

# IMPLEMENTATION OF THE READING CORNER THROUGH THE SCHOOL LITERATURE MOVEMENT IN INCREASING STUDENT'S READING INTEREST IN ELEMENTARY SCHOOL

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**Abstract.** This study aims to determine students' reading interest through literacy movements in schools that implement reading corners in the classroom. This research was carried out at the Irsyadul Ibad Islamic Elementary School in Pandeglang Banten Province. The subjects in the study were fourth-grade students, totaling 40 students. The research uses descriptive qualitative methods, observation, and interviews as data collection instruments. The results showed that there was an increase in students' interest in reading after the implementation of the reading corner in the literacy movement at school. Students feel happy and comfortable in carrying out reading learning activities at school. The reading corner also impacts increasing the intensity of students' reading time because, through the implementation of the reading corner, students are given 15 minutes to read each before starting learning. Support for the literacy movement in schools is needed from various parties, such as teachers, principals, parents, and the community. Schools are expected to provide support for the availability of facilities and infrastructure to support the implementation of reading corner activities so that the reading corner has attractive decorations, a varied collection of books, and other representative supporting facilities. One obstacle in implementing the reading corner is students' boredom with reading. This happens because the concentration and focus of elementary school students are still easily distracted by playing activities, so teacher assistance is needed in this activity. Teachers must be facilitators and motivators for students in reading activities. In implementing reading corner activities, teachers are advised to carry out three activity stages: habituation, development, and literacy-based learning. A good literacy program must be balanced, and schools that implement a balanced literacy program must realize that each student has different learning styles and needs.

**Keywords:** Reading Corner, School Literacy Movement, Reading Interest.

## I. INTRODUCTION

Based on the results of the PIRLS (Progress in International Reading Literacy Study) research through evaluation activities on the reading ability of fourth-grade elementary school students, showing the results of the reading category, Indonesia ranks 45th out of 48 countries researched [1]. Furthermore, the results of a survey by the Program for International Student Assessment (PISA) published by the Organization for Economic Co-operation and Development in 2019 explained that Indonesia was ranked 62 out of 70 countries in terms of literacy degrees [2]. This means that Indonesia is in the bottom ten countries at the level of public literacy [3]. Meanwhile, the Indonesia National Assessment Program (INAP), which conducted research through evaluation activities on students' reading, mathematics, and science skills, showed that the value of reading skills in Indonesia was still at 46.83%, which means that students' reading skills in Indonesia are also still lacking [4].

Facing rapid technological advances requiring students' literacy skills, a curriculum that integrates six basic literacy skills is needed: literacy, digital, numeric, financial, science, culture, and citizenship. A basic form of literacy mastered by students is the ability to count, write and read [5]. Reading is one of the essential skills to have in daily life activities because all educational processes are based on the ability to read. The purpose of reading is to give a person a substantial experience through activities to obtain information and cognitive knowledge that is not yet known. Therefore, the ability to read in students is essential at school [6].

Reading is a form of literacy that provides space for thinking for the reader, with the final result having the ability

to think critically and solve problems. Therefore, it is hoped that elementary school students' basic literacy skills can be developed through the literacy movement, especially language, mathematical, and scientific literacy [7]. However, it is known that elementary school students have difficulty understanding the essence and meaning of the books they read. This is because reading interest in elementary school students is still low. After all, they are easily distracted by other activities, such as playing. For this reason, teachers and schools must innovate to encourage students' interest in reading in the form of a literacy movement in schools [8].

Through the Regulation of the Minister of Education and Culture Number 23 of 2015 concerning the growth of character, the government has encouraged the school literacy movement by giving elementary school students the obligation to read books at school. Books read are general but must have character values [9]. The school literacy movement is a social movement effort or participatory activity with collaborative support that involves school residents from various elements (starting from parents, students, teachers, school principals, communities, and other parties) as an effort to encourage students' habits to read effectively, routine before school starts [10]. It is hoped that cooperation from various parties can accelerate the success of reading habituation for students.

The school literacy movement is an effort carried out comprehensively and continuously to make schools a learning organization whose citizens are close to lifelong literacy activities through public involvement [11]. Schools must be able to form students with broad insight, think globally, and have an international perspective. One way to do this is to

develop a school literacy culture [12]. Facilities and infrastructure are indispensable in implementing literacy in schools. The existence of facilities and infrastructure can facilitate the delivery of the objectives of the literacy movement [13].

The purpose of the school literacy movement is to increase students' interest in reading. Changing reading habits into literacy and literary culture allows students to understand, listen, understand and use reading skills to recognize letter symbols and impacts students' writing and speaking abilities [14]. The school literacy movement is intended to invite students to like reading activities and improve reading skills through three stages, namely the stages of a) habituation, b) development and 3) literacy-based learning [15].

Schools must support and facilitate various facilities to increase students' interest in reading by utilizing the classroom as a reading corner [16]. In addition, other essential things in the literacy movement in schools also depend on the role of teachers as learning leaders, educators, mediators or learning resources and facilitators, as well as models and role models for students [17]. Teachers play an essential role in increasing student interest. Teachers can provide understanding to students about the benefits of reading books, significantly increasing students' knowledge, intelligence, and insight. Teachers can be good role models in reading activities for students. Therefore teachers must be able to guide students in the habit of reading according to the characteristics and learning styles of students [18]. So that students have a high interest in reading.

Interest is an impulse from the heart to the desire to do something. Interest significantly impacts what a person does because people generally do what they are interested in. Of course, this shows that interest is a person's conscious interest in something and is followed by feelings of voluntary and happy without any coercion [19]. Thus, reading interest is a feeling of pleasure towards reading and makes students want to continue reading activities without coercion from others. Moreover, with interest in reading, students will get new information, meaning, or knowledge from what is presented by reading material [20].

If students read something without having a high reading interest, the reading activity will not be done wholeheartedly, but if reading is done with their desires, then the student will read with all their heart [21]. The driving force for the rise of interest in reading is the skill of mastering reading techniques, which will encourage the growth of the habit of becoming a reading culture. Interest in reading developed early can be used to develop the school literacy movement [22].

Factors that can affect students' low interest in reading are a) the low motivation of students to read books other than textbooks, b) the low amount given by students' guardians/parents to buy books, c) financial ability to be able to buy books, because of the price of books. Expensive ones can reduce purchasing power which then affects the desire to read, d) fewer writers, authors, translators, and adaptations of books due to the low income received; (5) at least the number of libraries that can be accessed in general, 6) library

management is not good and still managed conventionally [23].

Implementing practical activities to increase student literacy interest can positively impact students, especially those related to the school literacy movement [24]. For example, one of the school literacy movements to increase students' reading interest, which can be done, is to innovate and utilize the reading corner in the classroom that functions as a small library or class library. The reading corner uses a corner in the classroom for reading activities equipped with a collection of books [25]. The reading corner will increase reading interest, resulting in a fun learning process for students with direct assistance from the teacher.

Presenting a reading corner in the classroom is a form of closer introduction to students about various reading sources that can be used as media, and learning resources, which will provide valuable experiences for students' reading activities to be more enjoyable. The reading corner is an attempt to bring the library closer to students. The reading corner is very useful in supporting the achievement the success of the learning process [26].

Students will use reading corners as a way to enrich their knowledge. Because from the initial interviews conducted with students showed that students were a low interest in reading and were disinterested in coming to the school library because they did not have time and felt bored in places that were less comfortable when reading in the school library [27]. This reading corner is expected to foster a love for reading in students during free time and at the beginning of learning so that reading habits can be trained a little from an early age [28]. Thus, a reading corner packaged creatively and attractively will generate student interest in reading.

A reading corner attractively designed as a classroom library with fun decorations will make reading an enjoyable activity. This will certainly encourage students to be comfortable visiting often, whether just reading during free learning hours or break time. In addition, students will be able to find reading sources that support learning in class so that students' reading interest increases [29].

## **II. RESEARCH METHOD**

This research approach uses a descriptive qualitative approach. Qualitative research tests hypotheses with data in words and can also collect and analyze narrative data. Qualitative research is the collection of data on a scientific background to interpret the phenomena that occur where the researcher is the crucial instrument [30].

Data were collected through observation and interviews. The instrument used to collect questionnaire data has been declared valid and reliable based on the results of the instrument trial [31]. The interview technique used is the in-depth interview. Interviews were conducted by asking about teachers' experience implementing literacy and science. Interviews were carried out until the data was saturated.

Data collection techniques obtained through interviews and documentation. The interview technique conducted were in-depth interviews. Interviews were conducted by asking questions about teacher experience in implementing literacy

and science literacy. Interviews were held until get saturated data. The research instruments were interview guides and documentation.

Observations made in this study were observations of the use of reading corners in increasing students' interest in reading. And this observation is used to find out an overview of the literacy movement in schools, the use of reading corners, students' reading interest, as well as other data needed in research. The interviews in this study were structured interviews, namely researchers conducted direct interviews with those concerned, such as school principals, teachers, and others. This research first prepared an interview guide in the form of an outline on the use of reading corners in the school. Documentation in this study is in the form of photographs and documents regarding reading angles and their use, data regarding school profiles, organizational structure, vision and mission, teacher and student conditions, infrastructure, and other documents related to research issues related to the utilization [32].

The results of interviews with school principals and peer-to-peer teachers are the same. Based on research interviews, the teacher's experience in developing literacy literacy and scientific literacy of students.

The validity of the data is done to check the validity of the data. Check the validity of the data through activities triangulation of time and resources. Time triangulation when interviews are conducted at different times but same question. Source triangulation is interviews with different informants, in depth in this study were peer teachers, students, and school principals. Data is analyzed with the Miles model and Huberman with 4 stages: collecting data, reducing data, concluding data, and creating report.

In collecting data using library research, this data collection technique is by listening and recording information from journals that are appropriate to this research. In analyzing the data, it is done by means of data reduction, data display and conclusion drawing so as to get a simulative picture of the study of literature to be developed in this study. In validating the data, researchers used triangulation of data sources.

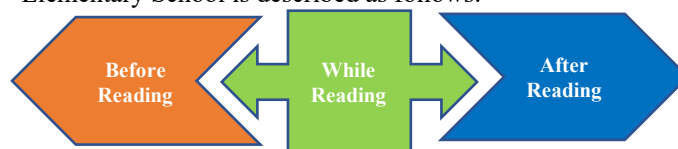
The data analysis technique with grounded theory study has the principle that the researcher builds a theory based on data obtained in the field which is interpreted and concluded inductively. In analyzing the data from this study, researchers used the Miles and Huberman model. Data analysis in this study took place continuously. Analysis of research data using the Miles and Huberman models. The components of data analysis are as follows, data reduction, data display, and conclusion drawing [33].

Based on the source, the data is divided into two types: primary and secondary data. Primary data is collected or obtained by researchers directly from the data source. Researchers obtain or collect secondary data from various existing sources [34]. The subjects in this study were fourth-grade students, totaling 40, at the Integrated Islamic Elementary School Irsyadul Ibad Pandeglang, Banten province. The research aims to determine the increase in students' reading interest through the reading corner in the school literacy movement.

### III. RESULT AND DISCUSSION

#### 1. Utilization of Reading Corners

This is done through three stages, namely: before reading, while reading, and after reading [25]. The flow implementation of research on the implementation of reading corners in the school literacy movement to increase interest in reading in students at the Irsyadul Ibad Integrated Islamic Elementary School is described as follows:



Picture. Reading Corner Implementation Flow

##### a) Before Reading

In the pre-reading stage, three activities were carried out: socialization and coordination with teachers and students on how to use the reading corner—second, motivating the importance of reading. Third, accelerating the reading corner into the school literacy movement. Fourth, the teacher chooses books appropriate to student learning in class. Finally, the five teachers, together with the students, interestingly decorated the reading corner, arranged the layout of the books, and decorated the bookshelf that would be used as the reading corner.

##### b) While Reading

At this stage, the implementation of reading activities begins to be carried out by students, and activities begin with the teacher and students agreeing on a joint visit to take advantage of the reading corner. Visiting activities begin 15 minutes before learning starts, then discussions and visits to the reading corner are carried out during learning. And finally, students visit the reading corner after learning ends. Teachers and students also set special visiting days every Tuesday and Thursday. The activities carried out by students while reading is: students write down the books they like while reading on the reading corner board, they can also exchange reading books with peers, and they can freely choose to read both fairy tales, history, and other books. In addition, students discuss their reading results and tell each other about the contents of the books they read. Students who regularly visit the reading corner will receive gifts from the teacher in the form of notebooks, reading books, and other learning tools. Evidence of student visits can be seen from the reading corner boards written by students and a list of books that have been read and discussed.

##### c) After Reading

At the stage after reading, students are directed to return the books they have read and tidy up the cabinets and the layout of the reading corner. Then proceed with summarizing, evaluating the text, and reflecting on the reading content. All these stages are guided by the teacher and are carried out every Saturday for 25 minutes. Finally, students will be asked to share their experiences using the reading corner.

After all, students have completed a summary of the readings that have been read, and the teacher evaluates by providing input on the results of the reflection. Finally, the teacher gives questions that can stimulate students' critical

thinking about the content of the reading. At this stage, the teacher motivates and encourages students to continue collaborating, communicating, and increasing creativity.

## **2. Benefits of the Reading Corner**

The results of interviews with students found that the use of reading corners had a positive impact on students [26]. Namely, it could instill the habit of reading books in students and increase reading interest. In addition, classroom reading corners bring diverse experiences for students, including:

- a. With a reading corner in the classroom, students' interest in reading increases. This is supported by the teacher's statement explaining that with a reading corner in the class, students often take advantage of their free time to read.
- b. The impact of interest in reading from the presence of a reading corner is obtained from the enthusiasm of students and the increased motivation to read as conveyed by students during reflection.
- c. Students' creativity is increasing because they often read literature related to art and skills and books of other knowledge available in the classroom reading corner. This is evidenced by the variety of students' works and reading resumes displayed on the wall magazine and the reading corner boards.
- d. The talents of students are developing. This is supported by a statement from the teacher explaining that many talents are found in students through a reading culture developed through the school literacy movement.
- e. The results of interviews with students also found that students were delighted with the reading corner because they felt closer to learning resources and could read books with their friends. In addition, they could compete in completing their readings and then retell them.
- f. Students also want to be able to continue to maintain and use the reading corner at school.
- g. Students also said that the reading corner made them feel confident and improved their communication skills.

## **3. Obstacles and Inhibiting Factors**

Based on the results of observations made, it was found that several inhibiting factors affect the use of reading corners, including the lack of space to create wider reading corners in each class and the lack of available types of books [14]. Therefore, students will feel bored if they continue to read the same book. Furthermore, students' enthusiasm for reading can decrease because students quickly feel bored with the books they have read. Therefore teachers must be able to play an active role and continue to motivate students to carry out reading programs patiently; teachers must continue to provide reading assistance to students and help student participants To overcome the problem of difficulties in understanding the contents of reading books. Teachers must also be able to continue to prepare varied reading books and permanently change the collection of books in the reading corner.

Based on observations on the existing reading corners of the literacy movement in schools, it was also found that the facilities and infrastructure were not optimal, such as a lack of

book collections, bookshelves with an arrangement that interfered with children's reading activities in the reading corner, lack of wall hangings in the reading corner so that it was not optimally in attracting students to come to the reading corner. Therefore, schools and teachers need to optimize facilities and infrastructure to be used as equipment for reading corners.

The stages leading to increasing students' interest in reading are closely related to the concept of AIDA (attention, interest, desire, and action) [24]. First, curiosity or attention to an object can generate a sense of interest or interest in something. Interest will cause stimulation or desire to do something (read). Finally, a strong desire in a child will generate a passion for continuing reading to meet needs (action) so that children always try to get reading to meet their needs.

The factor that can be an obstacle in implementing the use of reading corners is the role of parents because reading corners in class can be done with a limited time [8]. Most students' time activities are carried out at home, so increased reading interest at school will decrease again if parents do not have to mentor at home. Unfortunately, many parents are not yet fully capable of being good models for their children in early literacy development activities. According to the results of observations in the study, it was stated that parents often watched TV and played with gadgets rather than reading books. In addition, some students are still not fluent in reading. For this reason, activities can be carried out by asking students to collect books so that parents are more concerned with students' reading needs.

Students' interest in reading will not run by itself, but there is a need for self-awareness, habits, and practice consistently to read and the role of the teacher to encourage students to read. And this is inseparable from the quantity and quality of the reading material—external factors such as school and family environment [29]. The school environment is one of the factors that can increase students' interest in reading. Motivation from the teacher is needed. Students will respect and obey the suggestions and advice of the teacher. Family environmental factors can also increase interest in reading, one of which can come from the attention of both parents to the child, the availability of reading materials at home, and the teacher's motivation. Besides, it can be from the social factor with the surrounding friends.

## **IV. CONCLUSION**

As a learning facilitator for students, the teacher must continue to innovate in teaching. The role of the teacher in reading through the literacy movement in schools can also be carried out by guiding students in finding the right reading books, as a teacher facilitator must be able to provide services that facilitate the learning process. The teacher also has a vital role as a motivator for students in reading interests. The role of the teacher in the school literacy movement is to train students to create a sense of fun in students towards reading activities and develops students' literacy skills.

School support for the literacy movement in schools is also needed, mainly in providing adequate facilities and



infrastructure such as libraries, reading corners, and literacy habits that are carried out at the beginning of learning so that they can foster a culture of reading and writing literacy for students at school [4].

Understanding the development of the literacy movement in schools will make it easier for the school, both principals and educators, to carry out the process of developing reading corners in the classroom. In addition, the development of reading corners in every class in the school is expected to increase students' interest in reading. Therefore, the existence of appropriate development of the literacy movement in schools will have an impact on achieving the goals set effectively and efficiently.

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