

Educational Managerial Competence and Pesantren Authority in Strengthening Literacy Awareness

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DOI: <http://doi.org/10.69552/mumtaz.v6i1.3608>

Received:
December 31, 2025

Revised:
June 15, 2026

Accepted:
June 24, 2026

Published:
July, 2026

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Abstract

This study aims to analyze and identify the managerial competencies of faculty members in fostering literacy awareness at Nurul Falah Jember. This study employs a qualitative design with a descriptive-exploratory approach. Data collection techniques include in-depth interviews, participatory observation, and document analysis. The data were then analyzed through the stages of data reduction, data presentation, and drawing conclusions, using techniques to ensure data validity, credibility, triangulation of methods and sources, and confirmability. Based on the research findings, it was concluded that teachers at the Nurul Falah Islamic Boarding School in Jember fulfill their roles as authority figures by designing programs, organizing literacy teams, motivating teaching staff and other personnel, optimizing the boarding school's resources, and overseeing activities through monitoring the progress of activities and the achievement of literacy program goals, while utilizing the results of this monitoring to improve the quality of student learning through a sustainable literacy program.

Keywords: *Literacy; Managerial Competency; Educators; Leaders; Islamic Boarding Schools.*

Abstrak

Penelitian ini bertujuan untuk menganalisis dan menemukan kompetensi manajerial dosen dalam mengkonstruksi kesadaran literasi di Nurul Falah Jember. Penelitian ini menggunakan jenis kualitatif dengan pendekatan eksploratif deskriptif. Teknik pengumpulan data menggunakan wawancara mendalam, observasi partisipatif dan studi dokumentasi. Data kemudian dianalisis dengan tahapan reduksi data, penyajian data dan penarikan kesimpulan dengan teknik keabsahan data kredibilitas



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triangulasi metode dan sumber, serta confirmabilitas. Berdasar hasil temuan penelitian disimpulkan bahwa; guru Pondok Pesantren Nurul Falah Jember menjalankan perannya sebagai pemegang otoritas yang menyusun program, pengorganisasian tim literasi, menggerakkan tenaga pengajar dan staf, mengoptimalkan sumber daya pesantren dan mengendalikan kegiatan melalui kegiatan monitoring proses kegiatan dan ketercapaian program literasi dan memanfaatkan hasil monitoring dalam peningkatan kemajuan mutu para mahasiswa dengan program literasi yang berkelanjutan.

Kata Kunci: *Literasi; Kompetensi Manajerial; Pendidikan; Pimpinan; Pondok Pesantren.*

INTRODUCTION

Literacy is not merely understood as the act of reading and writing, but also requires critical thinking skills to evaluate sources of knowledge from various media, including print, visual, digital, and audio sources. (Keefe, E. B., & Copeland, S. R. (2011). Literacy skills are expected to develop positive attitudes (Zua, 2021). Nowadays, literacy has a very complex and broad meaning, such as basic literacy, financial literacy, digital literacy, science literacy, and literacy (Luna et al., 2020).

The latest definition of literacy refers to the ability to understand, engage with, use, analyze, and transform knowledge. However, literacy in children is defined as a child's ability to read and write in accordance with their developmental stage (Khairiyati, 2024). Based on this definition, literacy in early childhood is carried out differently depending on the child's developmental stage. Literacy development aims to build an early literacy foundation in children that serves as the basis for students' reading skills at the next stage and prepares children to adapt to formal school learning and develop other skills (Yudiana, 2023).

Gallagher's description of the concept and objectives of literacy is consistent with the objectives of Islamic educational institutions in Indonesia, namely Islamic boarding schools (Zuhdi & Sarwenda, 2020). Islamic boarding schools with formal education and madrasah diniah have their own characteristics in the development of religious literacy, particularly in the dimension of leadership based on the personal characteristics and authority of the kyai, the structural elements of the pesantren, and the materials of a particular religious sect or belief. Research on the authority of the kiai also has a role in developing the quality of education in Islamic boarding schools, as shown in the results of research (Fanani, 2022) and (Machali, 2019) that the authority of the kiai in decision-making uses a collective-collegial and situational approach, namely instructive, supportive leadership, and participatory. Another policy implemented by Kyai is the leadership regeneration policy, which is

carried out through the delegation of authority, delegation of tasks, and job rotation (U. Ridlo, 2022).

Weber argues that authority is the ability to get others to accept and do what we want, even if they may not agree with it or may even oppose it. (Porffirio et al., 2021). Kyai, as leaders of Islamic boarding schools, have authority with policy outputs that are obeyed by the entire organizational structure because they are considered individuals with competence in their roles as mediators, dynamizers, and motivators for the communities they lead (Safi'i, 2020). The kyai's authority is fundamental to ensuring that the literacy policies and practices established by the kyai are effective and oriented towards sustainable quality (Fanani, 2022).

Among the characteristics of literacy in Islamic Education are (1) a focus on texts, both sacred texts such as the Quran and hadith, as well as religious texts that are the result of religious thought or reflection, known as the yellow book (Ridlo, Muchammad Fadllin Ali, 2021). (2) These texts are studied and taught from generation to generation with sanad from teacher to teacher, (3) Sacred religious texts (holy books) are part of religious rituals and activities, (4) Religious texts, both sacred and profane, are part of collective and individual identity (Hatika, 2021). Therefore, through these characteristics of literacy, the position of Islamic boarding schools as traditional Islamic educational institutions that study religious knowledge (*tafaqquh fi al-dîn*) and emphasize the formation of moral character or *akhlak* of students in line with the objectives of literacy becomes clearer (Jafar, 2022).

One Islamic boarding school that has characteristics in developing awareness and literacy is Pondok Pesantren Nurul Falah Jember. This boarding school was chosen as the research locus because it has creativity and innovation in developing the knowledge of its students through a culture of literacy. The boarding school administrators recognize the importance of religious literacy in honing the skills of students, considering that literacy is essential for developing critical and creative thinking in observing various phenomena, both within and outside the boarding school. By implementing a literacy program at the Nurul Falah Jember Islamic Boarding School in Jember, it is hoped that students will become sensitive to developments in science and technology, enabling them to survive and contribute to the development of science both within and outside the boarding school (Observation, 2025).

Research on religious literacy has been extensively conducted by previous researchers; including studies by (Yasin & Khasbulloh, 2022) and (Nurpratiwi et al., 2021), which concluded that literacy strategies in learning can foster critical thinking skills in understanding various religious topics, thereby enhancing the

quality of students' literacy in the dimensions of knowledge and practice, particularly among Islamic boarding school students. A study (Zuhdi & Sarwenda, 2020) concluded that not only religious education teachers but also teachers of other subjects must be able to serve as role models to improve students' literacy, thereby laying the groundwork for maintaining harmonious social interactions among people of different faiths. Meanwhile, according to research findings

(Badruzzaman et al., 2023) and (Baharun & Rizqiyah, 2020), specific efforts to foster a culture of literacy in Islamic boarding schools include regular reading activities, study groups, the provision of library and e-library resources, and the assessment of learning outcomes.

Based on the findings of these studies, previous research has focused on the role of traditional educational institutions in improving literacy among college and high school students, as well as the impact of such efforts on attitudes toward religious moderation. The research gap and novelty of this study lie in continuing and expanding upon the role of instructors in fostering literacy awareness at the Nurul Falah Islamic Boarding School in Jember.

RESEARCH METHODS

This study employs a qualitative approach as its research method, specifically using an exploratory descriptive design (Damanik & Lubis, 2024). The research setting is the Nurul Falah Islamic Boarding School in Jember, and the study focuses on the roles of teacher competence and leadership authority in fostering literacy awareness among young students within the educational environment. The research was conducted from February 2025 to May 2025.

Data collection was conducted through interviews, observations, and documentation of informants who supported this study, including religious leaders, teaching staff, support staff, and students at the Nurul Falah Islamic Boarding School in Jember (Caniago, 2021). Participatory observation was also conducted on observable activities and phenomena, with an emphasis on meaning, reasoning, and the definition of specific situations (Brailas & Tragou, 2023). Data collection also involved gathering and analyzing documents, including written, visual, and electronic materials. The documentation that was obtained was then analyzed, compared, and synthesized to form a systematic, coherent, and comprehensive study (Williams, 2022).

Spradley categorizes qualitative data analysis based on the stages of qualitative research. The stages involved are domain analysis, taxonomic analysis, component analysis, and cultural theme analysis (Garrido, 2022). Four stages of data analysis were conducted both during and after the fieldwork. The analysis

conducted during the fieldwork was aimed at establishing a strong research focus by developing analytical questions. Based on the analyzed data, the researchers then continuously verified these findings throughout the research process to strengthen their final conclusions (Hafid & Badrun Fawaidi, 2024). At the conclusion of the fieldwork analysis, the researchers reflected on the research focus (Ernest & Fonkem, 2023).

Meanwhile, data analysis conducted after leaving the field was carried out to organize and review the analysis results to determine whether the researcher had obtained complete and optimal data to illustrate the focus of the final research report (Clarke, 2024). The validation of data in this study was based on research rigor, triangulation, and confirmability (Chu, 2023).

RESULTS AND DISCUSSION

Results

The Role of Educators' Managerial Competencies in Fostering Literacy Awareness Among Santri

The role of leadership in fostering literacy awareness at the Nurul Falah Islamic Boarding School in Jember is carried out through the following steps: First, by raising awareness of Indonesia's low literacy culture to strengthen and embed a culture of reading into the institution's vision, and then implicitly incorporating it into the institution's mission.

This study shows that the development of literacy awareness in Islamic boarding schools is not only influenced by the availability of learning facilities but is more strongly determined by the synergy between educators' managerial competencies and the leadership authority of the boarding school's administrators. These two factors shape an academic culture that encourages students to develop habits of reading, writing, and discussing, as well as to cultivate critical thinking in understanding both Islamic studies and general knowledge.

Meanwhile, the teaching methods used by instructors at the Nurul Falah Islamic Boarding School in Jember to support literacy include storytelling, guided reading, surveys, questioning, reading, recitation, and review. Teachers at the Nurul Falah Islamic Boarding School in Jember implement these methods to help students develop the habit of concentrating while reading, practice speed reading, develop competencies related to the content of the text, and cultivate critical and comprehensive reading skills (Observation, February 15, 2025).

In addition to using a variety of teaching methods, the teaching staff at the Nurul Falah Islamic Boarding School in Jember also actively collaborate with other boarding schools to develop literacy programs through a wide range of engaging

activities, such as literacy competitions including poetry recitation, storytelling contests, theater, academic debates, and other programs that promote literacy among students at Islamic boarding schools in Lumajang Regency. The boarding school's leadership also. Requires students to read books other than textbooks, which may include books on general knowledge, hobbies, specific interests, or multimodal texts, and may also be related to specific subjects (Utama & Sofyan, 2021).

Based on the results of observations, interviews, and documentation, it was found that the literacy program was implemented through a variety of complementary activities. Each activity was designed to strengthen basic literacy, academic literacy, and digital literacy by utilizing learning resources available within the pesantren environment. The program included fostering the habit of reading religious texts before lessons, summarizing course material, assigning simple writing assignments, and presenting.

The research findings indicate that educators play a strategic role in developing a culture of literacy through managerial skills that include planning, organizing, implementing, and evaluating learning. During the planning stage, educators not only develop instructional materials but also design activities that encourage students to actively seek information from various sources. Learning is no longer teacher-centered but rather oriented toward active learning (student-centered). To provide a more comprehensive overview of how the literacy program is implemented through the managerial competencies of educators at the nurul falah islamic boarding school in Jember, the research findings are presented in.

Table 1. Implementation of Literacy Programs Through Educators' Managerial Competencies at Islamic Boarding Schools

No.	Literacy Program	Implementation	Objective
1	Developing the habit of reading the textbook before class	Students are required to read classical Islamic texts or reference books for 15–30 minutes before classes begin.	Fostering a culture of reading, improving comprehension of the material, and building literacy habits from the very beginning of the learning process.
2	Compilation of a summary of the material	Students independently summarize what they have learned or their study of a religious text after the learning process is complete.	Developing the ability to understand, process, and present information systematically.
3	Simple Article Writing Assignment	Instructors assign students the task of writing articles, essays, or reflections based on the learning theme and the references used.	Developing skills in academic writing, critical thinking, and communicating ideas in an academic context.
4	Presentation of the Results of a Book Study	Students present the results of their analysis of religious texts or scholarly references to the class, followed by a question-and-answer session.	Improving scientific communication skills, argumentation skills, and self-confidence in presenting research findings.

No.	Literacy Program	Implementation	Objective
5	Group discussion based on scientific references	Students engage in discussions using religious texts, journals, books, and other scholarly sources as the basis for their arguments.	Fostering a culture of critical, collaborative, and evidence-based thinking in problem-solving.
6	Use of digital libraries and online media	Educators guide students to use e-books, electronic journals, digital libraries, and online learning platforms as learning resources.	Expanding access to information, improving digital literacy, and encouraging students to use technology productively.

This strategy enhances the students' critical thinking skills because they not only receive information verbally but also independently read, process, compare, and draw conclusions from the information. In addition, educators' managerial competencies are also evident in their ability to manage instructional time, optimize learning resources, and provide ongoing motivation so that literacy activities become part of the daily learning culture.

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The Authority of Islamic Boarding School Leaders as a Source of Legitimacy for a Culture of Literacy

One of the key findings of this study is that the authority of pesantren leaders is a major factor in building and maintaining a culture of literacy within the pesantren environment. This authority is understood not only as formal decision-making power, but also as a leadership force capable of guiding, influencing, and mobilizing all components of the pesantren to actively participate in the development of a culture of literacy. Through the authority they possess.

The results of observations, interviews, and a review of documents indicate that the exercise of leadership authority is realized through various strategic policies, ranging from the development of literacy programs, the organization of educators, the provision of supporting facilities and infrastructure, the provision of motivation and role modeling, to the implementation of monitoring and evaluation of all established programs. This approach demonstrates that the success of literacy development does not depend solely on.

Furthermore, the leadership of Islamic boarding schools serves as an agent of organizational change capable of fostering a shared commitment among educators, support staff, and students to implement literacy programs on an ongoing basis. Visionary, participatory leadership focused on improving the quality of education ensures that literacy programs are not merely one-off activities, but evolve into an

academic culture that is deeply embedded in daily life within the boarding school environment.

Based on the results of the data analysis, the forms of authority exercised by Islamic boarding school leaders in fostering literacy awareness can be identified as presented in Table 2.

Table 2. Forms of Authority Exercised by Islamic Boarding School Leaders in Fostering Literacy Awareness

No.	Policies/Management Authority	Implementation at Islamic Boarding Schools	Impact on Literacy Awareness
1	Establishing a policy requiring the reading of religious texts and scholarly books	The administration requires students to read classical Islamic texts, the Qur'an, and scholarly books before or after class according to the scheduled timetable.	Promoting a culture of reading, broadening scientific knowledge, and fostering a habit of independent learning.
2	Developing a pesantren library	Providing a collection of classical texts, modern reference books, scholarly journals, and digital library resources that are easily accessible to students and educators.	Facilitating access to learning resources and increasing the frequency of reading and scientific research.
3	Fostering a Culture of Academic Writing Among Islamic Boarding School Students	Organizing training in academic writing, assigning articles, book reviews, and academic papers, as well as publishing newsletters or journals for students.	Developing critical and analytical thinking skills, as well as systematic academic writing skills.
4	Presenting awards to outstanding students in the field of literacy	Awarding certificates, scholarships, special awards, or publication opportunities to students who actively read, write, and produce scholarly works.	Enhancing the intrinsic and extrinsic motivation of students to actively participate in literacy activities.
5	Integrating literacy programs into the daily activities of Islamic boarding schools	Literacy is incorporated into halaqah sessions, bahtsul masail, book discussions, short religious talks, lectures, as well as formal and informal learning within the community pesantren.	Fostering a culture of literacy as part of daily life so that it becomes a defining characteristic and academic identity of the Islamic boarding school.

Collaboration Between Educators' Managerial Competencies and Leadership Authority in Building a Literacy Ecosystem

The research findings indicate that a culture of literacy develops optimally when there is synergy between educators' managerial skills and the authority of Islamic boarding school leaders. Educators serve as the technical implementers of the learning process, while boarding school leaders act as policy guides and reinforcers of the organizational culture.

Collaboration between Islamic boarding school leaders as policy-makers and educators as those who implement instruction has resulted in a variety of literacy-building programs that are carefully planned, structured, and sustainable. This synergy is achieved through the integration of leadership functions, educators' managerial competencies, and the supportive organizational culture of the boarding school, ensuring that literacy activities are not only part of the classroom learning process but also become a culture.

The implementation of literacy programs also demonstrates a clear division of roles between boarding school administrators and educators. School administrators are responsible for setting policies, providing resource support, and overseeing the program's continuity, while educators are responsible for managing and integrating various literacy activities into the learning process. This collaborative model fosters a literacy ecosystem that is not merely incidental.

Based on the results of observations, interviews, and documentation, several collaborative programs were identified as key strategies for strengthening the culture of literacy at Islamic boarding schools. These programs are presented in Table 3 below.

Table 3. Collaborative Program to Strengthen Literacy in Islamic Boarding Schools

No.	Literacy Program.	Forms of Implementation	Goals Achieved
1	A campaign to read for 15–30 minutes every day	Developing the habit of reading classical Islamic texts, the Qur'an, reference books, and scholarly literature before classes begin	Fostering a habit of reading, improving reading comprehension, and building a culture of literacy in a sustainable manner.
2	Bahtsul Masail Forum Based on Literature Review	An academic discussion examining religious and social issues by drawing on classical texts (<i>turats</i>), academic journals, and contemporary references	Developing critical, analytical, and argumentative thinking skills, as well as literature-based decision-making skills.
3	Training in Academic Writing for Islamic Boarding School Students	Workshop on writing articles, papers, essays, and research reports, as well as citation techniques and the use of reference management software	To improve the students' academic skills in writing systematic scholarly papers that adhere to scientific standards.
4	Publication of the Islamic boarding school newsletter	The publication of a periodic newsletter featuring articles, opinion pieces, research findings, event coverage, and writings by students	To provide a platform for scientific expression and to foster a culture of writing and publication within Islamic boarding schools.
5	Book review contest	A competition for reviewing Islamic books and general knowledge books, with judging based on comprehension, analysis, and creativity	Enhancing interest in reading, the ability to analyze reading material, and critical writing skills.
6	Development of a digital library	Provision of collections of e-books, electronic journals, digital books, and access to scientific databases via the Internet	Expanding access to high-quality, flexible learning resources that keep pace with advancements in information technology.
7	Information Technology-Based	Training in scientific information retrieval, evaluation of digital sources, media ethics, use of	Enhancing digital literacy skills, critical thinking skills regarding information, and the students'

No.	Literacy Program.	Forms of Implementation	Goals Achieved
	Digital Literacy Classes	learning applications, and the application of technology in Islamic studies	readiness to face the challenges of the digital age.

The success of the program demonstrates that literacy development requires a systemic approach that involves all elements of the educational system.

Discussion

Educators' Managerial Competencies as the Foundation for Literacy Transformation

The research findings confirm that educators' managerial competencies are a key factor in fostering a culture of literacy in Islamic boarding schools. Conceptually, managerial competencies are not limited to administrative skills but also include the ability to manage the entire learning process in order to create a conducive learning environment.

This is consistent with the theory of educator competence proposed by (Mulyasa E, 2021), which states that professional teachers not only master the subject matter but are also able to organize all educational resources effectively. From a 21st-century learning perspective, literacy is understood as the ability to access, evaluate, process, and generate information. Therefore, managerial competence is an essential prerequisite for the learning process to foster critical thinking, creativity, communication, and collaboration skills. The findings of this study also support (Fullan et al., 2021) view that educational transformation will succeed if teachers possess instructional leadership skills capable of transforming students' learning culture.

Pesantren Leadership as Social Capital for Strengthening Literacy

Unlike most formal educational institutions, Islamic boarding schools are characterized by charismatic leadership that is based on the moral and spiritual authority of a *kiai*.

Research shows that such leadership legitimacy serves as a powerful form of social capital in fostering a culture of literacy. From the perspective of transformational leadership theory, leaders do not merely perform administrative functions but are also capable of inspiring changes in organizational values, culture, and behavior. When leaders set an example by reading, writing, and engaging in scholarly research, they create a process of social imitation that strengthens the culture of literacy among *santri*.

Synergy Between Leadership and Managerial Competence from the Perspective of Organizational Learning.

The research findings indicate that fostering a culture of literacy in Islamic boarding schools cannot be achieved solely through the individual competencies of educators or the authority of school leaders acting independently. A culture of literacy develops sustainably when these two elements work in synergy to form a learning organization. In this context, the leaders of Islamic boarding schools serve as strategic leaders who establish the vision, policy direction, and organizational culture, while.

The Organizational Learning perspective developed by Peter Senge explains that an organization will thrive if all its members have the ability to continuously learn, share knowledge, reflect, and adapt to change. The five key disciplines identified by Senge personal mastery, mental models, shared vision, team learning, and systems thinking serve as a crucial foundation for building an adaptive and innovative organizational culture. In a messaging environment. Thus, literacy is no longer understood as an individual activity, but rather as a collective culture built through a process of continuous organizational learning (Husaini Zuhri, H., & Huda, M. 2024).

The findings of this study show that the leaders of Islamic boarding schools play a central role in fostering a shared vision regarding the importance of literacy as part of the schools' academic culture. This vision is realised through the formulation of literacy policies, the provision of learning facilities, the strengthening of libraries, the development of digital literacy, and the provision of support for various academic activities undertaken by students. At the same time, educators translate these policies into teaching practice by fostering a habit of reading academic texts, writing summaries, drafting academic articles, conducting reference-based discussions, presenting research findings, and utilising digital libraries (Nisa Fitriani, dkk 2023). The integration between the leadership's strategic policies and their operational implementation by educators demonstrates that the success of a culture of literacy is the result of a mutually supportive organisational management process, rather than merely individual initiatives.

Furthermore, the research findings indicate that the synergy between leadership and managerial competence forms a mechanism for team learning that strengthens collaboration amongst educators, boarding school administrators and students. Teachers' consultation forums, *bahtsul masā'il* sessions, book studies, academic seminars, training in academic writing, and regular evaluation activities serve as shared spaces for exchanging experiences, building new knowledge, and collaboratively resolving various educational issues. This process reflects the

characteristics of a learning organisation, which utilises dialogue, reflection and collaboration as key tools for improving the organisation's quality. Consequently, a culture of literacy develops naturally, as all members of the pesantren are actively involved in the organisation's learning process not merely as programme implementers, but also as knowledge creators (Zainal Abidin, Qusairi, dkk 2026)

Furthermore, educators' managerial skills in planning, organising, implementing and evaluating literacy programmes enhance the effectiveness of the leadership of Islamic boarding school heads. These competencies enable every literacy policy to be translated into measurable, sustainable activities with clear indicators of success. On the other hand, the leadership provides legitimacy for all literacy activities, thereby securing the full support of the entire pesantren community. This mutually reinforcing relationship forms an organisational system that is adaptable to developments in science and technology without abandoning the values of the pesantren. Thus, the pesantren is able to preserve its Islamic identity whilst developing a culture of literacy that is relevant to the demands of 21st-century education (Hermanto Holil, 2026)

In theory, these findings reinforce the view that organisational learning is an effective approach to improving the quality of Islamic educational institutions. Visionary leadership and strong managerial competence create a learning ecosystem that fosters innovation, collaboration and continuous learning. Therefore, fostering literacy awareness in Islamic boarding schools cannot be achieved simply by providing facilities or improving individual skills alone; rather, it must be built by strengthening an organisational system capable of integrating leadership, management, organisational culture and the participation of the entire boarding school community within a single, sustainable learning ecosystem. This model emphasises that literacy is the result of a synergy between strategic leadership, educators' managerial competencies, and a learning organisation culture, all of which reinforce one another (Husaini Zuhri, H & Huda. M, 2024).

CONCLUSION

The results of the study indicate that the success of fostering literacy awareness at the Nurul Falah Islamic Boarding School in Jember is determined by the synergy between the leadership of the boarding school's administration and the managerial competencies of the teaching staff in managing literacy programs in a planned, systematic, and sustainable manner. The leaders of Islamic boarding schools carry out strategic leadership functions by formulating policies, organizing human resources, mobilizing educators and staff, optimizing support facilities, and overseeing and evaluating the entire range of literacy programs. These roles shape

an organizational culture that fosters the growth of literacy awareness as an integral part of the students' academic life.

The managerial competencies of educators are a key factor in implementing literacy policies into teaching practices. This is achieved through various activities integrated into the educational process, such as establishing a 20-minute reading habit before class begins, designing literacy activities in the classroom, guidance during library visits, as well as the use of various supporting facilities, including reading nooks, literacy cafeterias, bulletin boards, and the provision of engaging reading materials. These programs demonstrate that a culture of literacy is fostered not only through formal learning activities but also through the creation of a conducive learning environment rich in learning resources.

The sustainability of the literacy program is reinforced through systematic monitoring. Process monitoring is carried out by educators assigned according to a schedule to ensure the implementation of literacy activities and the optimal use of resources, while program monitoring is conducted periodically by the boarding school leadership to evaluate the effectiveness of program implementation and the students' literacy proficiency. The results of this monitoring serve as the basis for continuously improving the program so that literacy development does not stop at routine activities but evolves into an academic culture whose quality continues to improve.

This study makes a theoretical contribution by asserting that the development of literacy awareness in Islamic boarding schools is the result of the integration of visionary leadership, educators' managerial competencies, and an organizational culture that supports learning. From a practical standpoint, these findings serve as a guide for Islamic boarding school administrators to strengthen the management of literacy programs by enhancing educators' managerial capacity, developing institutional policies that promote a culture of reading and writing, and optimizing the use of technology-based literacy resources. From a policy perspective, the results of this study indicate that strengthening literacy in Islamic boarding schools should be positioned as part of a strategy to improve the quality of Islamic education through support for institutional leadership, professional development for educators, and the creation of a sustainable literacy ecosystem. Thus, literacy is not merely an educational program, but rather an organizational culture capable of improving the quality of learning, strengthening the academic character of students, and enhancing the competitiveness of pesantren graduates in the era of digital transformation.

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