



Implementation of the Reading Corner in Cultivating Reading Literacy in MIN Maros Baru Students

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Abstract. This study aims to find out how the implementation, supporting and inhibiting factors and the process of monitoring the implementation of the reading corner program at Madrasah Ibtidaiyah Negeri (MIN) Maros Baru. This study uses a qualitative approach with the type of case study. Data collection techniques are observation, interviews, and documentation. The result of this study is that the implementation and monitoring of the implementation of the MIN Maros Baru reading corner program has been going well and effectively to be applied to elementary school students to foster a love for literacy from an early age. The implications of this study are: First, this article can be used as an idea for learning and implementing reading habits in the school environment. Second, elementary schools in South Sulawesi in particular to implement a reading corner program or the like to foster student interest in reading literacy.

Keywords: Implementation · Reading Corner · Reading Literacy

1 Introduction

Reading is one of the activities to explore and get information from the author. Wilson and Peters define that reading is a process of constructing meaning through dynamic interactions between the reader's existing knowledge, information expressed by written language and the context of the reader's situation [1]. Reading activity is the first step to gain knowledge. Reading is the gateway to the horizon. From reading activities, new things can be found. The more cultivating the reading movement in a person, it will be one way to open the door to achieve success in the future. In addition, with frequent reading, a person will more easily answer the challenges he faces. However, the reading culture in Indonesian society is still not going well. In the current era, it has been proven that the majority of Indonesian people, especially those who enter low nominations in terms of reading literacy. This is in accordance with a survey conducted by the Program for International Student Assessment (PISA) released by the Organization for Economic Co-operation and Development (OECD) in 2019. That Indonesia's literacy rate ranks 62 out of 70 countries participating in the selection from the result [2], It should be acknowledged that the low level of reading literacy in Indonesia is a problem that needs to be addressed.

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The Ministry of Education and Culture (Kemendikbud) through Ministerial Regulation number 23 of 2013 has launched a movement called the School Literacy Movement (GLS) to foster noble character through language. Literacy is a translation of the English word literacy, which is an adoption of the Latin word *littera* (letters) whose meaning involves mastering writing systems and how to obtain information [3]. This program involves various parties including students, teachers, parents and other education personnel. In literacy programs there are functional teaching, skills development to create literacy awareness among the community, to facilitate literacy as a mass movement [4]. Retnaningdyah also explained that school literacy is an activity for students to create people who like to read, write, listen and think critically based on the stages of habituation, development and learning [5]. Efforts made by the government have become one of the initial gates to foster reading interest in children, namely by cooperating with related institutions in bringing up literacy-related activities. Literacy is the ability to identify, understand, communicate, calculate, and use printed and written materials related to various contexts [6]. For this reason, the literacy program is not limited to any level in the education level in order to continuously increase the percentage of literacy among the community [7]. It is a great opportunity for educational institutions to implement the form of the School Literacy Movement in order to create an environment that likes reading with activities that are considered interesting, fun and of high quality. Because literacy is an activity that is connected with all fields of knowledge [8].

As has been implemented in MIN Maros Baru, namely the Reading Corner Program in every class. This program arose from the school's concerns regarding the low interest in reading in MIN Maros Baru students. The unrest is a complaint in the form of students who tend to prefer to play with their friends when they have free time without using it for useful things such as reading. Then came the initiative to implement the Reading Corner Program to improve literacy culture in children from an early age, besides that it was also a form of implementation of the Maros Regent's program to realize Maros Regency as a Literacy City. However, in practice, this program has not fully run optimally. Because considering the existence of supporting and inhibiting factors in its implementation. Starting from the limitations of available books and the need for maximum effort to foster a reading habit. Because in reality, there are still many students who are not motivated by the program. It can be seen from the students' free time in class, they are still not fully utilized for reading, but students prefer to play with their friends. These obstacles make the school as the organizer to continue to promote reading corners in classroom corners and strategic places in the MIN Maros Baru environment, one of which is in the school Gazebo. In addition, MIN Maros Baru also implements monitoring to evaluate the implementation of the program. This monitoring is carried out to find out how well the students' targets have been in reading the books provided. With this reading corner program, it is hoped that MIN Maros Baru students can be trained to love reading. This is where the role of the teacher as a second parent in the school environment is to guide and remind their students about the importance of reading.

The low reading literacy of the Indonesian people is caused by habits that are not applied from an early age. This low reading literacy has resulted in a decrease in the competitiveness of Human Resources because the mastery of information and knowledge is very lacking. It is impossible if the progress of the nation can be realized in the future

without being supported by progress in the field of education. Education is a long-term investment that is very valuable and of great value, especially for the younger generation who will determine the progress and decline of the quality of a nation [9]. This needs to be given action to foster interest in reading in children from an early age. It is not only the duty of the school but also the role of parents in providing facilities and guiding children to love literacy culture, especially reading.

The results of study related to the reading corner program to instill literacy in elementary school children have been carried out by several researchers. Iin Puspasari's study showed that habituation of literacy in the classroom was carried out regularly with a duration of 15 minutes before teaching and learning activities begin, which greatly influences students' reading interest. Especially with the arrangement of literacy facilities that were made interesting in the reading corner room [10]. Furthermore, study conducted by Hijrawati showed that the implementation of the literacy movement in the reading corner, especially in Baubau, was by getting into the habit of reading 10-15 minutes before teaching and learning activities began and when it was time for rest had become a daily routine. Students felt happy with the reading corner in the classroom, because they felt closer to learning resources besides that students also compete to finish reading in a story book which was then retold what they got from reading activities [11]. Furthermore, Pipit Puspitaningrum's study suggested that the implementation of reading corners in elementary schools has been going well. The teacher first coordinated the activities through assignments to each teacher. The existence of this reading corner could stimulate students' thinking to carry out reading activities in order to answer their high curiosity about the reading corner so that it was in accordance with the characteristics possessed by students [12].

Zakaria's study examined the implementation of the school literacy corner program using strategies, including; providing facilities or reading materials in every corner/corner of the classroom, adding to the collection of reading books in the literacy corner of the classroom [13]. Wahyu Kurniawan's study examined the implementation of reading corners in the MI Muhammadiyah Kartasura school environment which was a new thing or looking for a new atmosphere in the process of increasing student interest in reading at school because basically students ought to have support for reading and made the atmosphere comfortable in the process of increasing knowledge and adding insight [14]. Panji Hidayatullah's study examined the reading corner at Muhammadiyah Plus Elementary School Malangjiwan as a mini library in every class. This reading corner serves to familiarize students with reading books. Besides that, it was also one of the programs to eradicate ignorance [15]. Chairunnisa's study examined the Reading Corner Program conducted in the Student Creativity Program (PKM) had been carried out well at partner schools of Muhammadiyah University of North Sumatra, Medan. This program had aroused the interest of the community, both in the school environment and students' guardians, to improve the quality of Indonesian education, even though it had only started from a small scope [16]. Maryono's study stated that activities that could be carried out in developing literacy and scientific literacy were 1) reading story books 2) retelling reading books in front of the class, 3) writing in their own language experimental/practical activities from the beginning to the results of the experiment, 4) playing role according to the reading, 5) making a reading corner [17]. Zulfitria's study

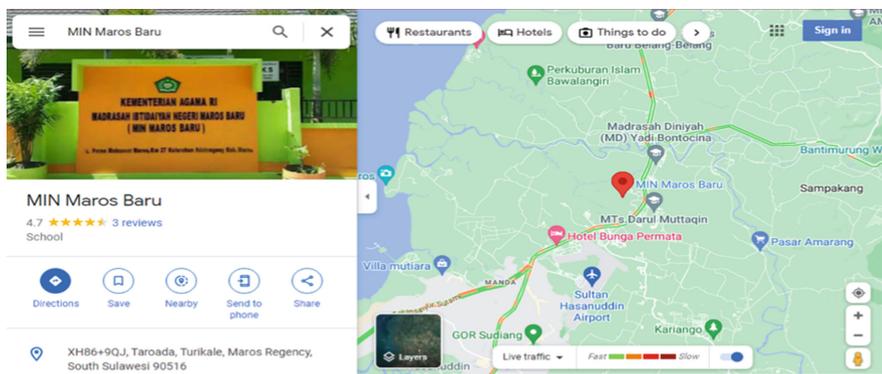


Fig. 1. Study Location

examined the reading corner, which was a program with a variety of useful activities to foster the spirit of reading and to make the school atmosphere conducive to reading [18]. Setri Yani's study examined reading corner activities to make students interested in reading often also had a positive impact on students, because it was good when students took part in reading corners [19].

2 Method

2.1 Type and Design

This study is a qualitative descriptive study. As for Nasution in Sarwoedi (2018) Qualitative study is a naturalist study where the researcher becomes the main instrument who goes directly to the field to obtain a data, a data by observation and interviews without any manipulation. This study focuses on student activities at MIN Maros Baru in implementing the reading corner school program. The researcher conducted this study in MIN Maros Baru, Turikale District, Maros Regency, South Sulawesi, Indonesia. Because I saw the enthusiasm of students in carrying out the reading corner program at school with the teacher with great enthusiasm. This study was conducted from August to September 2022 (Fig. 1).

2.2 Data and Data Sources

The data from this study are in the form of descriptions or images obtained through interviews, observations, and literature studies regarding the implementation of the reading corner program at MIN Maros Baru. There are two types of primary data sources obtained by direct observation and interviews and secondary data through library study derived from articles and journals that are related to the title.

Table 1. Questions asked

No	Questions
1	Is there a school program that focuses on inculcating a love of reading in students at MIN Maros Baru?
2	How is the application of the reading corner as a form of inculcating reading literacy in students at MIN Maros Baru
3	How enthusiastic are the students of MIN Maros Baru in participating in the reading corner program?
4	Are there supporting and inhibiting factors for the program to be implemented?
5	Is there any form of monitoring from the school related to these activities?
6	What is the form of supervision from the school to students in the implementation of the program?
7	Is there a separate evaluation from the school related to these activities?

2.3 Data Collection Techniques

2.3.1 Observation

The observation used in this study is direct observation. The researcher observed firsthand how the implementation of the basic reading program at MIN Maros was carried out. This observation activity was carried out to observe and find out how enthusiastic students were about the program.

2.3.2 Interview

This interview used a structured technique. The researcher conducted interviews with resource persons about how the implementation of the reading corner program at MIN Maros was, what factors influenced the program and how the monitoring of the program was carried out. The informants used as informants were the principal and several classroom teachers. The core questions asked are as follows (Table 1)

2.3.3 Literature Review

Literature studies were carried out to obtain ideas, as well as findings from previous books and journals that are related to the title raised.

2.4 Data Validity

The researcher uses triangulation techniques, triangulation techniques in this study are used to re-check the data from interviews with data from observations.

2.5 Data Analysis

Data analysis techniques used are data reduction, data presentation, and drawing conclusions. At the data reduction stage, it is carried out by selecting, or classifying the

study results. Meanwhile, data presentation is compiling coherent and clear data. And finally, the conclusion is drawn to conclude how the implementation and monitoring of the reading corner program at MIN Maros Baru is.

3 Result

3.1 Take Notes and Fill Out the Appropriate Assessment Instruments

This is the statement of the principal and teacher related to the observation and interview activities. “There is, at this school we apply a reading corner or a corner room for children to read in their respective classes. The background is the arena to familiarize children at an early age so that they have the will to read any book and support the regent’s program as a literacy city.”

“Alhamdulillah, for the implementation is going well, because there is assistance from each class teacher.”

“If there are supporting and inhibiting factors, they exist, for the supporters, because there is motivation from class teachers to each student, the same if in this school there are quite complete books such as fiction / non-fiction books, there are also reading journals and reading schedules too”.

“Yes, the form of monitoring from the teacher is through a reading journal. So each student has a journal to report what books have been read.”

“The form of evaluation is through a reading journal; it is evaluated at the end of each semester. In the past, before this program was introduced, students’ interest in reading here was still lacking, but with the initiative to make this program students make better use of their time in the reading corner that they set up themselves.”

Based on the results of interviews and observations made, that the implementation of the reading corner program to instill reading literacy in MIN Maros Baru students went well. This is in accordance with the results of direct observations by observing students in participating in the program as well as interviews with principals and teachers at MIN Maros Baru. Starting from the planning, implementation and evaluation stages need to be designed to the maximum. The reading corner program, which was held at MIN Maros, had several activities, including first, regular reading every day with a duration of 15 minutes. This routine reading is carried out in each classroom with learning resources in the corner of the reading corner. The books available are fiction books that are adapted to age levels (Fig. 2).

In making this reading corner design, the school involved students in making it, because at the same time it trains their artistic and creative souls to emerge. So that the design of the reading corner in each class is different, adjusted to the creativity of each class teacher and student.

The second is literacy Friday activities. Where, in this activity students take turns according to class to the library. And the activity carried out is reading, each student is required to take a book and read which will then be reported through their respective reading journals. Every reading literacy activity is carried out, there is always intensive assistance from the teacher and librarian, so that students can be well controlled (Fig. 3).



Fig. 2. Reading corner design in the classroom



Fig. 3. Literacy activities in the library

After each reading, students are required to fill out a reading journal because at the end of the semester there will be a joint evaluation related to monitoring the achievement of students' targets in reading books.

4 Discussion

Based on the researchers' findings related to the results of observations and interviews regarding the implementation of the reading corner at MIN Maros Baru. The researcher found that the reading corner program carried out at the school has been running since 2019. This program is an effort carried out so that the literacy culture can continue to run in order to improve the quality of education through the reading corner program. The existence of this reading corner program facilitates the process of teaching and learning activities. The principal also said that prior to this reading corner program, students were still very minimal in terms of their reading literacy and there was no motivation to improve reading literacy for each student. However, after the reading corner program

was introduced, students used their free time more to visit the reading corner in the corner of the classroom. Literacy carried out at MIN Maros is not only in the form of reading activities, but also making wall decorations containing motivational words. In addition, reading literacy which is carried out in the library every Friday also goes well and gets good enthusiasm from students. As for the books provided in each reading corner, they are regularly replaced once a week. This is in line with study conducted by Zakaria that there are various strategy activities to improve literacy culture in students, namely by providing facilities or reading materials in every corner/corner of the classroom, adding a collection of reading books and making wall writings.

Based on the explanation above, it can be concluded that the implementation of the reading corner program at MIN Maros Baru looks very effective to help increase students' reading interest. Because, in routine reading activities carried out by students, it can stimulate thinking and open new horizons for students. In addition, the decoration on the design of the reading corner in each class also attracts students to do reading activities in that place because it is comfortable, clean and beautiful.

5 Conclusion

Previous study related to the implementation of the School Literacy Movement was only limited to the form of implementation and the supporting and inhibiting factors. While this study also describes the form of monitoring from the school in the implementation of the reading corner program in elementary schools.

This study has limitations, namely related to informants who provide less detailed answers. Therefore, there is a need for further study that discusses the concept of implementing a reading corner, especially in MIN Maros. The results of the study on the implementation of reading corners for inculcating reading literacy in MIN Maros students should be monitored more regularly, for example at least once a week to find out the progress of students in literacy activities.

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