

## Empowerment management of The Asik Literacy Program based on Appreciative Inquiry to improve the quality of learning

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### Abstract

Improving the quality of education is not only based on human resource capabilities, but also strategic management approaches in various aspects of school management. One example in planning the empowerment of Asik literacy program based on appreciative inquiry which is used to maximize student potential. The target of partisipan in this research starts from students, teachers and parents in Bekasi city state high school. The study was designed as a study in retrospective subjects with comparison of pre-post self-reports using retrospective memories. Findings from evaluation and participant feedback stated that the Asik literacy program based on appreciative inquiry was proven to create an effective and flexible learning environment so that this approach supports improving the quality of more comprehensive learning. The findings of this study help to understand the psychology of students in the absorption of effective learning by integrating social and moral support from human relations approach in education.

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## INTRODUCTION

Development in the field of education is a very crucial process in supporting the creation of national development locally and globally. The main purpose of Education has an important investment in building human quality as a whole. This educational process can not be separated from the management process, in which educational activities are strongly influenced by human resources and resources of a good management system of facilities and infrastructure that support the systematic process of Education. As a result, effective and efficient educational management is expected to have a positive impact on students supported by all related components (Hadi et al., 2024).

Realizing quality and quality education is the demand of schools in providing educational services. The processes carried out also vary from developing competencies as well as providing motivation and rewards for teachers to continue to maintain and maximize their performance in school (Nasrulloh, 2025). Strategic organizational governance in schools will greatly support the implementation of effective educational programs so that the end result will improve the quality of education through these educational management practices which are strongly

supported by the adaptation process of renewable technologies (Sugianto, 2024). The contribution of educators, for example, is crucial in building the capabilities of students so that they can have good and satisfactory academic quality in every learning process (Thoyib, 2022; Utami et.al 2021; Kusmayanti et.al., 2021). For example in the student environment consists of various ethnic, cultural and religious beliefs of varying origin. Socialization skills as a teacher is very important in being able to be neutral in communicating in two directions with various races and tribes of students (Farid et al., 2024). The implementation of the teacher's role as a role model for students in developing social values that form a good social interaction based on ethics and responsibility in learning activities (Daga et al., 2025). Such as how to create a well-planned project-based learning implementation situation will create a positive situation in following the learning process as well as student involvement (Suciati et al., 2025)

To be able to create an effective quality of education is needed the ability of teachers who can take advantage of the involvement of all existing resources with empowered by the school to solve the problems that exist in the management of Education (Muliati et al., 2022). One of them is the implementation of appreciative inquiry in the form of efforts to improve the quality of education in elementary schools that will make strategic planning in achieving the quality of Education (Lase et al., 2023). The application of appreciative inquiry is also proven to encourage the activeness of individuals in understanding the learning that is carried out so that it can change the order of passive learning into participatory learning based on strength so that it is highly recommended (Wahyuni et al., 2025).

This is also in accordance with the findings of the program conducted by the author herself as a driving teacher in Bekasi city that empowers existing school resources so that everything can run optimally to support school students who actively participate in the Asik literacy program based on appreciative inquiry which can directly improve the quality of their learning. This statement is also reinforced by the opinion of the Minister of Primary and Secondary Education of Indonesia, Prof Abdul Mu'ti, who emphasized the importance of Happy Learning for his students.

Designing educational programs that fit the needs of students should be based on effective forces that will encourage appreciative thinking as in the appreciative inquiry approach. This approach has been proven to support individual positive thinking in the learning process (Johnson, 2025). The Appreciative Inquiry approach has proven to be the best documented approach in helping individuals and existing social systems to change the paradigm of power-based perspectives, resulting in a process by which we can adapt and create a new existence in the existing reality while maintaining our psychological, physical, social and economic capital (Armstrong et al., 2020). This opinion is also in line with the findings that an educational approach based on appreciative inquiry is one of the new alternatives that ensures the success of individual training quality dynamically (Whitacre, 2025).

In the field, applying encouraging learning still encountered obstacles such as teachers' understanding of the concept of encouraging learning and how to realize encouraging learning in learning practice. In some observations seen encouraging learning displayed in some ice breaking such as various kinds of Pat and games. When Ice breaking was held, students seemed enthusiastic to follow it, but when

they entered the core of learning, the students' enthusiasm for the lesson seemed to decrease. This seems to illustrate that the encouraging aspects of learning only exist in ice breaking sessions, while the core of learning takes place again as usual: doing assignments, group discussions, presentations, and others. In learning practice, the appreciative inquiry paradigm encourages teachers to be able to find strength in their assets and realize encouraging learning.

Based on the theoretical findings of the experts above, it can be interpreted that the novelty findings of this research are a combination of the inquiry-based Asik literacy program model with a human relations approach so that students feel more comfortable and open to expressing all kinds of opinions in the learning process, which will ultimately maximize student creativity in creative thinking and innovation in doing everything dynamically and actively. The Asik Literacy Program is also an educational program that is only owned and developed by the author himself so that on that basis the author wants to study and explore the importance of an appreciative approach to inquiry in school education management will be able to maximize the absorption of learning quality effectively and efficiently by utilizing the advantages of opportunities that exist in the surrounding resources.

## **RESEARCH METHOD**

This research is a qualitative research that uses a retrospective study of the author's experience in conducting the Asik literacy program from 2021-2024 with a comparison of pre-post self-reports from retrospective memories. Retrospective research itself is a form of past information that is arranged in detail with explorative analysis so as to produce large data sets of past information (Fegert et al., 2026; Atmazaki et.al, 2023). The target of the participants were from three parties from public high school number 18 Bekasi city, first the students, second the school teachers, and third the parents of the students. Participants participants were recruited through random direct surveys resulting in a more meaningful data set. Data collection tools with in-depth interview techniques conducted about 10-15 minutes using recordings from smartphones. After the data collected and coding is done on each interview. The next step is to perform a comparative analysis of retrospective reports taken so as to obtain the findings that have been evaluated. After the findings are obtained, they are studied and interpreted with the relevant theoretical findings to produce conclusions and recommendations that are in accordance with the existing problem conditions.

## **RESULTS AND DISCUSSION**

Based on the results of interviews and retrospect observations found that the Asik literacy program has succeeded in improving the fun learning process so as to maximize the potential for self-development of students to be positive and creative. Especially because some students have little interest in reading it so that this program is proven to encourage student motivation in liking the learning because it is not only a textbook. Students can express their ideas and understanding to the teacher so that the educational situation takes place in a more dynamic and enjoyable. The teacher is not only a good listener for them, but also the main

companion and collaborator in supporting the exploration of their ideas. This finding is in accordance with the results of other researchers' research such as utilizing music media in the example of the song Viva La Vida by Coldplay in the implementation of learning that allows students to be interested and think critically in the educational process that is tailored to the meaning contained in the music (Pudjiati et al., 2025).

Education in today's modern era has opportunities and challenges, as a result teachers must be observant in understanding this by creating innovative solutions to meet the needs of students who are dynamic and varied (Muliati et al., 2022). The educational process must change according to the times, for this reason the expertise of educators must also develop more flexibly (Wahid & Sudjoko, 2013). Utilizing school resource management in the empowerment process will help when the school is still minimal in fund management so that it will be a solution in optimizing learning programs that are not only fixated on funds, but can also empower existing resources (Effendi & Khuluqo, 2020). Due to the demands of the era of globalization has changed the organizational structure to be superior and can survive, especially in the field of Education. For this reason, organizational empowerment, especially in schools, must be able to have a competitive advantage in order to support quality learning for its students (Sitiari et al., 2024).

Learning based on the appreciative inquiry approach has created positivity in facilitating meaningful conversations so that it becomes an ideal learning understanding for the professional context of educators (Fitzgibbons & Lei, 2024). Such as based on the results of participant interviews from students themselves who stated that they preferred learning like this because they felt comfort and flexibility when expressing their ideas and suggestions compared to if they received monotonous classroom learning. Especially for students who have an introverted personality that they initially prefer not to be active during the general learning that is usually done. However, because the pattern of learning with the Asik literacy program has become a new change in educational management by opening up opportunities for them to express their opinions to strive for active discussion and play a full role in the development of their ideas and begin to foster good and responsible relationships with classmates and teachers who accompany them.

The use of 4D models in the Asik literacy learning program based on appreciative inquiry stages of the steps can be seen in the graph below.



Figure 1. Stages of 4D models

In the 4D model that starts from Discovery to find brilliant ideas or understanding so that it attracts interest to create certain things or conditions. Dream here the students are allowed to have ambitions and hopes for the future they are not fixated on just one aspect so that they can express themselves flexibly. Design becomes a stage in the design of the concept that they expect so they will begin to carefully formulate what will be created later. And The Last is Destiny to be the finalization of all things that will be achieved so as to determine success in the future. The main key in the development of this model is the formation of a dynamic and innovative mindset that will support the quality of learning that is done.

The students who can optimize their critical thinking will be more active and confident in doing independent learning for that depth of knowledge and character competence of the teacher becomes very important, especially in the 21st century (Alditia et al., 2021). In addition to the character of the personality is also needed professional competence of these educators. They become the main guard in encouraging the improvement of the development of their students. This finding is in accordance with the opinion of the teacher as the principal of State High School Number 18 Bekasi city which states this program has created independence in learning which has a positive impact on the installation of thinking for students and educators so that creativity and flexibility for competence in the 21st century is very visible with the help of this program.



Figure 2. The Asik Literacy Learning Program Activities

As a teacher, one of the efforts in supporting the creation of quality learning is the ability to create a good and conducive school organizational culture so that the school environment conditions become comfortable and adaptive in a real effort to follow-up the development of the competence of educators (Yunus et al., 2017). Efforts to improve the professional spirit of teachers are mainly supported by school empowerment so that it will support effective student behavior management (Megayanti et al., 2021). There are 4 important competencies that should be kept in mind for educators, namely pedagogic, personality, social and professional, as a result, these four will support effective educational management (Sudjoko, 2020). This is also in line with the findings that the professional competence and personality of innovative educators are proven to encourage good learning outcomes for the educational training process (Tarmujianto, 2021).

For this reason, the ability to communicate interpersonal becomes the main skill of educators to influence student achievement in creating an effective educator

experience in the current era of globalization (Rohayati et al., 2025). The charisma of educators shown to students with the use of digital technology will further support the achievement of learning quality because students who idolize their teachers will believe that teacher performance will become a role model for them in the future (Subarto & Solihin, 2025). The role of teachers in educating students in raising awareness for moral education is a critical issue in the current era. Moral education strategies collaborated with social participation will form a better character development of students (Azwar, 2025).

Optimization of educational strength strategies has always been the main thing as a basis for developing teaching works. But it must be understood that students are individuals as social beings. For this reason, the development of a positive psychological-based educational management mode has proven to have a good teaching effect so that it will increase teacher dedication and student concentration (Sun, 2023) The introduction of self-concept and social support is a necessary mechanism in supporting student participation in quality education so as to avoid adverse effects such as depression and mental stress for students (Zhang et al., 2022). It is necessary to practice change management in the field of education so that the old paradigm is no longer taught to students so that the quality of learning becomes better. This educational management change process must be facilitated by the institution itself so that the efficiency of the management change process can take place optimally (Chipunza & Radebe, 2025).

Changes in the erratic pace of globalization have changed the operational dynamics of organizations, especially educational institutions, in order to work comprehensively and productively for the transformation of quality education. Management education should be used as a useful transformative tool for sustainable global development (Ossai et al., 2025). An important role in the practice of Educational Quality Management in order to be able to face the challenges posed by technology so as to create an educational transformation oriented to the quality of teaching and learning for students (Abnoulgid et al., 2025). In an effort to support the absorption of the learning process for students and teachers, an educational management design based on creative technology is needed so that it will comprehensively improve teaching efficiency and create better communication between students and teachers (Wang, 2024). The efficiency of educational learning management will be accelerated if it meets the requirements of modern educational management that uses technology so that it is more integrated, especially with the rules of the position of teachers who have good teaching experience will increasingly affect the effectiveness of teaching (Rao, 2024). It should also be understood that the success of learning programs is largely determined by how educational institutions can optimize implementing innovation-based and participatory management practices (Qatrunnada & Prabowo, 2025). Education management strategies in the midst of digital transformation that is very prevalent will cause access gap problems, especially if the use of technology has not been optimized for its benefits. For this reason, the school management process must raise this issue in depth and holistically in order to encourage the development of digital knowledge transformation for an attractive, adaptive and equitable learning environment (Rahma et al., 2025).

Table 1. Asset Details Of High School 18 Bekasi City

| Asset                  | Explanation   |
|------------------------|---|
| Public Spaces          | Place of formal and non-formal learning   |
| Multimedia             | Audio, music, visual, entertainment facilities  |
| Educator Membership    | Provide engaging and innovative academic learning with warm and courteous language                      |
| Membership of learners | Showing the potential of literary arts, experimenting with creative ideas, actively discussing learning |
| School Social Capital  | Multidisciplinary collaboration, culture of appreciation, human relation, social support for students   |
| Environment            | Natural conditions are cool, beautiful, clean and comfortable   |

Table 1 shows that the details of school assets that can be empowered consist of indoor and outdoor spaces, multimedia facilities, educator expertise, learner expertise, school social capital and environment. All aspects of these assets are assets that exist in school institutions and can be utilized and managed in a structured manner. For this reason, the empowerment of school assets must be maintained and evaluated in order to create quality school conditions.

Education management strategies in schools also need to cultivate empathy, which in turn will foster positive habits and create a quality learning environment. The sustainability of Education Management will be the controller of social norms as the strengthening of community identity in schools (Putra et al., 2025). This is also in line with the observation findings of the statements of educators who strive to educate students with compassion so that they will prioritize the role of virtue values based on religion and their respective beliefs to respect each other and maintain the school community fairly and responsibly so as to create a healthy school culture.

Every educational institution should be able to optimize all components of school operations so that they can take place as effectively and efficiently as possible with collaboration between related parties and existing resources to achieve a superior educational process (Nuril et al., 2024). The role of parents in supporting the learning process of students is also very important for the understanding of quality education. Parents as a bridge between two-way communication for students and teachers thus creating a comfortable learning culture because it is supported by all parties in IT (E, 2020). The empowerment of school activities cannot be separated from its relationship with the surrounding community. Community participation is not only as an object but they become active subjects that can be mobile for the process of forming such activities. For this reason, the importance of planning, implementing and evaluating school empowerment with community collaboration is to create good cooperation (Wihardiyani et al., 2019).

If associated with the findings of the researchers' own research in line with the opinions of parents who feel the ongoing benefits of this Literacy Program for their own children. This situation creates conditions where students become more open and try to express their opinions with confidence so that a win win solution is

created for everyone. Full support from parents at home is also very helpful for them in the process of absorbing the quality of this learning because these parents enter their area as an external member of the school community which is an important part in the continuity of the literacy program that is made.

Based on various research findings and the opinions of experts above, it can be assumed that in improving the quality of education in schools or educational institutions, it should be done fully to the fullest by empowering all school resource assets around it. Resources here encompass all things in terms of internal and external that are interrelated with each other to create harmony in it. This is where the role of the institution is not only as a provider of facilities and infrastructure but also as a motivator tool to move actively and innovatively in the development of critical thinking to take advantage of any opportunities that exist in schools. With the planning of the Asik literacy program based on appreciative inquiry, it is evident that although educational institutions do not yet have sophisticated equipment components, they can be overcome with other forms of learning that are more unique and creative. Students are also given freedom of expression to express their opinions and input so that two-way discussions are established creating active collaboration in overcoming all obstacles in school education. As in the direction of the 4 D model consisting of Discovery, Dream, Design and Destiny which in its developer the educational process carried out by students begins with them finding things they like then they begin to formulate long-term dreams and then design long-term concepts that last at the end they create the final goal so that the finalization of the creation of effective and efficient learning quality. The success of this empowerment program is also a clear proof that the collaboration of the school community that supports each other will create a comfortable, healthy and quality school culture. For this reason, it is hoped that in the future, literacy programs such as this can continue to be developed with learning programs that can be adapted to the conditions of their schools so that the success of learning programs can be evaluated and followed up for the future of higher quality education.

## **CONCLUSION**

Maintaining school improvement with adaptive utilization of limited resources can be done effectively if supported by the collaboration of all parties concerned so as to create innovation and quality teaching practices, especially one of them with an approach based on Appreciative Inquiry. Teachers not only as a bridge of knowledge information but also as a social support in the formation of responsible student character that supports the creation of positive psychological so that it will create the quality of learning that will be useful in the future when they grow up later. The multidisciplinary approach collaborated in the Asik literacy program will further support the achievement of sustainable education quality. Thus, the management of the Asik literacy program empowerment based on Appreciative Inquiry is very necessary in the era of globalization so that future generations can continue to maximize their potential, especially with various new breakthroughs in leading technology in supporting the creation of the best quality and credible education management.

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