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Capital Exploration in Cultivating Literacy in Elementary School

Styo Mahendra Wasita Aji¹ , Mujahidin Farid² , Ulfi Aminatuz Zahroh³ , Wasis Suprpto⁴ , Abdul Aziz⁵

¹²³⁴Universitas Negeri Surabaya, Indonesia

⁵SDN Pandanwangi 3 Malang, Indonesia

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Correspondence to

Styo Mahendra Wasita Aji, Prodi Pendidikan Guru Sekolah Dasar, Universitas Negeri Surabaya
e-mail: styoaji@unesa.ac.id

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Abstract

Literacy culture is encouraged to become a landscape for the development of school education in various parts of the world. Each school has different capital in cultivating literacy. This Study aims to explore the capital possessed by schools in cultivating literacy and to identify patterns in how schools access and utilize the capital. Because, research on capital exploration in cultivating literacy is still limited. This research employed single case study method. Data were collected from observation, semi structure interviews and documentation study. Data analysis through condensation, presentation and drawing of conclusions. Triangulation and member check are carried out to meet the validity of the data. The results show that there is physical such as enriching the school environment, human such as encouraging school residents to encourage teachers and students, and social capital such as utilizing social networks in building a literacy culture in schools. Access to capital by utilizing physical capital that has existed so far, encouraging human capital through participatory and leadership activities, and utilizing social capital by involving the public through institutional networks. The implications of this research in building capital programs can be identified and accessed for the sustainability of the program.

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Introduction

Literacy has become the center of attention that continues to grow continuously in various parts of the world. Literacy that is cultivated is capital for the daily life of educated people (Ahyar & Zumrotun, 2023). While previously developed mainly within the framework of lifelong education, literacy is now also being examined in relation to the achievement of the Sustainable development goals. (Hanemann & Robinson, 2022; Marope, 2017). Literacy is, in fact, considered main foundation for achieving the goals of the 2030 sustainable development agenda, particularly SDG 4 (Wijaya et al., 2022).

The foundation role of literacy is explicitly recognized in key global policy frameworks and empirical studies. Target 4.6 of the SDGs aims to ensure that all youth and a substantial proportion of adults achieve literacy and numeracy by 2030 (United Nations, 2023). Because literacy describe as “a fundamental human right and the foundation of learning” (UNESCO, n.d.). Hanneman & Robinson (2022) further argue that literacy empowers individuals to participate fully in sustainable development. This centrality is also reflected in international assessments. Literacy has become a core indicator of educational progress in the OECD’s PISA. The results of these assessments are subsequently analyzed to produce relevant materials that inform national education policies (Deygers et al., 2021; Schleicher et al., 2021).

Awareness about the significance of literacy has led to various reforms in educational policies in different national settings. Globally, more nations have been linking their curricula to competency-based models where literacy is no longer considered just as the basic reading and writing abilities but a multifaceted competence for lifelong learning. This is evident in Japan where literacy has been included in general competency-based curriculum content (Tasaki, 2017) and in Germany where reading skills have been emphasized as a priority (Li et al., 2025). In Finland, there are systematic efforts to ensure teachers facilitate multiliteracy, which refers to the skills to interpret, create, and evaluate various kinds of texts, among students (Suwalska, 2021). Finland's approach has inspired policy formulation in other countries like France (Fischman & Topper, 2017). In Indonesia, the international trend has culminated in the form of the implementation of *Gerakan Literasi Sekolah* (GLS), literally translated as the School Literacy Movement

The School Literacy Movement (GLS) in Indonesia represents a deliberate policy effort to embed literacy habits within the fabric of daily school life. Since its inception, GLS has generated visible shifts in instructional practice: schools are no longer confined to mandatory textbooks but are encouraged to utilize a broader range of reading materials including non-textbooks, to enrich learning environments and foster a reading culture (Rustan et al., 2025). Despite its decade-long implementation, however, the movement has yet to yield substantial improvements in Indonesia’s international literacy rankings. Scholarly assessments indicate persistent obstacles at the school level, including limited student interest, inadequate book collections, and weak managerial capacity (Pasa & Hafalaudza, 2025). Beyond internal school dynamics, (Suyanti, 2025) emphasizes that

cultivating literacy demands synergy among multiple stakeholders, extending beyond the school itself to involve families, communities, and broader public policy frameworks.

A growing body of scholarship has sought to understand literacy cultivation through the lens of social and cultural capital. Building on Bourdieu's theory of practice, researchers have argued that success in social practices, including school-based literacy initiatives depends on the possession and deployment of multiple forms of capital (Darvin, 2018). In the context of educational change, four interrelated types of capital are frequently identified: physical capital, financial capital, human capital, and social capital (Novianti & Astuti, 2020; Usman, 2018) (Novianti & Astuti, 2020; Usman, 2018). While physical and financial capitals are tangible and relatively easy to measure, human and social capitals remain intangible yet equally powerful drivers of transformation (Setianingsih et al., 2023). Previous studies on school literacy have therefore recommended practical measures such as establishing literacy teams and strengthening school-community partnerships as mechanisms to mobilize these intangible capitals (Khotimah et al., 2018; Suyono et al., 2017).

Despite these contributions, the existing literature reveals a conspicuous imbalance in the evaluation of school literacy programs. Studies have predominantly measured the success of literacy cultivation through tangible, administratively quantifiable indicators, such as the number of books available, frequency of literacy activities, or compliance with procedural standards. In other words, the focus has largely been on physical capital and behavioral habituation. What remains underexplored is the process by which schools independently recognize, access, and orchestrate their intangible capitals, particularly social and human capital to sustain literacy cultures beyond externally driven mandates. Few studies have examined the agency of school actors in identifying and leveraging these invisible resources as a deliberate strategy for long-term cultural change. This gap is particularly significant because, as the Indonesian experience illustrates, the mere provision of physical resources does not guarantee the sustainability or depth of literacy practices.

Against this backdrop, the present study undertakes an in-depth analysis of the capitals possessed and utilized by elementary schools in sustaining literacy cultures. The novelty of this research lies in its application of a multi-capital theoretical lens: distinguishing physical, financial, human, and social capitals to dissect the ecosystem of basic literacy education in Indonesia. This perspective has been largely absent from previous evaluations, which have tended to focus on tangible inputs and short-term outputs. To guide the inquiry, two research questions are formulated: (RQ1) What forms of capital do elementary schools possess in the context of literacy cultivation? (RQ2) How do schools access and orchestrate these capitals to sustain literacy practices? To answer these questions, the study focuses on elementary schools (*Sekolah Dasar*) in East Java, Indonesia—a region selected for its distinctive geo-social characteristics and its history as an early adopter of the national literacy policy. The dual objectives of this research are therefore to (1) identify the range of capitals available to schools for literacy cultivation,

and (2) analyze the patterns and strategies by which schools access and deploy these capitals in practice.

Methods

Qualitative research with a type of single-case study in the context of this research. The selection of case studies to explain the phenomenon holistically (Thomas, 2017; Yin, 2009). The type of case study was chosen as the framework of the research in order to explore the school capital as an object of analysis that is limited to the scope of elementary school as the subject of the research. Case studies serve as a research framework for integrating data from various data sources (Creswell, 2012). Through the framework of case studies, capital dynamics (human, social, physical, and financial) can be understood as a phenomenon of a complete school ecosystem. The research seeks to explain the capital found and accessed in schools in cultivating literacy. The role of teachers in cultivating literacy by using the capital that has been in schools is the case in this study. In collecting research data, we collected data on both teachers who teach in low and high grades who have begun to cultivate literacy. Data collection was carried out by meeting directly with teachers conducting semi-structured interviews to be able to find the capital that has been used by teachers in cultivating literacy. Observation is also used to identify the capital that already exists in the school. Documentation is also carried out to find capital that has previously existed in schools for literacy.

The data is then analyzed through condensation, presentation and drawing of conclusions. Data analysis refers to proximity (Miles et al., 2019). First, the data that has been collected is then condensed by sorting and selecting those that are relevant to the research focus on capital and capital access patterns. Second, the data is presented by patterning the density of the data that has been selected according to the focus of the research. Third, the withdrawal was carried out to conclude the findings based on the focus of the research. In order to meet the wetness of the data, the data obtained triangulates sources and techniques. *Member checks* are also carried out to discuss findings with teachers as informants (Ulfatin, 2022).

This research was conducted in an elementary school education unit located in the second largest city in East Java (Malang). The school is located in the Government area and is located around the square, so policies such as school literacy are adopted earlier than other schools. The existence of the school is not far from the square as the center of activities and city government. On the other hand, schools receive complete attention in terms of facilities. The school's proximity to the center of government has built an intense bridge of connections with various institutions for various programs from the school. This is the initial capital that can be accessed by schools for various school programs such as to cultivate literacy.

The research was conducted with the subjects of teachers in schools, both the lower and upper classes. The selection of subjects is in line with the sampling with those in

qualitative. Data collected from the subjects by *purposive sampling*, meaning according to the initial research focus that was formulated. Then use *snowball sampling* to obtain data from one informant to another who has information capabilities in accordance with the research focus on the previous informant's recommendations. The involvement of teachers in research is needed because they access the capital owned by schools to cultivate literacy. The following is a detailed research framework on capital analysis in cultivating literacy in elementary schools as shown in figure 1.

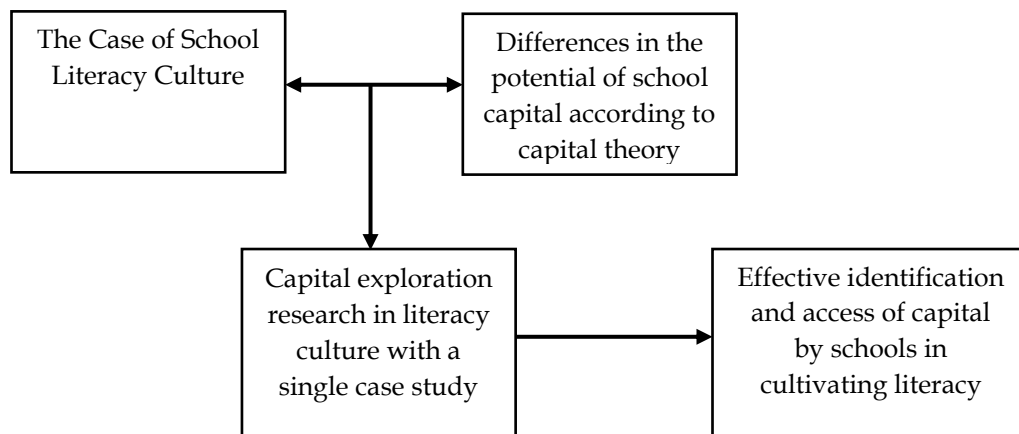


Figure 1. Research framework flow

Result

The results of the research seek to build relevance to the focus of the research. The data presented were collected with various techniques such as interviews, observations and documentation studies from the research site. The following research results based on research findings are in line with the research focus.

School capital in cultivating literacy

Capital can be said to be the basic provision that is owned. In developing programs such as cultivating literacy in schools, there are basic provisions to start running programs. First, schools have physical capital. School physicality shows the physical capital used to cultivate literacy in schools. This arrangement can be seen from the results of observation, that the physical environment outside the classroom is the capital to enrich the text. *"In the front of the school there are poster texts and trees are given information about trees. In addition, there is also a text about the malangan mask that is pasted around the garden."*

Other physical environments of the school were also found with other physical capital such as in UKS and Canteen. Physical as literacy capital by providing rich text is also in it. As the results of observations that show the existence of physical capital in UKS in the form of health information, *"There are many texts that provide information about the environment encountered. In the back environment, there is also a Student Health Unit (UKS). In front of this UKS, you can find texts in the form of posters campaigning about health."*

Around the school, capital has been seen with the existence of a text-rich environment. The text environment is a capital for cultivating literacy in the classroom and outside the

classroom. In the text class, which is capital in literacy, it is shown by the availability of a reading corner or corner. Then on the outside side of the classroom, physical capital is available in the form of boards for wall magazines. As in the following interview *"All schools have implemented literacy, it is proven that there is a reading corner, a library, because literacy is already running"*

Another physical capital found is the existence of libraries as literacy capital. Libraries have been established as school capital that physically exists for the cultivation of social capital. Libraries show that there is a cutting-edge development, so that it can provide initial capital for literacy culture in schools. As described in the following observation.

"The books in the library according to information from the two of them are 10,000 copies. From the observations made by the researcher, it appears that it is structurally managed by the principal and teachers or staff appointed as administrators. The library is neatly arranged, the books are arranged according to the classification of the DDC. In the library, there are also supporting application system facilities such as computers and barcodes."

Second, schools show that there is identified human capital. Human capital in the form of the role of teachers and students in cultivating literacy. Schools encourage teachers to make improvements in cultivating literacy in schools. Students in school through the encouragement of teachers produce works that can be a source of iteration in school. The students' works are displayed in the classroom and outside the classroom like making in the school environment. As conveyed by the following informant. *"If the texts in front are the work of students, ma'am? Yes, the children's work this year and last year, if what is here / inside has been stripped a lot"*

This finding is reinforced by other informants who emphasized that human capital also plays a role as the initial capital of literacy. Teachers have competence in cultivating literacy by enriching the environment with text. Teachers' competence as human capital is shown by their ability to encourage students to work. As implied from the following informant interview.

"They make this without looking at books, this one uses this, this one uses this one they make themselves, then after the presentation, which is there (pointing to the history poster) which is written in small letters, it's the history of independence, they look for books, they search in groups then they retell, everything in the mas book, so that the children have memorized it during the exam".

The three capital identified in schools is in the form of social capital. Schools build trust, cooperation between school residents and cooperation with outside schools are identified in cultivating literacy. What is provided by the social capital network is also the capital of schools in cultivating literacy. As in observations that show the role of students in literacy as the social capital of the program.

"Students who come forward tell stories they read at home. The other students seemed to listen to their friend's story and took notes. After the story was finished, they asked questions. The students in charge of telling stories toss questions. The questions asked to friends who have listened and recorded earlier are about: title, characters, mandate, character, storyline, plot and mandate."

On the other hand, social capital from outside the school is seen from the role of parents and other institutions as social capital in cultivating literacy. The existence of physical capital is also supported by the role of parents who are social capital. This is as shown by the concern of parents to provide means in cultivating literacy like books. As exemplified in the following interview.

"Books apart from the government, what from others? Yes, from the student's own parents, from the bookstore there seems to be, yesterday they needed us, the publisher is rich in cake names, it held a literacy competition, but what was included by the high class, class IV, V, VI was to make a synopsis so it was provided like a children's book bazaar choosing a book and then making a synopsis, so that's how the winner gets a prize".

Based on the findings of the research, it shows that the identified capital starts from physical capital, human capital and social capital. Here's the description.

Table 1. Capital in schools to cultivate literacy

No.	Type of Capital	Key findings
1.	Physical	The school has a text-rich environment outside the classroom, a text-rich environment in the classroom, and learning resource facilities.
2.	Humans	Teachers' competence in encouraging students to produce literacy works. Students also creativity as producers for text-rich environments.
3.	Social	Cooperation between school residents internally for collaborative literacy practice. The youth of partnerships with external parties both from the parents and other valleys from outside.

Patterns of access to capital by schools in cultivating literacy

The capitals that were subsequently identified began to be accessed in literacy cultivation. Access is carried out by school residents to carry out literacy cultivation in elementary schools. The concept of accessible capital as a resource mobilized for school literacy which includes physical capital, human capital, and social capital.

First, schools access physical capital by maximizing the advice and infrastructure that they have so far. Referring to the results of the interview that, *"The school already has a collection of 10,000 copies of books that have been arranged with DDC classification, barcodes and can be accessed and borrowed to read with computers"*. The school also strives to provide a reading corner for students in each class. On the other hand, the canteen environment can also be accessed for literacy by being filled with campaign poster text about food.

Physical capital accessed by the text word environment. Referring to the results of the observation that, *"The trees in the student garden are labeled with their Latin names, then large mading in the courtyard is planted for announcements, outside the classroom is displayed a place to display students' works"*. Physical capital is accessed not only by waiting from the external. Existing physical facilities and infrastructure have been optimized. Students are surrounded by texts throughout the school environment. This means that there is an inclusive pattern of physical capital access. Literacy is cultivated by using every corner of the school as a learning resource that can be accessed at any time.

Second, human capital shows access from school principals and teachers who encourage literacy movements. The principal pointed out that literacy is still rarely evaluated. This leads to diverse practices in each class. Referring to the results of the school principal interview that, *"We want everything to be like that, kadi teachers do it in various ways"*. These findings show that schools encourage their human resources to open up opportunities for literacy to be cultured in a diverse way. Like, Grade teachers play an active role in implementing a class-level approach. The findings confirm that school leadership that encourages sustainable reform is key to accessing the potential of teachers and students in accessing literacy development.

Third, access to social capital has been the most visible so far in cultivating literacy in schools. The school opens a network with various parties ranging from parents and other institutions. The involvement of parents is shown by their concern in donating books according to the grade level. Parents are involved through class associations. This parental involvement goes through the committee, referring to the results of the interview that, *"I appeal to the committee. Not directly to school. If you ask directly to the school, it's not possible, even though it's one of the cooperation with parents"*.

The reading materials that have been obtained are then organized by the teacher. Because books will be used according to the level of child development. Teachers also encourage social capital in other forms. Like the involvement of other schools that send volunteers for reading activities with students. Students are also invited to the Post Office to learn how to send letters directly. These findings show that social capital is accessed in cultivating literacy with a reciprocal pattern. Social capital is not in the same direction, parents want their children to be literate and other institutions want to help partnerships. This reciprocal, layered, and collaborative pattern of access reinforces limited resources when run by schools again.

Discussion

The discussion will focus on identifying capital in cultivating literacy and finding patterns of access to capital in building a literacy culture. The results of the discussion are indeed diverse, but researchers have tried to build the meaning of the phenomenon sourced from the data obtained based on the focus of the research. Because previous research showed that capital basically also has the function of mutual cooperation (Mikiewicz, 2021). Harmonious matters are discussed in the results of this study.

Each school has a different capital capacity. Previous research revealed that in Bordieu's concept of capital, what happens in schools is inseparable from the habitus of institutions that often produce capital inequality (Akhiruddin et al., 2025). Meanwhile, in this study, these three types of capital interact with each other and strengthen each other, forming a comprehensive literacy ecosystem in the school environment. This interconnection between capital in practice also brings a side of complexity in literacy management in schools. In line with previous research, the effectiveness of institutions in optimizing human capital also brings challenges for school principals in managing the success of

programs (Zerrad & Schechter, 2025). Therefore, strengthening social capital in the educational environment is essential to build the commitment and consistency of the entire school community, including managers, facilitators, communities, parents, and students, to support the sustainability of literacy programs (Handayani & Wicaksono, 2023). The active involvement of parents and local communities is crucial in supporting literacy activities at home and school, ensuring integrated and sustainable literacy initiatives in students' lives (Ahyar & Zumrotun, 2023). For example, parents can play an active role in guiding children to read at home, while schools can facilitate a literacy-rich environment by providing a variety of reading resources and encouraging collaboration between students (Farlidya et al., 2024; Maharani & Wahidin, 2022).

Human capital that can play a role in literacy also contributes to literacy culture. Human capital refers to the ability of individuals, including teachers and students, who collectively increase literacy capacity through increased competence and creativity (Fadli, 2020; Mardliyah et al., 2020). In this context, teachers with high pedagogic competence are able to design stimulating learning activities, while students' creativity is manifested in the production of textual works that enrich the school literacy environment. The human capital identified is in line with previous research at the basic education level that the role of teachers or school principals as human capital is the main key in designing the formation of other capital such as social capital in schools (Berhanu, 2024). In the context of these findings, adaptive leadership is the key to the orchestration of capital elements in cultivating literacy. On the other previous research, students become human capital who play the role of producers of literacy content, both through written works and oral presentations, which then become an integral part of the school's text-rich environment (Suwadi et al., 2016). Human capital then has an impact on the birth of physical capital.

Physical capital in school literacy can come from human capital and social capital, as shown by teachers' initiatives in creating text-rich environments and parental support in providing reading resources (Suwadi et al., 2016). A positive academic environment focused on literacy can help students become more proficient readers and writers (Wati et al., 2023). Optimizing comprehensive library facilities, equipped with a variety of books and digital resources, can stimulate students' interest in independent reading (Simbolon, 2023). The identified social capital is in line with the findings of previous research that show that in the basic education environment, social capital plays a critical role in driving the professional and creative behavior of teachers (Shi et al., 2023). In the context of this research, the network built in the institution is not just an administrative part. Social capital is able to trigger the process of knowledge sharing and increase collective efficacy in designing and maintaining literacy sustainability.

The findings above show patterns of access to capital in cultivating literacy in elementary schools. According to the school's findings, starting from optimizing the physical capital that has existed so far. The use of physical capital is strengthened by the development of a strategy for providing reading materials that are appropriate to the age of the reader, involving discussions between principals and teachers before the procurement of books

(Solihin et al., 2020). Increasing the number and diversity of quality reading resources, including textbooks and non-lessons, as well as digital learning materials, is also a priority to enrich the school literacy environment (Juminingsih, 2019).

Then human capital is finally accessed with a diversity of practices and leadership that is built. Previous human capital also includes teacher capacity building through continuous training in innovative literacy teaching methodologies and the use of educational technology to support learning. Leadership as a strong human capital is also essential in encouraging and maintaining literacy initiatives at all school levels, ensuring the consistency and sustainability of programs (Sukma, 2021).

Finally, social capital has become a capital that seems to be widely accessed in cultivating cultural literacy. Previous research has shown access to communities to be high in social capital as an investment that has an important long-term impact (Wibowo et al., 2024). Access to social capital involves collaboration between various stakeholders such as families, communities, and other institutions to create a comprehensive literacy ecosystem (Fatchurrohman, 2018; Mardiyah et al., 2020). Therefore, social capital can provide something new when schools have not been able to reach it in literacy. This cooperation through social capital expands the reach of resources and expertise that support the development of literacy culture, such as school-to-community partnerships or parental involvement (Nurjanah et al., 2025). On the other previous research, communities can be involved not only through physical assistance but also the contribution of social capital in the form of social networks, beliefs, and shared norms, which become investments for new resources (Stepy & Firman, 2020). Thus, the cultivation of literacy is the result of an orchestration that Bourdieu calls capital. This process is driven by human capital or leadership management by the principal which is also supported by access to social capital in the form of mobilizing expectations from the family (Poullaouec, 2021), and strengthened access to capital in the school institution itself (Ashiru et al., 2022).

Conclusion

Literacy has been encouraged as a sustainable education development landscape that requires capital. Each school has a different capital and needs to be identified in optimizing culture. Physical capital in order to enrich the environment so that it is rich in text. Human capital to encourage cultural variation by teachers and the importance of leadership that is able to encourage literacy sustainability. Social capital to form a network that will reach the involvement of the public from diverse backgrounds. In the end, capital identification can have implications in determining the sustainability and sustainability of literacy culture in schools. Suggestions from the results of school research should identify the capital they have to cultivate programs such as literacy. This research can be enriched by trying to explore how each capital works in cultivating literacy in schools.

Declarations

Author contribution statement

SMWA conceptualized and drafted the manuscript. MF contributed to refining the theoretical perspectives, data finding and analyzing. UAZ contributed to particularly focusing on the writing and methodology. WS contributed to reviewed and edited the manuscript. AA Contributed to Data Collection. All authors approved the final manuscript and were jointly accountable for its content.

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The data presented in this study are available on request from the corresponding author due to privacy reasons.

Declaration of interests statement

No potential conflict of interest was reported by the all author(s).

Additional information

This research did not require informed consent

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