IMPLEMENTATION OF READING CORNER UTILIZATION AS A LITERACY PROGRAM IN INCREASING STUDENTS' INTEREST IN READING IN GRADE 4 AT CILACAP 05 PUBLIC SCHOOL IN CILACAP DISTRICT

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Abstract: *Literacy is part of education that must be familiarized to students. Habituation is now a difficult thing to do, the existence of gadgets has a lot of impact on human life, especially on students. The implementation of reading corners can be a solution to these problems and the beginning of building a literacy program in the school environment, especially in each class. This study aims to determine the implementation of the literacy program by utilizing the reading corner for fourth-grade students. The research location is Cilacap 05 State Elementary School in Cilacap district. This research used a qualitative approach with a case study method. The subjects of this study included the principal, fourth-grade teacher, and five students. Data acquisition in this study used observation, interviews, and documentation. The data validity test used triangulation techniques and source triangulation. Data analysis techniques in this study are data collection, data reduction, data presentation, and conclusion drawing. The technical implementation of the literacy program is carried out every Tuesday before learning begins and during recess or during free time that students have and teachers use the reading corner for learning activities in class. The results of this study show that the implementation of the literacy program by creating a literacy program in the form of a reading corner in the classroom provides good results, seen by increasing students' interest in reading which is marked by students' actions to find reading, students' enjoyment of reading, students' interest in reading and habits related to reading.*

Keywords: *Literacy program, reading corner, reading interest*

INTRODUCTION

Education is an important thing that humans can utilize in preparing for their lives. Human characteristics can be formed through education. Education is one of the means to improve progress in human life because education provides a variety of knowledge for humans to achieve a good life. Education can provide broad knowledge such as literacy education which is part of education itself. Education is part of the country's national goals. Law on Education System National Education (Sisdiknas) No. 20 of 2003 concerning the National Education System, Article 1 paragraph (1) that:

"Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed by themselves, society, nation, and state." SIDIKNAS Law No 20 of 2003 (National 1982)

The Law on National Education mandates that education is a place that provides various things to develop students' potential, one of which is personality. Education is carried out by setting an example, building willingness, developing student creativity in the learning process, and developing a culture of reading, writing, and arithmetic for all Indonesian citizens. Education like this will make the mindset of each individual more focused.

Literacy skills are important for humans to have in improving their quality of life. Shihab (2019:55) explains that literacy is not only reading but managing information to obtain meaning after the reading process. Low literacy affects human resources who are not competitive due to a lack of mastery of science and technology. Palupi (2020:1) explains that literacy is the ability a person has in processing and understanding information during the reading and writing process. Literacy skills can empower and improve the quality of an individual. Every student must be accustomed to doing literacy, with literacy, students will get used to reading. The application of literacy should also not be monotonous and must keep up with the times to attract student interest.

The ability to read is the beginning of students' success in achieving achievement. Muhsyanur (2014: 10-11) explains that reading is a process of recognizing writing in

structured sentences so that the result of reading someone can understand the contents of the reading. Reading can make students get messages or information, understand the entire text of the information contained in the reading so that it can become intellectual knowledge, and add new insights that have not previously been obtained. Muyassyaroh (2022: 2) explains that beginning reading starts when children enter grade one of elementary school or when children are 6-7 years old. Reading can help students to understand materials and information at school, but in reality, students' interest in reading in Indonesia is still relatively low.

Reading interest is important in learning to improve intellectual and emotional intelligence in humans in life. Darmadi (2018: 152) explains reading interest as a strong desire accompanied by one's efforts to read and capture the meaning contained in the reading text. This reading interest requires guidance so that it can grow if there is a will within the student and from the encouragement of teachers and parents to determine success in mastering the subject matter. (Sari, et al. 2020) explains that interest in reading is an interest in student reading activities which is characterized by often reading their favorite books and textbooks. Increasing interest in reading can be done by making reading facilities that can attract children's interest in reading by making reading corner facilities in each class that are used to organize reading books or other learning resources.

This lack of literacy is influenced by low reading interest. Learning motivation can encourage students to do something consciously in achieving learning goals. (Priasti & Suyatno 2021) explains that in creating a literate environment that supports literacy programs, namely by establishing reading corners, libraries, and outdoor reading areas, schools can display student work such as poetry, and drawings, to beautify schools with literacy nuances. Students' motivation to learn will decrease if students have difficulty understanding the content of the reading that has been read and find it difficult to find information. (Maria Marczewska-Rytko et al. 2020) explains that familiarizing students with reading habits that are carried out every day will certainly have a positive impact on students. Reading must be instilled as early as possible that reading is one of the means to improve self-quality and motivation to love reading books to realize a literate generation of nations.

The existence of the reading corner is not to compete with the function of the library itself. The reading corner helps the library function to bring books closer to students. Jariyah (2019:27) explains that the reading corner is a mini library provided by utilizing the classroom corner as a facility and infrastructure in increasing students' interest in reading. Equipped with a collection of books arranged in an organized and attractive manner, the reading corner is one of the library's efforts. to bring books closer to students. Komariyah (2021: 189) explains that a pleasant reading corner atmosphere makes students like to be in the reading corner. Providing decoration in the reading corner in the form of pictures or words of reading motivation with lively color nuances can give students the spirit of reading so that they are interested in reading books.

The reading corner is one of the efforts made by the school library in creating reading habits for students. Andarini (2021: 43) suggests that presenting a reading corner or small library in the classroom is one way that can foster students' interest in reading. The presence of a reading corner in the corner of the classroom with a variety of textbooks and non-subject books neatly arranged on the shelves will attract students to increase their knowledge and insight. Books in the reading corner are part of library books that act as an extension of the library function. Risdayah (2020: 282) explains that in addition to increasing students' interest in reading, the reading corner can also be used as a tool for learning. A conditioned atmosphere will have an impact on good learning outcomes, just as a well-organized reading corner will have a good impact on learning.

The reading corner was created to support students' independent learning activities by providing opportunities to increase students' interest in reading. Akhyar (2021: 291) explains the purpose of this reading corner is so that students do not forget to read, sharpen their minds, and have confidence in conveying what they have read. Learning materials that are easy to understand will be interesting reading material for further reading. The collection of library materials in the reading corner must be adjusted both from the type of book and the grade level. Agustin (2021: 525) explains that the benefits of reading corners in the classroom can encourage students to love reading and have good thinking power and can cultivate reading routines. A good reading corner requires

good management as well to create a beautiful and well-maintained reading corner facility.

Reading skills play an important role in the learning process. Padmadewi (2018: 145) explains that the more someone reads, the higher the literacy skills and the greater the potential that is built. Through reading activities, students can add and deepen their learning. has been obtained from the teacher so that students' thinking power improves. (Nanazah Atika Sari et al. 2022) explains that explaining that the more reading, the more vocabulary will be obtained, and this can train someone to think critically. Fadhillah (2022: 28) explains that reading has many benefits, namely it can improve focus, memory quality, and concentration in children and increase vocabulary and knowledge in children. Doing reading activities is not always done when children start going to school but can be done from an early age at home.

Every student must have a different interest in something. (Fauzan Juliansyah and Rukmana 2022) This explains that in fostering students' interest in reading requires many related parties, especially the role of the teacher. A person's interest, especially interest in students, has an important role to continue to be developed according to their interests. Students who have a high interest or not can be seen from the interest indicators themselves, Andriani, A. (2022: 22) explains that interest indicators include feelings of pleasure, student involvement, attention in learning, student involvement in learning activities, benefits, and functions of the subject. Feeling happy about something, in particular, will show more enthusiastic action. Students who have an interest in an object will automatically pay attention to that object.

Observations that have been carried out by researchers show conditions that are not much different from previous studies. The low level of reading skills proves that the education process has not developed students' interest in reading properly. Activities that have been implemented in education are still lacking in reading activities in elementary schools, so school support is an important factor in children's learning motivation. Lack of support from schools will greatly affect children's interest in reading. Schools must provide good support, namely providing attention, comfort, and in the form of finance to support the literacy movement in schools. The phenomenon of low interest in reading makes researchers examine more deeply the efforts given by

teachers and school residents in utilizing the reading corner in each class facilitated by the school in implementing the literacy program through the reading corner.

RESEARCH METHODS

This research uses qualitative research. Yusuf (2016: 328) explains that qualitative research is research that emphasizes the search for meaning, understanding, concepts, symbols, and descriptions of a phenomenon. Qualitative research here can be interpreted as something that can capture events in the field by prioritizing the process rather than the results. This research uses a case study method, Creswell (2013: 20) explains that a case study is a strategy where the researcher examines more deeply in detail about an object, program, activity, or process involving a person or group. Case studies direct researchers to focus more on the problems found in the field to dig deeper into information so that more complete and accurate data can be obtained from respondents.

This qualitative research uses data sources through interview activities with the principal, grade IV teacher, and grade IV students selected based on the researcher's observation of literacy and will analyze interest in reading through the utilization of the reading corner that the teacher applies. Data collection techniques in this study were observation, interview, and documentation. This qualitative research instrument uses observation and interview guidelines. Data validity is an important part, qualitative research is considered valid if the data reported is by the data that occurs in the object of research. This qualitative research was conducted using source triangulation to check the validity of the data and used two triangulations in this study, namely triangulation of techniques and sources. Researchers use an interactive model analysis that refers to the concept of Milles and Huberman which includes *data collection, data reduction, data display, and data conclusion drawing/verification.*

RESULTS AND DISCUSSION

This research was conducted in class IV (four) of SD Negeri Cilacap 05 as the focus of the research. The results of observations and interviews supported by documents related to the implementation of the literacy program through the reading corner found data that

SD Negeri Cilacap 05 has implemented a reading corner in the classroom. The implementation of this reading corner has only reached the habituation stage and has not been carried out routinely every day. The habituation stage is more about preparing everything to make students interested in reading books. Data found that SD Negeri Cilacap 05 implements the literacy habituation stage by the rules made by the school.

The reading corner is one of the efforts made by the school library in creating reading habits for students. The program established by the principal strongly encourages the implementation of the use of the reading corner. In line with Andarini (2021:43) explains that the reading corner in the classroom is one way to foster interest in reading. The principal suggests that classroom teachers for the implementation of the literacy program through the use of the reading corner can explain to students about the reading corner and its use, such as getting them used to reading books by utilizing the reading corner in the classroom. The reading corner is expected to be used effectively, so the model arrangement is adjusted to the classroom conditions. The existence of a reading corner in the classroom makes students' access to reading books more accessible and can be used at any time.

The books in the reading corner are partly library books that act as an extension of the library function. The reading corner in the classroom makes it easier for students and teachers to read books. Komariyah (2021: 189) explains that the pleasant atmosphere of the reading corner makes students happy to be in the reading corner. Teachers assisted by library staff carry out activities to replace books in the reading corner with new book titles in the library so that students do not feel bored and can increase students' interest in reading. The implementation of literacy activities through the utilization of the reading corner is carried out once a week and for book replacement activities it is usually done once a month.

Teachers start literacy activities with students choosing books that they are interested in reading in line with (Fauzan Juliansyah and Rukmana 2022) explaining that increasing students' interest in reading requires many related parties, especially the role of the class teacher. The implementation of this reading corner has not been carried out routinely every day, such as before learning activities begin, during breaks, empty hours of learning, and in the free time that students have. Reading corner activities are carried

out before the learning activities are carried out, students read books taken from the reading corner in turn one by one and then read the book in the reading corner, some students sit in their respective chairs. Students learners who leave early have the opportunity to utilize the reading corner for literacy activities, but learners who leave in the afternoon carry out literacy activities during break time and in the free time that students have.

The reading corner increases students' interest in reading this is in accordance and line with (Nanazah Atika Sari et al. 2022) explaining that the more reading, the more it will train someone to think critically. Students take advantage of the break time with reading activities, usually, students continue reading that has not been completed in literacy activities. Students are not easy to read so from that students are said to increase their interest in reading. All students still do not take advantage of their free time to read, but students can be said to have achieved the indicator of enjoyment of reading because their free time is used to play alone, they take advantage of their free time to read books. Increased student interest in reading can be seen from the achievement of reading interest indicators. Andriani, A. (2022: 22) explains that interest indicators can be seen from feelings of pleasure, student interest, and student involvement in learning activities. Students feel happy with the literacy activities that have been carried out, children can add insight with reading activities. The feeling of pleasure towards reading shows students' interest in reading books. The reading corner makes students care about books, their free time is not used just to play but also to get used to reading. Interesting types of reading such as fairy tale books can create a sense of pleasure towards reading. The reading corner activity in the morning is when the learning activities begin, the teacher asks the students about the book they are reading, such as the title of the book, the contents of the book, and the characters in the book.

The goal is for the teacher to know the extent to which students are serious about utilizing the reading corner as a form of the literacy program. In line with Akhyar (2021: 291), the purpose of this reading corner is so that students do not forget to read and train students confidence in conveying what they have read. The utilization of the reading corner through literacy activities that are carried out has a positive impact on student

academic achievement in accordance and line with Padmadewi (2018: 145) explains that the more often a person reads, the greater the potential that is built. Communication skills students are increasing with the existence of literacy activities through the utilization of the reading corner. Students' attitude of trust has also increased, students are more confident when coming forward to tell the books they have read.

The research conducted by researchers shows that the implementation of the utilization of the reading corner has been carried out at SD Negeri Cilacap 05. The principal of SD Negeri Cilacap 05 provides policies to help implement the literacy program including providing a reading corner in each class so that they are always accustomed to reading books. Providing reading book facilities in the classroom corner is done so that students are closer to books according to the views (Priasti & Suyatno 2021) explaining that creating a literate environment that supports literacy programs can be done by establishing reading corners, libraries, and outdoor reading areas. Literacy activities are usually carried out within one hour for students to read books, one week is only carried out once but usually children take advantage of free time or break time to read in the reading corner.

Figure 1.1 Implementation of reading corner utilization

The implementation of reading corner activities in class IV (four) shows student activities in utilizing the reading corner in the classroom. The reading corner has textbooks and non-lessons, fiction and non-fiction books. The implementation of literacy is not only a reading activity but can be utilized as a form of learning activity in the classroom. On several occasions, teachers also utilize the reading corner as a means for learning activities, such as in Indonesian language learning. Risdayah (2020: 282), it is explained that in addition to increasing students' interest in reading, the reading

corner is also used for learning activities, such as in Indonesian language learning. All students have not used their free time to read, but students can be said to have achieved their free time to read but can be said to have achieved the indicator of enjoyment of reading because free time is not used for playing alone. During break time some students use the time for activities, and students always feel happy because every time students want to read.

Figure 2.2 Implementation of reading corner utilization in Indonesian language learning

Students retell the results of reading activities in front of other friends, the purpose of this activity aims to enable students to convey what they have read. This is in accordance and line with Muhsyanur (2014: 10-11) explains that the result of the reading process is that a person can understand the content of the reading. Students after finishing reading

the teacher evaluates by asking students again about what they read, the title, the content, and the characters to determine the level of focus and seriousness of students in utilizing the reading corner as a school literacy program. Teachers utilize the reading corner as a means for learning activities, so teachers include literacy activities in the learning schedule for 1 (one) hour.

Every activity carried out is expected to have a positive impact on students, but there are still negative impacts that arise in the implementation of activities. Negative impacts that arise can be used as evaluation material for further activities to be better and more directed. The reading corner has a lot of positive impacts on students' interest in reading according to and in line with (Maria Marczewska-Rytko et al. 2020) explaining that reading habits that students do every day will certainly have a positive impact on

students. Evidently at break time and time the free time that students have is utilized for reading. Students who read books in their spare time usually want to continue reading that has not been completed during reading activities.

CONCLUSIONS

The implementation of the literacy program that utilizes the reading corner in class IV (four) of SD Negeri Cilacap 05 has progressed to the habituation stage. The literacy program has been run to increase students' interest in reading. The creation of reading corner facilities has included the habituation stage. Reading corner utilization activities are carried out before learning begins and during recess or during students' free time. The utilization of reading corner in class IV (four) is also used for learning activities every day, for learning activities and utilization carried out, namely in the activity of students retelling what has been read to determine the level of student focus and evaluation to determine the seriousness of students in utilizing the reading corner.

The habits that have been carried out have several impacts, namely increasing students' interest in reading, which is characterized by students' actions to look for reading, students' enjoyment of reading, and students' interest in subject matter that is easy to understand will be interesting reading material for further reading, there is reading. There are supporting and inhibiting factors that arise in the implementation of the utilization of the reading corner. The implementation of the reading corner received support from the principal, students, and parents. The inhibiting factors for the implementation of reading corner activities are limited time so the implementation of reading corner activities is slightly hampered and the unavailability of special library officers and the availability of books are less varied and inadequate. The existence of this reading corner is to help make literacy activities at SD Negeri Cilacap 05 easier and of course support SD Negeri Cilacap 05 in literacy activities.

ACKNOWLEDGMENTS

principal and teachers of grade IV of SD Negeri Cilacap 05, are always welcome and always provide opportunities to do their best in this research. The fourth-grade students of SD Negeri Cilacap 05 have been enthusiastic about the implementation of the research. All parties who have provided support.

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