School Literacy Movement Program Through Reading Corner In Elementary Schools

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ABSTRACT: The purpose of this study was to: 1. Describe the implementation of the School Literacy Movement Program through the Reading Corner; 2. Describe the supporting and inhibiting factors for the implementation of the School Literacy Movement Program through the Reading Corner; and 3. Identify effective solutions to improve the success of the School Literacy Movement Program through the Reading Corner. Descriptive qualitative research was used. The object of the study was related to the implementation of the School Literacy Movement through the Reading Corner. The subjects of the study included the principal, vice principal for curriculum, homeroom teacher, and students. Data collection techniques included observation, interviews, and documentation. triangulation of sources and techniques to evaluate the reliability of information. Data reduction, data presentation, and drawing conclusions are all included in the category of interactive data analysis. The results of the study show that: 1. The Reading Corner at SD Aisyiyah Unggulan Gemolong has succeeded in increasing students' interest in reading and building a sustainable literacy culture through the implementation of the School Literacy Movement (GLS) Program, 2. The success of the program is supported by active student involvement, collaboration between teachers, and community contributions, but is constrained by limited book collections, minimal teacher training, and lack of budget allocation, especially during the pandemic, and 3. The proposed solutions include improving the quality and quantity of books, involving parents and communities, developing varied activities, utilizing technology, establishing literacy clubs, and routine program evaluations.

Abstrak: Tujuan penelitian ini adalah untuk: 1. Mendeskripsikan pelaksanaan Program Gerakan Literasi Sekolah melalui Pojok Baca; 2. Mendeskripsikan faktor pendukung dan penghambat pelaksanaan Program Gerakan Literasi Sekolah melalui Pojok Baca; dan 3. Mengidentifikasi solusi yang efektif untuk meningkatkan keberhasilan Program Gerakan Literasi Sekolah melalui Pojok Baca.. Penelitian kualitatif deskriptif digunakan. Objek penelitian terkait pelaksanaan Gerakan Literasi Sekolah melalui Pojok Baca. Subjek penelitian termasuk kepala sekolah, wakil kepala sekolah bidang kurikulum, wali kelas, dan siswa. Teknik pengumpulan data meliputi observasi, wawancara, dan dokumentasi. triangulasi sumber dan teknik untuk mengevaluasi keandalan informasi. Reduksi data, penyajian data, dan penarikan kesimpulan semuanya termasuk dalam kategori analisis data interaktif. Hasil penelitian menunjukkan bahwa: 1. Pojok Baca di SD Aisyiyah Unggulan Gemolong berhasil meningkatkan minat siswa untuk membaca dan membangun budaya literasi yang berkelanjutan melalui pelaksanaan Program Gerakan Literasi Sekolah (GLS), 2. Keberhasilan program didukung oleh keterlibatan aktif siswa, kolaborasi antar guru, serta kontribusi masyarakat, namun terkendala oleh keterbatasan koleksi buku, minimnya pelatihan guru, dan kurangnya alokasi anggaran, terutama selama pandemi, dan 3. Solusi yang diusulkan meliputi peningkatan kualitas dan kuantitas buku, pelibatan orang tua dan komunitas, pengembangan kegiatan variatif, pemanfaatan teknologi, pembentukan klub literasi, serta evaluasi rutin program.

INTRODUCTION

Every teacher must be able to harness the unique and exceptional potential of each pupil. The learning process and demands and developments in globalization are considered important because they affect the improvement of the quality of society (Lestari, 2023). In this era of globalization, technological advances have a negative effect on education and students, resulting in students losing interest in reading and starting to use devices that offer various types of games, thus causing students' interest in reading to decrease (Dewayani, 2017). According to the Minister of Education and Culture's Regulation Number 23 of 2015 concerning Literacy Development, one of the creative measures the government has taken is to promote a literacy culture (Nurfadillah et al., 2022).

Although Indonesia's scores in science, mathematics, and literacy have improved, according to the 2022 PISA Survey, the low reading literacy scores indicate that challenges in improving students' basic literacy, such as low reading interest and dependence on teachers, require serious attention, including collaborative initiatives between communities, schools, parents, and the government to improve literacy standards through community-based literacy programs, teacher training, and distribution of relevant reading materials (Trianung et al., 2024).

The government's program for the school literacy movement is explained in Regulation Number 23 of 2015. The Ministry of Education and Culture is working to help students become better writers, readers, and speakers (Awalina et al., 2022). One of the literacy initiatives that can help develop children's character is the School Literacy initiative, becoming more interested in reading, and preparing for lifelong learning (Riyanti, 2021). Producing competitive, high-quality and productive human resources is the goal of the program (Wiratsiwi, 2020).

The creation of a reading space in the classroom is one of the steps taken to create a school literacy movement program that can boost kids' enthusiasm for reading. The reading corner, also known as "reading room", is used to store students' books at each level of the classroom (Nugroho et al., 2016). In the classroom, there is an area called the "reading corner", where books are arranged in an attractive way to attract students' interest in reading (Kurniawan et al., 2020). Through the reading corner, it can instill reading habits among students and improve reading culture in all aspects. This literacy emerged as a response to the library not functioning optimally (Sa'diyah et al., 2022). The reading corner aims to instill reading habits among students and create a reading culture in all related aspects (Khasanah, 2022).

Aisyiyah Unggulan Gemolong private school was chosen for this study because it has a literacy movement program, including a reading corner. However, unfortunately there are still classes that do not utilize the facilities and infrastructure regarding the reading corner such as in the third grade, regarding the limited number of books and bookshelves that are placed in a way that interferes with children's space for reading. Therefore, students are less interested in using it and research is needed to find out the best way to utilize the reading area at SD Aisyiyah Unggulan Gemolong to advance the School Literacy Movement. A study titled "School Literacy Movement Program Through Reading Corners in Elementary Schools" appeals to the researcher due to these reasons. It is anticipated that the results of this study will shed light on the ways in which reading corners are used at SD Aisyiyah Unggulan Gemolong to promote school literacy.

RESEARCH METHOD

The study used descriptive qualitative type and design. It was conducted at SD Aisyiyah The study employed a descriptive qualitative research design aimed at providing an in-depth understanding of the implementation of the *Pojok Baca* (Reading Corner) within the framework of the School Literacy Movement Program (*Gerakan Literasi Sekolah*). This research was carried out at SD Aisyiyah Unggulan Gemolong, with the focus of investigation directed toward how the *Pojok Baca* contributes to fostering students' literacy culture and supporting school-based literacy initiatives. The subjects of the study consisted of students as the primary users of the *Pojok Baca*, the homeroom teachers as direct facilitators, the vice principal of curriculum as the program coordinator, and the principal as the policy maker and supervisor of school programs.

The data collection techniques were systematically designed to obtain comprehensive insights.

1. Observation: Direct observation was conducted to examine the physical condition of the *Pojok Baca*, including the number, types, and arrangement of books available. In addition,

student engagement such as frequency of visits, duration of reading, and types of activities performed in the reading corner were carefully noted.

2. Interviews: Semi-structured interviews were carried out with multiple stakeholders including the principal, vice principal of curriculum, homeroom teachers, and students. These interviews sought to gather information on program planning, strategies for implementation, perceived benefits, as well as challenges and obstacles encountered. They also explored solutions adopted by the school community to sustain the literacy culture.

3. Documentation: Documentary evidence was collected to strengthen the findings, including school literacy policy records, book catalogues, schedules of literacy activities, photos of reading activities, video recordings, and transcriptions of interviews. This method ensured that both textual and visual documentation complemented field observations and interviews.

To ensure the validity of the data, triangulation techniques were applied. Method triangulation was used by cross-checking results from observations, interviews, and document analysis to obtain convergent evidence. Source triangulation was also applied by comparing the perspectives of different respondents—students, teachers, and administrators—alongside school records, in order to minimize bias and strengthen credibility.

The data analysis followed Miles and Huberman's interactive model, which involved three stages. First, data reduction was performed by selecting, focusing, and simplifying raw data to highlight aspects relevant to the literacy corner's implementation. Irrelevant or repetitive data were eliminated to maintain focus on the research objectives. Second, the data display was conducted in the form of narrative descriptions, tables, and categorized themes to present findings clearly and systematically. Third, conclusion drawing and verification were carried out continuously during the research process. Preliminary conclusions were formulated and then re-verified against the evidence through triangulation to ensure that they accurately addressed the research questions and objectives.

Through this detailed procedure, the study aimed not only to describe the operational aspects of the *Pojok Baca* but also to critically analyze its effectiveness, sustainability, and contribution to building a school literacy culture.

FINDINGS AND DISCUSSION
1. Implementation of School Literacy Movement Through Reading Corners

Despite several school activities being hindered by the epidemic, Pojok Baca's School Literacy Movement (GLS) program has been successful in cultivating a literacy culture among children. The objectives of this program are to reduce ineffective behaviors like using devices, raise enthusiasm in reading, and emphasize the value of literacy. Pojok Baca provides books according to the curriculum and student interests, supported by collaboration between schools and parents. The three literacy phases have been implemented successfully, demonstrating the program's usefulness. The habituation stage aims to increase students' excitement for reading by providing engaging books and reading materials, setting up a reading room, creating a text-rich environment, and encouraging the practice of reading fifteen minutes before class (Antasari, 2017). The activity successfully formed a reading routine that accustomed students to reading consistently. At the development stage, students were involved in building literacy skills through activities such as reading stories with intonation, discussing stories that were read, and writing stories in reading corner activities (Wandasari, 2017). In addition to improving students' literacy skills, this exercise also increases their creativity and activity levels. In addition, the learning phase, which uses textbooks and enrichment materials, keeps children interested in reading and improves their literacy skills (Hartati, 2020). Among these stages are improving writing and reading skills and integrating literacy into the curriculum. The consistent use of literacy stages, which also preserves the program's sustainability in promoting the school literacy movement, is evidence of the program's success.

Especially in schools that do not have a special reading area outside the library, the reading corner of the school literacy movement program is intended to make it easier for students to obtain reading sources. To stimulate students' interest in reading, the reading area functions as a useful mini library (Hidayatullah, 2019). Aspects that still need to be improved in the reading corner at SD Aisyiyah Unggulan Gemolong include:

a. Limited Relevant Book Collection

Students' interests are not fully reflected in the choice of books in the Reading Corner, this makes them less enthusiastic about reading. Irrelevant books cause a decrease in reading interest

and reduce student involvement in literacy activities. Purchasing books that are engaging and diverse is crucial to the School Literacy Movement's success (Suragangga,2017).
b. Inadequate Bookshelf Arrangement
The bookshelves in the reading corner are not well organized, which makes it difficult for students to find and choose books. The inefficient arrangement of the shelves affects the comfort and attractiveness of the reading environment for students. Students' interest in reading can be raised by creating a welcoming and well-organized reading space (Suragangga, 2017).
c. Lack of Variety in Book Types
The majority of the books in the Reading Corner's collection are fiction, while other types of books such as encyclopedias, biographies, or science books are still lacking. The diversity of book collections can enrich students' literacy experiences (Suragangga 2017). This lack of variety in the collection limits students from gaining broader insights beyond fiction, even though these insights are important for their development.

2. Supporting and Inhibiting Factors of the School Literacy Movement
a) Supporting Factors for School Literacy Movement
The primary factors influencing the School Literacy Movement's effectiveness at SD Aisyiyah Unggulan Gemolong can be explained through the involvement of various parties that support each other, as stated in the research results. This program involves students as the main subjects, families, and the surrounding community. The principal, teachers, and Reading Corner facilities in each class provide support for the success of the program, which aims to improve literacy skills and build productive reading habits through routine activities. The success of this program depends on students' internal motivation to read regularly, evaluate readings, and utilize the reading corner as an effective literacy source. The elements that contribute to the literacy movement's success at SD Aisyiyah Unggulan Gemolong include several crucial elements that reinforce one another, such as:
a. Students are the main subjects in learning, so the available literacy activities are expected to motivate them to develop. Students' internal motivation is very important to build good literacy skills. The success of the program depends on the active involvement of students, such as regular reading, evaluating reading, and utilizing the reading corner (Fanani et al., 2017).
b. Support is not only limited to schools, but also includes providing access to quality literature, program support, and moral support for students. Support from the community is crucial to the school literacy movement (Fanani et al., 2017).
c. Collaboration between students, communities, and families strengthens the literacy movement at SD Aisyiyah Unggulan Gemolong. This increases students' interest and language skills. By donating books to the school library or reading corner and encouraging reading activities at home, families help children succeed in literacy (Fanani et al., 2017).
b) Inhibiting Factors of School Literacy Movement
SD Aisyiyah Unggulan Gemolong found it challenging to implement the School Literacy Movement (GLS) due to online learning because it limited teacher-student interaction and the use of the Reading Corner during the pandemic. Literacy activities were replaced with independent assignments at home using printed and electronic reading materials as a solution. After the epidemic ended, in order to ensure the program's survival, in-person literacy programs were restarted. The SD Aisyiyah Unggulan Gemolong implementation School Literacy Movement (GLS) Program was hampered by several significant factors that influenced the success of the program, such as:
a. Lack of Teacher Training
One of the most significant obstacles to the School Literacy Movement Program's (GLS) implementation is the lack of teacher training at SD Aisyiyah Unggulan Gemolong. Limited training makes it difficult for teachers to develop skills to create literacy-based learning media that can help students understand the material effectively (Nugroho et al., 2016).
b. Lack of Quality Reading Resources
The minimal variety of quality reading sources is a significant obstacle in increasing students' interest in literacy. Students will have difficulty in developing their reading skills optimally without educational toys, teaching aids, and various types of supporting reading materials (Nugroho et al., 2016).
c. Budget Constraints to Support GLS Program

The limitations of school budget management are an obstacle in providing quality reading materials and teaching aids for literacy activities in schools. The lack of budget hampers the purchase of books and other literacy equipment, This may have an effect on how well the GLS program is implemented and limits students' opportunities to improve their literacy (Nugroho et al., 2016)

3. Solutions to optimize the success of the School Literacy Movement Program through Reading Corners

Through strategic actions involving students, parents, the community, and school elements, the Reading Corner at SD Aisyiyah Unggulan Gemolong optimizes the School Literacy Movement (GLS) program. To improve the program's success, students do a 15-minute reading assignment before class every day. This strategy includes optimizing the Reading Corner, adjusting the book collection based on student interests, literacy donations, teacher training, and recording and appreciating student reading. Break time is used for reading to build sustainable literacy habits. By considering various research results, To ensure the success of the School Literacy Movement (GLS) Program through the Reading Corner at SD Aisyiyah Unggulan Gemolong, a number of strategic solutions must be put into place can be carried out optimally, as follows:

a) Improving the Quality and Quantity of Book Collections

It is necessary to increase both the quantity and caliber of books in the school's Reading Corner. Currently, the book collection is still limited and less relevant, so adding books with themes that match the level of student understanding can provide new stimulation. Students' interest in reading is greatly influenced by the availability of books that are both relevant and engaging (Hidayatullah, 2019). Providing adequate bookshelves will help maintain tidiness and facilitate accessibility to reading materials (Aswat, 2020).

b) Involvement of Parents, Community, and Literacy Community

The implementation of GLS can be strengthened by actively involving parents, communities, and literacy communities. Parents can provide reading materials at home and motivate children to read regularly. Collaboration between parents and schools increases student involvement in literacy activities (Malawi et al., 2017).

c) Developing More Varied Literacy Activities

Creating activities enhances students' critical thinking abilities in comprehending the reading's content while also making learning more participatory. Many interesting activities can be added to the 15-minute reading exercise carried out before the start of class, such as making a summary of the book, having group discussions, or making posters based on the story in the book (Suwarni, 2021).

d) Utilizing Technology to Support Literacy

The use of technology is an important step, especially if a situation like the pandemic occurs again. The use of digital books and online literacy applications allows students to access reading materials from home (Nugroho et al., 2016). Teachers must receive training to utilize technology so they can provide effective support to students (Dafit et al., 2020).

e) Formation of Literacy Groups or "Reading Clubs"

Student involvement in literacy activities can be expanded through the formation of literacy groups or "reading clubs". Literacy groups increase student involvement and encourage them to become role models in schools (Hidayatulloh et al., 2019).

f) Routine Evaluation of Program Implementation

Monitoring the success of literacy initiatives requires regular program implementation evaluation. To guarantee the durability and applicability of literacy programs, program tactics should be modified in light of evaluation results. Use of observation, interviews, and simple surveys to measure the development of students' reading interests (Suragangga, 2017).

CONCLUSION

The sentence above makes it quite evident that the School Literacy Movement (GLS) at SD Aisyiyah Unggulan Gemolong through the Reading Corner has succeeded in fostering a sustainable literacy culture and increasing students' enjoyment of reading. Using the Reading Corner as the main source and a 15-minute pre-class reading routine, this program involves students, instructors, principals, parents, and the community.

Collective support from all elements of the school is key to the success of the program, with student involvement, teacher collaboration, and community contributions strengthening its implementation. A lack of funding for literacy-related activities, small book collections, and inadequate teacher preparation are some of the program's challenges. These obstacles became more apparent during the pandemic, when face-to-face literacy activities shifted online, limiting student access to the Reading Corner and interaction with teachers.

There are several strategic solutions to overcome obstacles and increase the success of GLS, including; improving the quality and quantity of books, involving parents and communities, developing various activities, utilizing technology, establishing literacy clubs, and routine program evaluations. Students' writing and reading skills will be improved through this program, which also aims to promote a culture of sustainable literacy, build a supportive and motivating learning environment. The GLS program through the Reading Corner not only supports students' academic development but also forms a character of love for science and literacy culture.

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