



Reading Habituation Management for Improving Students' Literacy: A Systemic Multi-Case Study in Rural Primary Schools

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Abstract:

Literacy is widely recognized as a foundational competence that shapes students' academic achievement and long-term learning capacity, yet many primary schools struggle to translate literacy policy into sustained reading culture. While prior research predominantly frames literacy improvement as a pedagogical or cultural issue, limited attention has been given to conceptualizing reading habituation as a structured educational management system. This study aims to analyze and model the management of reading habituation in improving students' literacy in two rural public primary schools in Cianjur Regency, Indonesia. Employing a qualitative multiple-case study design, the research involved principals, teachers, students, and parents selected purposively based on their involvement in literacy programs. Data were collected through non-participant observations, semi-structured interviews, and document analysis, and analyzed using an interactive model encompassing data condensation, display, and verification, followed by cross-case comparison. The findings reveal that effective literacy improvement emerges from an integrated managerial cycle consisting of structured planning, participatory organization, consistent implementation of daily reading routines, qualitative evaluation, adaptive follow-up, and contextual problem-solving. Despite differences in resource availability and managerial formalization, both schools sustained reading culture through leadership commitment, collaborative teacher engagement, and strategic adaptation to infrastructural constraints. The study formulates a systemic input-process-output-outcome framework demonstrating that managerial coherence and adaptive capacity mediate the relationship between structural conditions and literacy outcomes. Theoretically, this research advances literacy discourse by positioning reading habituation as a cyclical managerial ecosystem that integrates educational management functions with engagement-based literacy principles. Practically, it provides a context-sensitive model for strengthening school literacy governance in resource-diverse primary education settings.

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Introduction (مقدمة)

Literacy has long been recognized as a foundational competence that determines students' academic success and lifelong learning capacity (Zimmerman, 2017). In the contemporary knowledge-based society, reading literacy is not merely a technical skill to decode written symbols but a complex cognitive process involving comprehension, interpretation, and critical reflection (Fauzan et al., 2023). Globally, concerns over declining reading performance have been highlighted through international large-scale assessments such as PISA (OECD, 2024), which reveal persistent disparities in literacy achievement across countries and socio-economic groups (Schnepf & Granato, 2023). Recent studies further emphasize that early-grade reading proficiency strongly predicts later academic achievement (Sparks et al., 2013) and socio-emotional development (Connor et al., 2016). Consequently, strengthening reading literacy in primary education is both a theoretical imperative and a practical necessity for ensuring educational quality and equity.

In Indonesia, the urgency of literacy improvement has been formally addressed through the School Literacy Movement as mandated in the Regulation of the Minister of Education and Culture No. 23 of 2015 (Purwaningrum et al., 2021). This policy encourages schools to cultivate a sustained reading culture, including the 15-minute reading habit before formal instruction begins (Kartikasari & Nuryasana, 2022). Empirical studies, however, indicate that literacy programs often face implementation challenges, such as limited infrastructure (Wijayanti et al., 2023), insufficient teacher facilitation, and low parental involvement (Sahiruddin & Herminingrum, 2021). At the local level, preliminary observations and school quality reports in SD Negeri Sindangsari and SD Negeri Cipadasuka show that literacy indicators remain in the low category (Nurcahyoko et al., 2024). Teachers report that some students still struggle with letter recognition, fluency, and reading comprehension (Nurmahanani, 2023). These findings suggest that the issue extends beyond the existence of a literacy program and points toward weaknesses in its managerial implementation.

Ideally, literacy habituation in schools should be systematically managed through structured planning, organized implementation, continuous supervision, and evaluative follow-up (Seiser & Blossing, 2020). From a theoretical perspective, habituation is understood as a continuous and consistent practice that transforms repeated behavior into stable character traits (Schmidt & Retelsdorf, 2016). Habit formation research further suggests that consistent repetition in stable contexts significantly increases behavioral automaticity (Stojanovic et al., 2022). In the context of literacy, UNESCO defines literacy as the ability to identify, understand, interpret, create, and communicate information using written texts in various contexts (Hernández-Campos et al., 2020). Thus, effective literacy habituation requires not only routine activities but also coherent management mechanisms. However, the reality in many primary schools demonstrates that literacy activities are often administrative in nature, loosely monitored, and weakly integrated into the broader educational system (Yulianto et al., 2018). This discrepancy between policy ideality and school-level practice highlights a managerial gap in literacy implementation.

Academically, investigating literacy from a managerial perspective is crucial for advancing the discourse beyond pedagogical techniques toward systemic educational governance (Hernández & Zamora, 2018). School effectiveness research consistently emphasizes that sustainable improvement depends on coherent leadership, organizational alignment, and

monitoring systems (Batoool et al., 2021). Therefore, understanding literacy habituation as a management process rather than merely a reading activity opens new analytical pathways. This perspective leads to an essential research question: how is reading habituation managed as an integrated system that connects inputs, processes, outputs, and outcomes in primary schools?

Recent empirical studies indicate that the implementation of school-based literacy programs frequently encounters structural, managerial, and contextual constraints. Research on the implementation of the School Literacy Movement in Bangka Belitung reveals that low reading interest, limited reading materials, and inconsistent program execution remain significant barriers to achieving literacy goals (Taufiq et al., 2024). These findings suggest that literacy initiatives often struggle not because of policy absence, but due to weaknesses in systematic implementation and supervision.

In the context of primary education, effective literacy development is strongly associated with structured program management. Suhesti et al. (2023) emphasize that literacy programs in primary schools require clear planning, organized coordination among stakeholders, and continuous evaluation to ensure sustainability. Without structured management cycles, literacy activities risk becoming routine administrative practices rather than transformative educational processes.

Furthermore, evaluation studies on literacy program effectiveness demonstrate that leadership commitment, teacher involvement, and collaborative support systems significantly influence literacy outcomes. Ariyani et al. (2025) found that literacy programs in primary education yield stronger impacts when supported by systematic monitoring and institutional alignment. Similarly, Muhammadah and Ahyad (2025) show that community-based literacy initiatives positively affect students' reading interest and achievement, highlighting the crucial role of parental and community engagement in sustaining literacy improvement.

Taken together, these studies underscore that literacy success depends not merely on reading activities, but on coherent management practices, stakeholder collaboration, and contextual support. However, although prior research has examined implementation challenges, program effectiveness, and community involvement, limited attention has been given to conceptualizing reading habituation as a comprehensive educational management system integrating planning, organizing, implementation, evaluation, and follow-up within a systemic input-process-output-outcome framework.

Based on the synthesis above, the research gap can be identified at three levels. Conceptually, previous studies largely frame literacy development as a pedagogical or cultural issue, with limited theorization of literacy habituation as a structured management cycle grounded in educational management theory. Methodologically, many studies rely on outcome-based quantitative measures of reading achievement, while fewer employ comprehensive qualitative analyses that map the full managerial process from planning to follow-up evaluation. Contextually, there is a lack of in-depth investigation into how public primary schools in regional settings operationalize literacy habituation within the framework of GLS and how managerial practices influence literacy outcomes. Thus, a systematic examination of reading habituation management as an integrated educational system remains underexplored.

This study offers several contributions. Conceptually, it reconceptualizes reading literacy improvement as the result of a structured management of habituation, integrating classical habituation theory (Mulyasa, 2004) with contemporary educational management frameworks. Methodologically, it employs a comprehensive qualitative approach to map the entire management cycle: planning, organizing, implementing, evaluating, and follow-up. Contextually, it provides an in-depth case analysis of two public primary schools, offering grounded insights into literacy management practices in regional Indonesian settings.

Furthermore, this study proposes a systemic framework linking input (students' initial literacy condition), process (management of reading habituation), output (participation and routine consistency), and outcome (improved literacy competence and sustained reading culture). Theoretically, this contributes to expanding literacy discourse toward management-based analysis. Practically, it offers a contextual and applicable model for strengthening GLS implementation. From a policy perspective, it provides evidence-based recommendations for enhancing literacy governance at the school level.

This study aims to comprehensively analyze and describe the management of reading habituation in improving students' reading literacy at SD Negeri Sindangsari and SD Negeri Cipadasuka. Specifically, it seeks to examine the processes of planning, organizing, implementing, evaluating, and following up literacy habituation activities; to identify supporting and inhibiting factors; and to formulate a systemic management model that integrates input, process, output, and outcome dimensions in strengthening school-based literacy culture.



Method (منهج)

This study employed a multiple-case study design to investigate the management of reading literacy habituation programs in two rural primary schools. A case study design was selected because the research aimed to explore a contemporary educational phenomenon within its real-life context, where the boundaries between managerial processes and institutional settings are intertwined. According to (Creswell & Creswell, 2018), case study research is appropriate when the objective is to develop an in-depth understanding of a bounded system. Similarly, Yin (2018) emphasizes that case studies are particularly relevant when examining organizational processes that cannot be separated from contextual influences.

The selection of two schools enabled analytical comparison and strengthened theoretical replication through cross-case analysis. Rather than seeking statistical generalization, this design supports analytical generalization by linking empirical findings to educational management theory. The design therefore aligns directly with the research objective of conceptualizing literacy habituation as a structured management system rather than merely a pedagogical routine.

This research adopted a qualitative approach to capture the complexity of managerial processes, stakeholder interactions, and institutional culture surrounding literacy habituation. Qualitative inquiry allows researchers to explore meanings, experiences, and organizational dynamics in natural settings (Merriam, 2009). Because the present study focuses on planning, organizing, implementation, evaluation, and follow-up within school literacy programs, a qualitative approach was deemed most appropriate.

Creswell and Creswell (2018) argue that qualitative methods are suitable when researchers aim to understand processes rather than measure variables. In line with this perspective, the study prioritizes depth of interpretation over numerical representation. The approach also enables the identification of contextual influences that shape literacy management practices in rural educational environments.

The study was conducted in two public primary schools located in Karangtengah District, Cianjur Regency, West Java, Indonesia, namely SD Negeri Sindangsari and SD Negeri Cipadasuka. Both schools represent rural educational contexts characterized by relatively calm environments, strong community cohesion, and limited exposure to urban educational infrastructure. These contextual characteristics were considered relevant for examining how literacy habituation programs are institutionally managed in rural settings.

The selection of the two schools was purposive, based on their active implementation of

structured literacy habituation programs. Conducting the research in two institutions with different organizational sizes enabled comparative analysis of management structures and practices. Data collection was carried out over a four-month period from January to April 2025, allowing prolonged engagement in the field. Extended field involvement enhances credibility by enabling researchers to gain contextual familiarity and observe recurring patterns over time (Lincoln et al., 1985).

Participants were selected purposively based on their direct involvement in the planning, implementation, and supervision of literacy habituation programs. The study involved two school principals, twenty classroom teachers across both schools, students from Grades 1 to 6 who actively participated in literacy activities, and fifteen parents representing family engagement in literacy development.

The inclusion of principals allowed exploration of leadership strategies and institutional policy decisions. Teachers contributed insights regarding classroom-level implementation and monitoring practices. Students provided experiential perspectives on daily literacy routines, while parents offered information on homeschool collaboration and external support mechanisms. This multi-layered participant structure ensured that literacy habituation was examined from managerial, instructional, experiential, and community viewpoints, thereby strengthening data richness and triangulation.

Data were collected through non-participant observations, semi-structured interviews, and document analysis. The use of multiple techniques enabled methodological triangulation, enhancing credibility and depth of understanding (Lincoln et al., 1985).

Observations were conducted in classroom and school settings to examine the operationalization of literacy habituation activities. An observation protocol was developed based on core managerial functions, including planning procedures, organizational arrangements, implementation routines, monitoring mechanisms, and follow-up strategies. The researcher acted as a non-participant observer to minimize disruption while capturing authentic practices.

Semi-structured interviews were carried out with principals, teachers, students, and parents. This format provided a balance between structured guidance and flexibility, allowing participants to elaborate on their experiences while ensuring alignment with the research objectives (Merriam, 2009). Interview questions explored leadership decisions, program coordination, instructional strategies, evaluation practices, perceived challenges, and program impacts.

Document analysis complemented observational and interview data. Documents examined included literacy program plans, reading schedules, evaluation reports, student reading journals, and relevant policy documents. According to Yin (2018), document analysis supports explanation building by providing institutional evidence that contextualizes interview findings.

Data analysis followed the interactive model proposed by (Miles et al., 2014), which involves data condensation, data display, and conclusion drawing and verification. Analysis began concurrently with data collection and proceeded iteratively throughout the research process.

During data condensation, interview transcripts, field notes, and documents were systematically coded. Initial open coding identified meaningful units related to literacy management practices. These codes were then categorized according to managerial dimensions such as planning, organizing, implementation, evaluation, and follow-up. Through constant comparison, broader themes were developed to represent recurring patterns across participants and settings.

Data display involved organizing coded data into narrative case descriptions and analytical matrices. Within-case analysis was first conducted separately for each school to identify internal management patterns. Subsequently, cross-case analysis was performed to compare similarities and differences between the two schools. Pattern matching and explanation building techniques were applied to connect empirical findings with theoretical constructs in educational management (Yin, 2018).

Conclusion drawing was conducted continuously, with emerging interpretations verified against raw data to ensure consistency and coherence.

The study ensured trustworthiness using the criteria of credibility, transferability, dependability, and confirmability as proposed by Lincoln et al. (1985). Credibility was strengthened through triangulation of data sources and techniques, prolonged engagement, and member checking. Transferability was supported through detailed contextual descriptions that allow readers to assess applicability to similar rural settings. Dependability was maintained through systematic documentation of research procedures and coding decisions, forming a clear audit trail. Confirmability was ensured by grounding interpretations in empirical evidence and maintaining reflexive notes to minimize researcher bias.

Ethical approval was obtained from the relevant educational authorities prior to data collection. Informed consent was secured from principals, teachers, and parents, and parental permission was obtained for student participation. Participants were assured of confidentiality and anonymity, and pseudonyms were used in reporting findings. All data were securely stored, and participation was voluntary, with the right to withdraw at any stage without consequence.

Result (نتائج)

The findings of this study were obtained through a systematic data collection process using semi-structured interviews, passive participant observation, and documentation review at SD Negeri Sindangsari and SD Negeri Cipadasuka, Karangtengah District, Cianjur Regency. The collected data were analyzed thematically using the Miles and Huberman model and presented in accordance with the research focus, namely the management of reading habituation to improve students' literacy.

Planning of Reading Habituation Management to Improve Students' Literacy

Literacy planning at SD Negeri Sindangsari was conducted in a written and structured manner, including the preparation of daily and weekly schedules, reading modules, the organization of reading corners, and the integration of literacy activities into teachers' lesson plans. The objective of this planning was not only to improve students' reading skills but also to foster reading interest and text comprehension. This systematic approach ensured that each literacy activity had a clear direction and could be implemented consistently.

At SD Negeri Cipadasuka, literacy planning was implemented in a simpler and more flexible manner. The literacy schedule emphasized students' routine habits rather than formal written documentation, although it maintained the goal of improving basic reading skills. Despite being less formally structured, this approach was still able to establish regularity in students' daily literacy activities.

One principal explained:

"We prepare a daily reading schedule and select books according to students' ability levels. Every teacher is involved in designing literacy activities so that children become accustomed to

reading every day.”

(Interview, Principal of SD Negeri Sindangsari, February 12, 2025).

Supporting documentation included structured lesson plans and literacy schedules, lists of books and literacy media used, as well as reading corner planning records. These findings indicate that well-prepared literacy planning serves as the primary foundation for reading habituation, ensuring systematic and sustainable implementation.

Organizing Reading Habituation Management to Improve Students’ Literacy

At SD Negeri Sindangsari, the organization of reading habituation management involved a clear division of roles among teachers, students, and parents. Teachers acted as facilitators and reading role models, demonstrating proper reading techniques, while students were encouraged to read independently and actively participate in literacy discussions. Parents were also involved in supporting their children’s literacy activities at home, creating synergy between school and family. Adequate literacy facilities, including a library, reading corners, and digital media, supported the smooth implementation of the program.

At SD Negeri Cipadasuka, teachers placed greater emphasis on reading motivation and simple guidance for students. Due to limited literacy facilities, the school implemented adaptive strategies such as rotating books among classes and utilizing alternative reading materials to ensure students had regular access to reading opportunities. This approach helped students maintain reading habits despite infrastructural limitations.

A supervising teacher explained:

“We divide tasks among teachers. Some lead group reading sessions, while others assist students with independent reading. Parents are also encouraged to provide support at home.”

(Interview, Supervising Teacher, SD Negeri Sindangsari, February 18, 2025).

Supporting documentation included the literacy activity organizational structure, teacher role distribution schedules, student book borrowing schedules, and reports of parental involvement. These findings demonstrate that clear organization strengthens stakeholder participation and enhances the effectiveness of the reading habituation program.

Implementation of Reading Habituation Management to Improve Students’ Literacy

At SD Negeri Sindangsari, reading habituation was implemented daily for 15 to 20 minutes. Activities included shared reading, question-and-answer sessions, and discussions about reading content. Teachers not only provided verbal guidance but also modeled proper reading techniques, enabling students to imitate intonation, pronunciation, and comprehension strategies effectively. This approach made literacy activities more dynamic and participatory, fostering consistent reading habits among students.

At SD Negeri Cipadasuka, literacy activities were conducted daily for 10 to 15 minutes using simpler methods. Students engaged in group reading, retold the content of the text, and expressed creativity through follow-up activities such as drawing based on their reading. This method facilitated participation among students who were initially less familiar with reading habits and increased their motivation to engage in literacy activities regularly.

A supervising teacher stated:

“We always read together with the children. When teachers participate in reading, students

become more enthusiastic and imitate proper reading techniques.”

(Observation, Supervising Teacher, SD Negeri Cipadasuka, February 18, 2025).

Supporting documentation included daily literacy schedules, reading activity reports, and teachers’ observation notes regarding student participation. These findings indicate that consistent and practice-based implementation effectively improves reading skills and gradually fosters students’ literacy interest.

Evaluation of Reading Habituation Management to Improve Students’ Literacy

Evaluation of reading habituation management at both schools was conducted qualitatively, focusing on daily observations of students’ reading ability and literacy interest rather than formal numerical assessments. At SD Negeri Sindangsari, teachers used evaluation rubrics, observation sheets, and digital media to monitor reading skills, reading interest, and comprehension. These data were used to assess students’ overall development and to inform follow-up planning.

At SD Negeri Cipadasuka, evaluation was conducted more simply through observation sheets and teachers’ daily notes, with a focus on students’ progress in basic reading skills. Although less complex, this approach remained effective in monitoring gradual literacy development.

A classroom teacher stated:

“We record children’s reading progress, for example whether they can retell the text and read fluently.”

(Interview, Classroom Teacher, SD Negeri Sindangsari, February 25, 2025).

Evaluation documentation included reading ability observation sheets, weekly progress records, and data on book borrowing and literacy participation. The findings show that qualitative observation-based evaluation is effective in monitoring reading skills and literacy interest, while also serving as a strong foundation for instructional improvement and program refinement.

Follow-Up of Reading Habituation Management to Improve Students’ Literacy

Follow-up actions were conducted based on evaluation results to enhance the quality of literacy program implementation. At SD Negeri Sindangsari, teachers adjusted reading materials, methods, and literacy media according to students’ abilities and interests. Additional interventions were provided to students requiring more intensive guidance, ensuring that reading development could be monitored and supported effectively.

At SD Negeri Cipadasuka, follow-up efforts included adjustments to reading materials and literacy methods that were simpler yet engaging. The principal supported improvements by enhancing facilities, optimizing literacy media, and strengthening parental involvement in assisting children at home. These strategies aimed to ensure sustainability and positive impacts on students’ reading skills.

A principal explained:

“Based on our evaluation notes, we adjust the books and activities according to the children’s abilities. Students who struggle receive more intensive guidance.”

(Interview, Principal of SD Negeri Cipadasuka, March 3, 2025).

Supporting documentation included evaluation-based improvement plans, revised schedules, and updated literacy media records. These findings indicate that systematic follow-up enhances program effectiveness and supports optimal literacy development.

Challenges in Reading Habituation Management to Improve Students' Literacy

The implementation of reading habituation management faced both internal and external challenges. At SD Negeri Sindangsari, obstacles were relatively minimal and mainly related to limited instructional time for shared reading activities. However, teachers and school leaders were able to manage scheduling effectively to maintain consistency.

At SD Negeri Cipadasuka, challenges were more complex. The school faced limited literacy facilities, including insufficient book collections and a lack of digital media, requiring rotational reading arrangements among classes. Additionally, students' initial reading motivation was low, necessitating more intensive guidance and encouragement from teachers.

A supervising teacher stated:

"Some children still struggle to develop reading habits because there are no books at home. Literacy media at school are also limited."

(Interview, Supervising Teacher, SD Negeri Cipadasuka, February 18, 2025).

Documentation included teachers' notes on literacy barriers, facility inventories, and daily literacy activity reports. The findings suggest that limited facilities and student motivation are primary inhibiting factors, particularly in resource-constrained schools.

Solutions in Reading Habituation Management to Improve Students' Literacy

To address these challenges, both schools implemented adaptive strategies tailored to their respective contexts. At SD Negeri Sindangsari, the school expanded its digital book collection, strengthened creative literacy activities, and integrated reading activities into extracurricular programs. These measures increased access to reading materials and embedded literacy within the school culture.

At SD Negeri Cipadasuka, solutions emphasized innovation and simplicity. The school rotated books among classes, utilized alternative reading materials, and applied humanistic motivational approaches to encourage students' enthusiasm for reading. Parental involvement was strengthened to create synergy between school and home in supporting literacy development.

A teacher noted:

"We rotate books among classes and create enjoyable reading activities so that children remain enthusiastic about reading every day."

(Observation, Teacher, SD Negeri Cipadasuka, February 25, 2025).

Supporting documentation included book rotation schedules, records of creative literacy activities, and coordination reports with parents. Overall, these adaptive strategies effectively addressed facility and motivation constraints, ensuring the continuity of reading habituation and contributing to significant improvements in students' literacy.



Discussion (مناقشة)

Summary of Main Findings

This study reveals that the management of reading habituation in both schools operates through interconnected managerial functions: structured planning, participatory organization, consistent implementation, qualitative evaluation, adaptive follow-up, and contextual problem-solving. Although the two schools differ in resource availability and structural formality, both demonstrate that systematic managerial practices contribute significantly to the sustainability of reading habituation and the gradual improvement of students' literacy. The findings suggest that literacy development is not merely a pedagogical activity but a managerial process embedded in school culture.

Theoretical Interpretation

The findings can be interpreted through the lens of educational management theory and literacy development frameworks. From a classical management perspective, the results reflect the functional cycle of planning, organizing, actuating, and controlling (POAC), as articulated in educational management literature (Bush, 2011). The structured literacy planning observed in SD Negeri Sindangsari demonstrates formal managerial rationality, whereas the flexible approach in SD Negeri Cipadasuka reflects adaptive management responsive to contextual constraints.

Furthermore, the implementation of daily reading routines aligns with habit formation theory, which posits that repeated, structured practice within stable contexts fosters behavioral internalization (Lally et al., 2010). The consistent reading sessions indicate that literacy improvement is closely tied to behavioral repetition rather than sporadic intervention.

From a literacy theory perspective, the teacher's role as a reading model corresponds with social constructivist views of learning (Vygotsky, 1978), where guided participation and modeling scaffold students' literacy development. The active engagement strategies observed in both schools also resonate with Guthrie and Wigfield's (2000) engagement theory of reading, which emphasizes motivation, social interaction, and meaningful literacy tasks as drivers of reading achievement.

Comparison with Previous Studies

The present findings are consistent with prior research demonstrating that structured school-based literacy programs significantly enhance reading habits and student engagement (Krashen, 2004; Clark & Rumbold, 2006). Similar to previous studies on sustained silent reading and school literacy movements, regular exposure to reading materials appears to strengthen both reading fluency and interest.

The involvement of parents in supporting literacy activities aligns with Epstein's (2011) framework of school-family-community partnerships, which emphasizes collaborative responsibility in student development. Prior empirical studies have shown that parental engagement positively correlates with reading achievement and literacy motivation (Sénéchal & Young, 2008). The synergy between school and home found in this study reinforces that argument.

However, the findings also extend previous research by highlighting how managerial adaptation compensates for limited infrastructure. While many literacy studies emphasize resource sufficiency as a prerequisite for program success, this study shows that adaptive strategies such as book rotation and alternative media utilization can sustain literacy culture even in resource-constrained contexts. This nuance contributes to the literature on literacy implementation in developing educational settings.

Alignment and Tension with Existing Theory

The findings largely support constructivist and engagement-based literacy theories, particularly regarding modeling, interaction, and motivation. Nevertheless, the comparison between the two schools reveals an important theoretical nuance: formal documentation and structured planning are beneficial but not exclusively determinative of program effectiveness. The more flexible planning model in SD Negeri Cipadasuka remained effective despite its limited formalization.

This suggests that while managerial formalism enhances clarity and sustainability, contextual responsiveness may be equally critical. This partially challenges technocratic management assumptions that equate documentation intensity with effectiveness. Instead, the results indicate that adaptive capacity and leadership responsiveness may serve as mediating variables between structure and outcomes.

Theoretical Implications

Theoretically, this study contributes to educational management literature by positioning literacy habituation as a cyclical managerial ecosystem rather than a discrete instructional activity. The integration of planning, organization, implementation, evaluation, and follow-up demonstrates that literacy culture emerges from systemic alignment rather than isolated classroom practice.

The findings also refine literacy theory by integrating management functions into reading engagement models. While engagement theory emphasizes motivation and interaction, this study highlights that managerial consistency provides the structural conditions under which engagement can flourish. Thus, literacy development may be conceptualized as the intersection between pedagogical engagement and managerial sustainability.

Practical Implications

Practically, the study suggests that schools aiming to strengthen literacy should institutionalize reading habituation through structured scheduling, role distribution, and qualitative monitoring systems. Even in contexts with limited facilities, adaptive strategies such as rotating reading materials, integrating literacy into extracurricular activities, and strengthening parental collaboration can mitigate structural deficiencies.

School leaders should therefore prioritize managerial coherence over resource abundance. Establishing consistent routines, fostering collaborative responsibility among teachers, and maintaining evaluation-based follow-up mechanisms appear more decisive than solely expanding infrastructure.

Underlying Factors Explaining the Findings

Several factors explain why reading habituation management was effective in both contexts. First, leadership commitment played a central role in ensuring continuity and consistency. Transformational leadership literature suggests that principal commitment influences organizational culture and teacher motivation (Leithwood & Jantzi, 2006). The evidence indicates that school leaders actively supported literacy integration.

Second, collective teacher involvement fostered shared ownership, reducing program

dependency on individual actors. Distributed leadership theory supports the notion that shared responsibility strengthens institutional sustainability (Spillane, 2006).

Third, contextual adaptation functioned as a resilience mechanism. Schools with limited resources compensated through innovation and social collaboration, suggesting that institutional flexibility mediates the relationship between structural constraints and program outcomes.

Overall, the findings indicate that the effectiveness of reading habituation is not solely determined by material resources but by the alignment of managerial processes, leadership commitment, and participatory culture. This positions the study within contemporary discourse on sustainable school-based literacy management and contributes a context-sensitive model for literacy habituation in primary education settings.



Conclusion (خاتمة)

This study examined how reading habituation management is implemented to improve students' literacy in two primary schools with different contextual characteristics. The findings indicate that literacy improvement is achieved through an integrated managerial cycle consisting of structured planning, participatory organization, consistent implementation, qualitative evaluation, adaptive follow-up, and contextual problem-solving. Despite differences in resource availability and managerial formalization, both schools sustained reading culture through leadership commitment, teacher collaboration, and routine literacy practices. These results affirm that literacy development functions as a systemic managerial process embedded in school culture rather than merely a classroom activity.

The study contributes theoretically by positioning reading habituation as a cyclical managerial ecosystem that integrates educational management functions with literacy engagement principles. Its novelty lies in demonstrating that adaptive managerial capacity can mediate resource limitations, challenging assumptions that formal documentation alone determines effectiveness. This integrative perspective refines existing literacy and management discourse by emphasizing structural coherence and contextual responsiveness as key determinants of sustainable literacy development.

Practically, the findings underscore the importance of managerial coherence, distributed responsibility, and evaluation-based follow-up in sustaining school literacy programs. Even in resource-constrained contexts, adaptive strategies and strengthened school-family collaboration can maintain reading culture. Although limited to two schools within a single district, this study provides a context-sensitive model for literacy habituation management and offers a foundation for broader comparative and longitudinal research.



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