formal reading achievement, the program is focused on developing children's pre-reading readiness through age-appropriate activities. As one teacher explained:

“The principal established literacy objectives through discussion and joint planning during the preparation of the school curriculum, considering children's development and individual characteristics.” (INFO2, Teacher B4) This finding indicates that literacy planning was developmentally oriented and aligned with institutional goals. Learning planning should be based on clear objectives, appropriate learning experiences, and assessment of children's development (Agreena et al., 2025). Children's school readiness is also closely related to meaningful learning experiences provided at school and at home (Ptria et al., 2025).

Planning was also based on initial assessments, classroom observations, developmental reports, and discussions with parents. The principal stated: “We identify children's characteristics and needs through teachers' developmental reports, initial assessments, classroom observations, and discussions with teachers and parents.” These practices are allowed teachers to adjust literacy activities to children's interests, abilities, and developmental stages. Systematic and needs-based planning is a key component of sustainable early childhood literacy management (Wels, 2024). The school is also prepared to support literacy environments through reading corners, storybooks, learning media, and classroom arrangements that are encouraged children to engage with books, symbols, and stories. Parents were encouraged to continue literacy activities at home, creating

continuity between school and family. These practices align with research highlighting the importance of home literacy environments and parental involvement in children's early literacy development (Ginting & Purwanti, 2024; Adam et al., 2025).

Overall, literacy planning at Aiyiah Bustanul Athfal Kindergarten was characterized by collaborative goal setting, curriculum alignment, developmentally appropriate planning, supportive literacy environments, and parental involvement. These elements provided a foundation for integrating literacy development with early childhood character formation. The findings show that the literacy program at Aisyiyah Bustanul Athfal Kindergarten, Batusangkar, was organized through clear role distribution and collaborative coordination. The principal acted as the coordinator program, the classroom teachers were responsible for implementing literacy activities, and assistant teachers supported children during individual and group activities. The principal explained:

“We divide roles and responsibilities through coordination meetings. Classroom teachers are the main implementers, assistant teachers provide support, and the principal coordinates the program and literacy media.” This division of responsibilities helps ensure that literacy activities are implemented consistently and integrated into daily learning. Teachers used storytelling, shared reading, and role-playing not only to develop early literacy skills but also to introduce values such as discipline, responsibility, cooperation, honesty, and independence. Clear organization and stakeholder coordination has been identified as essential components of sustainable early childhood literacy programs (Farida et al., 2026). Effective character education as well as requiring coordinated involvement among school leaders, teachers, and other stakeholders, together with alignment across learning activities (Colgate et al., 2025).

Parental involvement further strengthened the organization of the program. Teachers encouraged parents to continue literacy activities at home, creating continuity between schools and family environments. One parent state: “My child now enjoys reading storybooks and often tells us about activities at school. The teacher also encourages us to continue reading activities at home.” This finding that indicates that parents function as partners in sustaining children's literacy habits and character development beyond the classroom. The importance of parental involvement in Islamic early childhood education has also been emphasized in previous research (Amalia & Maryatun, 2024). Overall, the findings demonstrate that clear role allocation, coordination among school personnel, integration of character values into literacy activities, and schools-family collaboration were key elements of organizational support the continuity of the literacy program and early childhood character development.

The findings show that the literacy program at Aishiyah Bustanul Athfal Kindergarten, Batusangkar, was continuously implemented and integrated into daily learning activities. Literacy was not limited to developing reading and language skills but was deliberately used to strengthen the character values of appropriate to children's developmental stages. The principal explained: “Our literacy program is designed not only to develop children's reading abilities but also to build characters. Every literacy activity should contain character values and be appropriate to early childhood development”. (INFO1, Principal)

Teachers implemented the program through picture-book reading, storytelling, retelling stories, role-playing, and visiting to the regional library. During these activities, teachers are connected story content with values such as honesty, discipline, responsibility, cooperation, independence, and respect for others. Character education was therefore embedded within literacy experiences rather than delivered as a separate lesson. This finding is consistent with research reporting that drama-based read-aloud activities enhanced preschool children's social understanding and social problem-solving skills (Ozen-Uyar et al., 2025). Shared reading of socially themed picture books has also been reported to promote empathy and prosocial behavior among preschool children (Chen et al., 2025).

The implementation of literacy activities provided children with opportunities to listen, communicate, retell experiences, follow rules, cooperate with peers, and take responsibility during learning activities. Activities outside the classroom, such as library visits, furthered children's literacy experiences and encouraged positive attitudes towards books and reading. Overall, the implementation of the literacy demonstrated program an integrated approach to literacy and character education. Varied and developmentally appropriate activities supported children's emergent literacy skills while creating opportunities to practice positive character values. These findings suggest that consistent literacy practices can provide meaningful contexts for character formation in early childhood.

The findings show that supervision of the literacy program at Aisyiyah Bustanul Athfal Kindergarten, Batusangkar, was conducted regularly and continuously to ensure that literacy activities remained aligned with the objectives planned and supported children's character development. The principal monitored classroom activities, including storytelling, shared reading, and play-based literacy, and provided feedback to teachers. The principal stated:

"I regularly monitor literacy activities in the classroom and provide direction so that the contain activities character values and remain consistent with the objectives of the program." Supervision was not limited to administrative control but also functioned as professional guidance for teachers. Teachers are reported that feedback from the principal encouraged them to pay greater attention to children's behavior during literacy activities and to integrate values such as discipline, responsibility, cooperation, honesty, and respect. Data-informed consultation, reflective professional development, and continuous improvement processes can strengthen the quality of preschool program implementation and support teachers in refining their instructional practices (Partee et al., 2024). Systematic management and continuous improvement have also identified as important elements in implementing character education in kindergarten (Amini & Wiyani, 2024).

Parental involvement further extended supervision from school to the home environment. Parents reported receiving information from teachers about children's literacy and character development, allowing them to reinforce positive habits at home. One parent explained:

"The teacher often informs us about our child's development, so at home we can continue the habits that have been taught at school." This finding highlights the importance of school—family continuity in sustaining children's literacy habits and character development. Parents in Islamic kindergarten settings can function as active partners in school programs, contributing to the continuation of educational practices at home (Amalia & Maryatun, 2024).

Overall, direct monitoring, teacher feedback, and parent-school communication were the main mechanisms of literacy supervision program. These practices are assisted maintain the program of consistency and supported the integration of early literacy development with positive character-building practices. The implementation of literacy activities was evident in classroom practices, where children actively participated in shared reading, storytelling, and other interactive literacy experiences. As illustrated in Figure 1, literacy activities were conducted in engaging and developmentally appropriate manner, allowing children to interact with teachers and peers while practising discipline, cooperation, responsibility, and respect for others.

The activity is shown in Figure 1 illustrates that literacy learning extended beyond introducing children to books or written language. Literacy activities are created for children to listen attentively, communicate ideas, follow agreed routines, cooperate with peers, and respond to moral messages presented through stories. These practices reinforce the finding that literacy can function as simultaneously as a learning activity and a medium for character habituation. At the planning stage, the literacy program was aligned with the school's vision and curriculum while considering children's developmental characteristics, initial assessment results, and learning needs. This child-centred orientation recognizes that early literacy involves developmentally appropriate experiences with stories, symbols, oral language, interaction, and meaningful activities. Well-designed shared book-reading activities can support preschool children's social and emotional development, when stories are accompanied by guided discussion about emotions and social situations (Schapira & Grazzani, 2025). This is worth that literacy and character development should be connected from the planning stage.

The implementation findings further show that storytelling, picture-book reading, retelling, and role-playing provided meaningful opportunities to develop literacy and positive social behavior. Drama-based read-aloud activities have been found to improve preschool children's social understanding and social problem-solving skills (Ozen-Uyar et al., 2025). Interactive literacy activities may therefore support both emergent literacy and the social associated competencies with character development. Another important finding concern organizational collaboration among the principal, teachers, assistant teachers, and parents. Clear role allocation allowed teachers to concentrate on literacy implementation while the principal coordinated resources, direction, and activities. Parents extended literacy practices into the home environment, supporting continuity beyond the classroom. Positive educators—parent relationships have associated with stronger parental responsiveness, home learning activities, and children's language and literacy development (Bosire, 2026). Effective literacy supports therefore depends on meaningful collaboration between educators and families.

The supervision findings indicate that monitoring and feedback is functioned as professional guidance for teachers. Higher-quality coaching has associated with improvements in preschool teachers' social-emotional teaching practices (Hardy et al., 2025). A meta-analysis of 124 studies also reported positive effects of coaching on early childhood teachers' practices, knowledge, beliefs, and child outcomes (Schachter et al., 2025). These findings support the relevance of continuous observation, feedback, and professional support for maintaining the quality of literacy activities and their integration with character-building practices.

4. CONCLUSION

Based on the research findings and the comprehensive discussion presented in the previous sections, several key conclusions can be drawn: Literacy management program at Aisyiyah Bustanul Athfal Kindergarten, Batusangkar, supported early childhood character development through four interconnected processes: planning, organizing, implementation, and supervision.

Collaborative planning aligned literacy objectives with the school curriculum and children's developmental needs. This alignment supports age-appropriate literacy experiences that incorporated opportunities for character formation. Clear role distribution among the principal, classroom teachers, assistant teachers, and parents supported consistent implementation program. School-family collaboration extended literacy activities and positive habits beyond the classroom.

Storytelling, shared reading, retelling, role-playing, and library visits provided meaningful opportunities for children to develop emergent literacy skills while practising discipline, responsibility, honesty, cooperation, independence, and respect for others. Continuous classroom monitoring, teacher feedback, and school-family communication supported program consistency. The study contributes a contextual understanding of how literacy management, character education, and stakeholders collaboration can be integrated within an Islamic early childhood education setting.

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