


# Implementation Of Reading Corner In Developing Reading Interest Of Grade 2 Students Of Sdn 5 Sigar Penjalin In The 2023/2024 Academic Year

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Article Info	Abstract
<b>Article history:</b> Accepted: 02 August 2025 Publish: 26 August 2025	<i>The purpose of this research is to determine how the reading corner is implemented to foster reading interest among second-grade students of SDN 5 Sigar Penjalin in the 2023-2024 academic year. Understanding and utilizing reading and writing is the primary goal of the reading corner as a teaching strategy. Second-grade students serve as research subjects for this study. This research is of a qualitative type. The results of the study show that the reading corner at SDN 5 Sigar Penjalin can enhance students' reading interest. The implementation of the reading corner at SDN 5 Sigar Penjalin involves several methods to help students develop their reading interest, including encouraging students to read before starting lessons, listening to stories, and reading to boost their interest in reading..</i>
<b>Keywords:</b> Teacher Competence Learning Outcomes Student Perception primary school	<i>This is an open access article under the <a href="#">Creative Commons Attribution-ShareAlike 4.0 International License</a></i>
	

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## 1. INTRODUCTION

Reading is one of the four Indonesian language skills, including reading, writing, listening, and speaking. These four skills are interconnected and interrelated, and each plays an equally important role in learning Indonesian. One type of reading skill is beginning reading. Beginning reading is a child's initial ability in reading. This beginning reading will later serve as a foundation for children to learn subsequent academic fields. (Taseman, 2021:139)

In society, many mothers are very worried that their children will not be able to read. In small conversations with parents who have young children, they are generally worried that their children will not be able to read when they enter elementary school, because most leading schools have criteria that children must be able to read when they enter elementary school.

Due to these concerns, many parents enroll their children in tutoring at an early age, not only in reading, but also in various tutoring programs for their children, which sometimes do not provide enjoyment for children as they should be given according to their developmental stage, but instead provide pressure for children and many children have problems due to the parenting style given by their own parents. (Sunanih, 38-39)

With this in mind, it's crucial to understand what elementary school children's reading actually looks like to provide insight to parents and teachers who need this information. This can then provide small solutions for their beloved children. In this context, it's certainly interesting to discuss the issue of elementary school children's reading within the context of the highly sensitive issue of child development: children aged 0-8 years develop rapidly across psychomotor, cognitive, social, emotional, linguistic, and religious aspects.

If the reading tradition among elementary school students is still a concern due to inability to read or slow learning, a specific strategy is clearly needed to improve it. Without serious efforts, students will constantly struggle with writing and reading, and the situation could worsen.

Therefore, whether consciously or unconsciously, reading activities require reading instruction from an early age, at least in kindergarten. This problem remains a distant dream.

Literacy mastery is crucial for student success in the teaching and learning process at school. Students who cannot read well have difficulty participating in learning in all subjects. Students have difficulty capturing and understanding information contained in various textbooks to support reading books and other written learning resources. Students absorb lessons very slowly. As a result, their learning is also slow compared to students who do not have reading difficulties. Reading for learning is absolutely necessary because it benefits students in self-development. Therefore, early reading instruction is necessary. By learning to read, teachers can help make Indonesians Indonesian. (lower class) is the initial stage of learning to read, the foundation that lower class students achieve for learning to read in class. (5 E-book: Djoko Saryono et al., 2017)

Reading is an easy way for us to master the world easily, to be able to compete with other countries. We need basic literacy as a provision for the younger generation, so peek into this world anytime and anywhere without any time limits by reading, because reading can open up knowledge about the world. (Muslimin, 2017.3) Instilling a reading culture in children must be trained from an early age. Early childhood will learn to read by knowing the letters of the alphabet then a series of letters of the alphabet into a word or sentence. At elementary school, teachers must have tricks to cultivate reading habits in students so that indirectly children will have good habits in learning activities in class.

The level of interest in reading among Indonesians can continue to grow, along with an understanding of the importance of reading and continuous practice. Therefore, people's reading speed of around 150-300 kpm will certainly increase in direct proportion to the development of science and technology. (Putra, 2008.5) The decline in reading rates is caused by the habit of Indonesians who prefer watching rather than reading. This habit is evidenced by children being asked about the titles of soap operas and television shows more often than being asked about school lessons and other story books. Therefore, students are more concerned with buying credit and data packages than buying books and going to the library. (Mursyid, 2015.11)

Reading and writing are literacy skills that marked the beginning of the history of literacy. Reading is the key to learning all knowledge. To develop reading and writing literacy, we need support, namely by providing reading materials to foster children's interest in reading. (5 E-books: Djoko Saryono et al., 2017)

Anyone who has attended school can certainly read, but most of them only read books when instructed by the teacher. It's rare for students to read out of a desire to do so. Therefore, schools provide facilities and regulations to encourage children to enjoy reading. Good habits are indeed difficult to develop, one way to do this (reading) is by making it a habit from the very beginning. School involvement is crucial in implementing a reading program for children. Developing a reading habit in schools is essential, not only to improve the quality of learning but also to develop students' abilities. Schools need to support the implementation of this habit by providing the necessary facilities to develop this habit, one of which is by creating a reading corner in each classroom.

For example, SDN 5 Sigar Penjalin is one of the educational institutions that implements a reading corner in every classroom. Furthermore, SDN 5 Sigar Penjalin not only has a reading corner but also has a dedicated reading time for all classes. For lower grades, because they are not yet fluent readers, the homeroom teacher guides them by reading stories or practicing reading. This is expected to develop a reading habit and even a deeper love of reading.

## 2. METHOD

The approach taken by the researcher in this study is a qualitative approach by Sugiyono stated that qualitative research method is a research method based on post-positivism or interpretive philosophy, used to research natural object conditions, where the researcher is the key instrument, data collection techniques are carried out by triangulation (a combination of observation, interviews, documentation), the data obtained tends to be qualitative data, data

analysis is inductive/qualitative, and the results of qualitative research are for understanding meaning, understanding uniqueness, constructing phenomena, and finding hypotheses. (Sugiyono.(2015,9).

In another opinion, according to Moleong, qualitative research is research that aims to understand the phenomena experienced by research subjects, for example behavior, perception, motivation, actions, etc. holistically and by means of description in the form of words and language, in a specific natural context. (Haris Herdiansyah. (2019,30).

From the description above, it can be concluded that this type of research is qualitative research with a focus on the application of reading corners in fostering the reading interest of grade 2 students. The research used is a qualitative case study, a research method that uses a qualitative approach to investigate and understand a particular phenomenon, event, or problem in a real context. This research focuses on an in-depth understanding of the case studied and involves the collection and analysis of qualitative data.

The data collection techniques used are:

a. Observation

Based on its purpose, observation is defined as a data collection technique that relies on direct or indirect sensing of the object being studied. This allows the resulting data to be descriptive of research *setting*, subjects, events and the meanings conveyed by participants. In this study, the researcher used participant observation techniques (*complete participant*) where in this study the researcher acts as an observer who is generally known by the research subjects (Sutikno P.H. Sobry, 2020)

b. Interview

An interview is a method used to gather information directly with an informant face-to-face to obtain complete and in-depth data. This means the informant is free to answer questions completely and in-depth, leaving nothing to hide. This method aims to make the interview feel like a conversation (Arsianto, 2011).

c. Documentation

Documentation is a method of collecting data for use in social research methodology in researching historical data, in the form of documentation data in the form of letters, memories and reports as well as diaries.

### 3. RESULTS AND DISCUSSION

#### 1. Implementation of a Reading Corner at SDN 5 Sigar Penjalin

A reading corner is a room located in the corner of a classroom, stocked with books, and serving as an extension of the library. This reading corner is a government initiative designed to increase students' interest in reading through the School Literacy Movement. The purpose of this reading corner is to train students to love reading and support the development of school literacy, as mandated by the government. Furthermore, schools are often unable to build libraries. Therefore, a reading corner is a small library located in a corner of a classroom, stocked with textbooks and storybooks appropriate to the age of the students. A reading corner can be simply constructed using simple materials and tools, thus minimizing the need for a large budget.

The purpose of the reading corner is to enhance and foster a reading culture among students. The Ministry of Education and Culture explains that this reading corner is used to introduce students to a variety of reading materials, which can be used as media and learning resources, and to provide an enjoyable reading experience for students, while also fostering a closer connection to books.

The management of the reading corner at SDN 5 Sigar Penjalin differs from that of a typical library. The library has a dedicated room for storing books, facilities, and a librarian. Unlike most libraries, the reading corner only has bookshelves; books are placed in each corner

of the classroom. There is no dedicated librarian; teachers in each classroom manage the reading corner.

From the results of observations made, SDN 5 Sigar Penjalin has a reading corner in each classroom consisting of children's reading books and bookshelves. The books available in each reading corner consist of non-fiction reading books that are adapted to the class level and are managed directly by the homeroom teacher, because this reading corner is a small library there are no special staff or special teachers who manage the library, in this reading corner students when borrowing books just take them in the reading corner without a library card to borrow books and the books can only be read in the school environment and cannot be taken home.

The reading corner is an effort to develop students' interest in reading through the use of a classroom corner as a small library. The reading corner is a manifestation of SDN 5 Sigar Penjalin's commitment through the reading corner in supporting the 15-minute mandatory reading movement designed by the government as stated in Permendikbud number 23 of 2015 through the reading corner it is hoped that it can instill in students to create a reading culture and habits of all things related to reading pleasure in addition, by reading pleasure children gain new knowledge and insights that will further increase their intelligence so that they are better able to answer life's challenges in the future.

In other words, the benefits of reading can improve self-development, fulfill intellectual demands, fulfill life's interests, increase interest in a field, know current things, open up the horizons of life for children, witness another world, the world of thoughts and reflections, and change children to broaden their horizons.

The reading corner is implemented with the taste of lower grade children's reading books mostly emphasizing pictures with less text because children are more attracted to pictures and striking colors, while upper grade children tend to prefer reading books such as comics, books about the Prophet and his Companions. In addition to reading materials that suit children's tastes, the reading corner also provides books supporting the school education curriculum in both fiction and non-fiction forms that include useful knowledge for children. Students at SDN 5 Sigar Penjalin are accustomed to putting the books they read back on the bookshelf so that the neatness of the reading corner is maintained.

The purpose of holding this reading corner is to support the 15-minute reading movement before the teaching hours begin, fill the free time after completing assignments from the teacher, and fill free time during free periods. Another benefit of the reading corner is to facilitate students from information and knowledge because there are still many children who are too lazy to visit the library because of the limited time during breaks, even then children have to be busy buying snacks in the school canteen. In addition, the reading corner is also a means to promote the library through the collections in the reading corner, there are still many children who come to the library because of the demands of assignments from teachers. Building and encouraging children's interest in reading because where previously children filled their free time by playing, now they can be diverted to positive activities, one of which is reading.

Students utilize the reading corner to foster their interest in reading. Reading activities to foster literacy in students involve several steps. First, reading activities are conducted before the start of class for 15 minutes. Second, reading activities are conducted 15 minutes before the Dhuhur prayer habit. For lower grade students, reading guidance is provided by the teacher or homeroom teacher for 15 minutes before recess. Third, books completed by students are recorded in a Reading Journal card.

The implementation of the reading corner at SDN 5 Sigar Penjalin has supported the government's program in the school literacy movement and also supports the 15-minute reading movement program before teaching hours begin, filling in free time when completing assignments from teachers, filling in free time during free periods.

## **2. Interested in reading at SDN 5 Sigar Penjalin**

The reading interest of participants at SDN 5 Sigar Penjalin is a form of school effort from the presence of reading corners in each class. According to Sardiman in his book, he said that interest is a word that cannot stand alone without an object, a person will know his interest if there is an object that is liked precisely what he likes. Interest will be seen well if they can find an object that is liked precisely and is directly related to that desire. Interest must also have a clear object to make it easier for someone to act and go towards the right object.

Reading interest is a desire, willingness, and drive within the student. Furthermore, reading interest drives us to feel drawn to and enjoy reading, gaining extensive knowledge through reading, whether through books or understanding written language. Reading interest is also a process within the child. Reading interest will grow when there is a willingness, desire, and drive from the student, teacher, or parent. Curiosity in reading material that interests each individual will lead to answers to their questions.

Reading is the key to understanding the world. Through reading, one learns about the world around them. Reading is a skill that requires continuous practice. One indicator of successful reading is the ability of students to retell the content of the reading, both verbally and non-verbally. The habit of reading should be instilled in children from an early age so they can gain new knowledge and insights they haven't previously heard. This is also done by parents and educational institutions in the surrounding community.

Reading interest also doesn't develop naturally if books are readily available, children see adult figures reading, or simply through reading campaigns, which instill awareness of the importance of reading. To develop a reading habit, one must love, be addicted to reading, and be curious about reading. To foster reading interest, books must be brought closer to readers and reading activities must be made engaging. Classroom learning needs to involve books relevant to children's worlds. School activities need to utilize and integrate children's reading books into their learning.

In this way, we must consciously open our minds that reading is a very positive thing that must be implemented and done continuously so that it creates a reading culture, especially since this school has provided a forum, namely a reading corner, so that it provides support to students to set an example when they are in the home environment. At SDN 5 Sigar Penjalin, led by Mr. Datu Atma Wadi, S.pd., said that an interest in reading must be instilled in children from an early age so that children get used to reading, because without reading children cannot master the material, their knowledge is limited and they do not know the outside world. Reading activities at SDN 5 Sigar Penjalin are carried out 15 minutes before learning begins by the homeroom teacher. The homeroom teacher will monitor reading activities and guide participants.

### **3. Efforts to Cultivate Reading Interest at SDN 5 Sigar Penjalin**

Reading habits are closely related to reading interest. To cultivate a reading habit, students must have a strong interest in reading. Just like reading habits, reading interest can be cultivated and nurtured from an early age, starting in elementary school. The efforts made by students in establishing reading corners have fostered children's interest in reading, and many children have been using their free time solely for play.

In conclusion, the author believes that reading interest at SDN 5 Sigar Penjalin has increased significantly. This is because many students have realized that books are important for reading. This is evident in the children's enthusiasm for using the reading corner. This enthusiasm then encourages teachers to add good reading materials and update existing ones. Going forward, it is hoped that this school program can be implemented in schools and at home to create a generation of readers who love reading.

Activities that can support the use of reading corners in schools so that students are interested in reading include:

- 1) Inform students about new books on the notice board at the front of the class.
- 2) Carrying out storytelling activities (story telling or storytelling hours) and filling in empty lesson hours.

- 3) Form discussion groups among participants guided by the homeroom teacher.
- 4) If possible, films can be screened at appropriate times. The films screened should also be appropriate to the educational needs of elementary schools.
- 5) Conducting reading guidance to support students' reading development according to the reading materials they are interested in and in an effort to continue to help develop their interest in reading.
- 6) Giving simple gifts to students who read diligently is proven by the many books written in the students' reading journals.

The involvement and role of teachers are very important in fostering students' interest in reading, teachers play an active role in instilling an interest in reading, instilling the importance of reading in life, especially to achieve success in school. By realizing the importance of this, they will be encouraged to carry out reading activities as often as possible, so that within children will arise the motivation to read because they have realized that reading is functional, namely a tool to achieve success in school, besides that children get entertainment. At school, teachers motivate students to read interesting books in the reading corner, teachers also motivate students to love books, teachers become role models for reading as an example at SDN 5 Sigar Penjalin.

Based on the results of the interview with the homeroom teacher, Mrs. Denek Bini Dewi Komala Ningsih S. Pd., explained that SDN 5 Sigar Penjalin has implemented a reading corner that fosters interest in reading and makes it easier for students to become reading sources to be used as media, learning resources, and provide a pleasant experience. She realized that the reading corner is a place used for students to be fond of and active in reading and learning, especially in Indonesian society where there is still a lack of interest in reading.

The effort was to encourage teachers and students to enjoy reading by establishing a reading corner at school, a small space within the school. Recognizing that doing good things like increasing reading interest requires leading by example, the principal began by setting an example for her students.

The researcher's observation that growing interest in reading is applied to all students, in each subject the teacher gets students used to reading first related to the material to be taught, the aim of this is to open the initial concept of students' knowledge of the material being studied, in addition to getting used to reading before entering the lesson material, the teacher also gives assignments to look for reading by visiting the reading corner, then students are asked to summarize the results of the reading.

In this way, students obtain the information they are looking for through reading activities. Students who benefit from reading will grow their interest in reading because they discover the importance of reading for themselves. The results of an interview with Mr. Atmawadi as the principal said that the activities carried out in the reading corner to foster interest in reading at SDN 5 Sigar Penjalin are divided into two categories, namely the lower class and upper class categories. After the author conducted observations, interviews and documentation obtained in the field, the results obtained regarding the implementation of the reading corner at SDN 5 Sigar Penjalin are as follows:

Cultivating interest in reading in lower grades is carried out after the teaching and learning activities are completed. 15 minutes of this activity is more focused on children who cannot read yet so that they can read using the ABACA Flash Card teaching method, in teaching children who cannot read yet are grouped into one group of seven children, each group has their own accompanying teacher, while children who can already read are also grouped and get a companion teacher too, but for children who can already read, they have the activity of reading story books in the reading corner and listening to stories read by their accompanying teacher.

#### **4. Supporting and Inhibiting Factors in Implementing Reading Corners in Cultivating Reading Interest**

This school always strives to continue developing literacy activities despite many obstacles, so that children get used to reading and those who cannot read/are not yet fluent in reading can become proficient and diligent in reading to be able to realize the desire for students to be diligent in reading because, Interest in reading must be fostered from an early age so that students are not carried away by the negative impacts of globalization which can make students prefer instant things.

The role of reading corners in fostering students' interest in reading is essential, as they provide essential reference resources and are supported by adequate resources and infrastructure. Therefore, every school should have a dedicated space designated as a library.

#### 1. Supporting factors for growing students' interest in reading

- a. The availability of sufficient books to read can be very helpful in the process of growing students' interest in reading.
- b. The provision of a comfortable reading place so that it can attract students' interest in reading.
- c. There is an example from a teacher who helps grow students' interest in reading.
- d. Encouragement from the family environment to cultivate reading.
- e. Knowing the benefits of reading so that students' interest in reading grows and increases well.

#### 2. Inhibiting Factors in Cultivating Students' Interest in Reading

- a. The abundance of entertainment makes students lazy to read and prefer to play, especially nowadays when people prefer to play games on their cell phones.
- b. The lack of interesting reading material makes students bored.
- c. The inadequate availability of reading corners makes students reluctant to visit the library or reading corners that have been provided.
- d. Students' lack of interest in reading.
- e. The benefits of reading cannot be felt directly.
- f. The collection of reading corners is still weak and not yet directed.
- g. Limited provision of facilities and infrastructure for reading.
- h. The high price of books felt by the general public thus hampers the growth of interest in reading.
- i. Reading activities are not conducive
- j.

#### 4. CONCLUSION.

The results of the observations made that SDN 5 Sigar Penjalin has a reading corner in each classroom consisting of children's reading books and bookshelves. The books available in each reading corner consist of non-fiction reading books that are adapted to the class level and are managed directly by the homeroom teacher, because this reading corner is a small library there are no special staff or special teachers who manage the library, in this reading corner students when borrowing books just take them in the reading corner without a library card to borrow books and the books can only be read in the school environment and cannot be taken home.

The results of the study show that the reading corner at SDN 5 Sigar Penjalin can foster students' interest in reading. The implementation of the reading corner at SDN 5 Sigar Penjalin applies several methods so that students develop an interest in reading, including getting students used to reading before starting learning, listening to stories and reading to increase students' interest in reading.

#### 5. SUGGESTION

Based on the results of this study, the researcher presents several suggestions, namely as follows:

##### 1. For Writers

We are expected to always strive and never give up in whatever we strive to achieve. Don't forget to always be confident and optimistic, putting your efforts and trusting in Allah SWT.

##### 2. For Teachers

It is hoped that teachers in particular will remain enthusiastic in guiding and teaching students in raising motivation so that everything taught to students will be good knowledge for students and our deeds in the future and become a source of pride for ourselves because we have been able to educate and teach students well.

### 3. For Students

Students are expected to increase their enthusiasm and motivation for learning. They are also expected to read frequently, as reading is a window to the world, and without it, we will never know or understand the world.

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