

# INCREASING STUDENTS' READING INTEREST THROUGH READING CORNER (DULO ITO MO BACA) AT SDN 90 SIPATANA INDONESIA

Andre Saipi  
[andisaipi12@gmail.com](mailto:andisaipi12@gmail.com)

Ananda Anastasya Akili,  
[anandaanastasyaakili2002@gmail.com](mailto:anandaanastasyaakili2002@gmail.com)

Winda Febriani Lapadang  
[windalapadang2002@gmail.com](mailto:windalapadang2002@gmail.com)

Rina Umayu  
[rinaumaya02@gmail.com](mailto:rinaumaya02@gmail.com)

Abdul Rahmat  
[abdulrahmat@ung.ac.id](mailto:abdulrahmat@ung.ac.id) ,

Rusmin Husain  
Elementary School Teacher Education Study Program Student,  
Faculty of Education, Gorontalo State University, Jl. Gen. Sudirman No. 6 East Dulalowo  
Email: [rusminhusain@ung.ac.id](mailto:rusminhusain@ung.ac.id)

## ABSTRACT

The purpose of this research is to increase students' interest in reading, to introduce students to a variety of reading sources to be used as media, learning resources, and to provide an enjoyable reading experience. Based on observations made on October 10 2022, SDN 90 Sipatana had just been renovated so a reading corner had not been made yet because the principal of SDN 90 Sipatana had just moved and there were also several classes which did not yet have a reading corner because the school had just been renovated. After we found out that there was no reading corner in class V, so we decided to make our project, namely a literacy corner (reading corner). This study used qualitative research, in this study, data collection through observation, interviewing students using a questionnaire (instrument), then processing the data and making conclusions about how enthusiastic the fifth grade students at SDN 90 SIPATANA are in reading books. After conducting interviews and observations of the homeroom teacher for class V SDN 90 Sipatana, we then distributed questionnaires to students to find out the reading interests of class V students at SDN 90 Sipatana. Questionnaires were distributed to 28 students present, the questionnaire consisted of 10 questions that had to be filled in by students.

**Keywords:** Reading Corner, Reading, Interest in Reading, Creativity.

## INTRODUCTION

The importance of reading for successful learning is clear, however, several studies have shown that interest in reading among Indonesians is still low. Reading is a mandatory activity for students. Students who like to read have extensive knowledge and understanding. In addition, students who read diligently have the ability

to think critically. Therefore, all parties, especially schools, must make breakthroughs to increase students' interest in reading. The most appropriate program is to improve reading skills in the school environment. Basically reading is to get information. Reading performance increases when the required information is predetermined. The required information is called focus information. Therefore, information focus is the most important information contained in the reading text.

The results of previous research According to Rahayu and Iskandar (2022), school culture is important to be applied to every school because it is the identity of the school. Setyowati et al. (2021), Sundoro (2016), Keizer, Pringgabayu (2018) previous research which provided results regarding an effective school culture. According to Rahayu and Iskandar (2022), school culture is a characteristic of educational institutions that characterize educational institutions and describes these educational institutions as well as the norms and values that become a reference in words and deeds. The results of previous research according to Lestar and Ain (2020) show that the implementation of school culture through religious culture, independence, nationalism, a culture of social care and a culture of caring for the environment can implement character building. That meets the needs of the curriculum and the needs of society.

According to UNESCO "United Nations Educational, Scientific and Cultural Organization", literacy is a set of real skills, especially literacy. According to Hangg (2016), literacy can be a way for students to know, understand and apply the information they receive at school. Reading is one of the four language skills. Reading is a critical creative process in which the reader processes what he reads to gain a thorough understanding of what he reads, and then evaluates for himself the circumstances, values, functions and implications of what he reads. According to Dalman (2013), reading is a process of critical, interpretive, literal, and creative understanding of the contents of the reading with the aim of obtaining as much information and understanding as possible. Indonesia ranks 62 out of 70 countries in terms of literacy rates or is included in the top 10 countries with low literacy rates (Based on the Program for International Student Assessment (PISA) study published by the Organization for Economic Co-operation and Development (OECD).) in year 2019). In the last five years (2016-2020), the reading interest index in Indonesia which was updated by the National Library of Indonesia on 2 February 2021 has experienced a slight increase; 2016 (26.5), 2017 (36.48), 2018 (52.92), 2019 (53.84), 2020 (55.74). Based on field data at SDN 90 Sipatana, students' interest in reading is still low, especially in grade V. On average, 50% of the results of the questionnaires distributed are presented. Therefore, we researchers created a Literacy Culture Program at the Reading Corner (Dulo Ito Mo Baca).

The purpose of this research is to increase students' interest in reading, to introduce students to various reading sources that they can use as media and learning resources, and to provide enjoyable reading.

## **METHOD**

Quantitative research was used in this research. According to Angrito and Setiawani (2018), qualitative research is research based on the philosophy of postpositivism because it is used to study the state of natural objects. In qualitative research, the researcher is the main research instrument. Qualitative research, according to Angrosino & Rosenberg (2011; Becker, 1996; Kirk, 1986), is a clear tradition in the social sciences, which is essentially based on observing people in their own environment and in relation to these people . People. , their language and terminology. .

In this study data collection was carried out through observation, question and answer students using a questionnaire (instrument), then data processing and conclusions about the enthusiasm of grade 5 students at SDN 90.

In this study, data collection was carried out through observation, interviewing students using a questionnaire (instrument), then processing the data and making conclusions about how enthusiastic grade 5 students at SDN 90 SIPATANA were in reading books.

## **RESULTS AND DISCUSSION**

The reading corner is a room located in the corner of the classroom which is equipped with a collection of books and serves as an extension of the function of the library. Through the reading corner, students are trained to get used to reading books, thus making students like reading.

Reading is the first step for someone to go to other language skills. Reading activities need to be improved from an early age so that students can get used to reading activities. By reading, we mean translating, interpreting signs or symbols in a language understood by the reader. The concept of education adopted in our country is the concept of lifelong education (Life Long Education). This is in line with the obligation of every human being to always learn from birth until the end of his life.

The activity was carried out on October 10, 2022. We conducted an interview with Farida Indriani's homeroom teacher regarding discussing a reading angle that did not yet exist in class V SDN 90 Sipatana, homeroom teacher Mrs. Farida Indriani explained that the SDN 90 Sipatana school had just been renovated to become a reading corner which had not been made yet because the principal of SDN 90 Sipatana had just moved and there were also several classes which did not yet have a reading corner because the school had just been renovated. After we found out that there was no reading corner in class V, so we decided to make our project, namely a literacy corner (reading corner).

After conducting interviews and observations of the homeroom teacher for class V SDN 90 Sipatana, we then distributed questionnaires to students to find out the reading interest of class V students at SDN 90 Sipatana. Questionnaires were distributed to 28 students present, the questionnaire consisted of 10 questions that had to be filled in by students. After we took back the questionnaire that had been filled out by the students to see if it had been filled out correctly. Then the observation results are processed by calculating the results of student responses using the percentage formula of the questionnaire results according to (Sugiono, 2008).

### **Efforts of Class V Teachers in Utilizing Reading Angles to Grow Students' Interest in Reading.**

The reading corner is a room located in the corner of the classroom which is equipped with a collection of books and serves as an extension of the library's function. Through the reading corner, students are trained to get used to reading books, thus making students more interested in reading the book. Having a reading corner makes it easier for students to read the books they want without having to visit the library to buy them first.

The teacher's efforts to use the reading corner in class V at SDN 90 Sipatana have yielded satisfactory results. Students become more fond of reading, students will also read books without being asked by the teacher or read only when there is an assignment. The many efforts that have been made by us have yielded results in the process of fostering students' interest in reading.

After conducting the research, we found findings about how teachers' efforts in utilizing reading corners to foster students' interest in reading in class V SDN 90 Sipatana. So there are some of our findings, namely as follows:

- a. Encourage children to tell about what they have read. We have made our efforts to foster students' interest in reading in various ways, including encouraging children to retell the contents of what they have read. Students really need encouragement in the form of support and directions from the teacher to be more fond of reading, reading books, not just reading them and then closing them. So in cultivating an interest in reading the teacher not only asks students to read and then closes it again, but students must be asked to

have the courage to retell the contents of the book they have read. That way students will seriously read and remember what they have read.

b. Exchange books with friends.

One of the efforts to foster students' interest in reading is by exchanging the books they have read with friends and relatives. Based on the results of observations that have been made, students' interest in reading grows after exchanging books with their friends. This is because students have more opportunities to read the books they want and students are richer in knowledge, providing books that interest students' reading interest. Basically, elementary school level students are still in the boredom phase, so students need lots of reference books. different to read. Not only story books, but also must contain learning books, provide reading time. A sign that students' interest in reading has grown is to see that students read without being asked, and students take the time to read in their free time. As the author found during his research at SDN 90 Sipatana, we concluded that there were students who were reading during free hours or during recess. Therefore, the teacher's efforts in cultivating students' reading interest by utilizing reading corners can be carried out by students, giving gifts or rewards as a sign of an award for achievements that have been owned is a special happiness for students as was obtained by the author when conducting research at SDN 90 Sipatana, we conclude from his findings that teachers always try to give prizes to students, so that children are always enthusiastic about reading books.

### **Obstacles in growing interest in reading by utilizing the reading corner at SDN 90 Sipatana**

The lack of classrooms is one of the obstacles in using the reading corner at SDN 90 Sipatana. Because it is better if in spatial planning you have to design a placement plan by paying attention to lighting, air circulation, safety and comfort of students, the lack of variety of books or limited books, the lack of interest in reading in children can also be due to the absence or lack of facilities for these activities. At home parents may not provide quality reading books so that children are not introduced to reading activities, students who do not like to read. Rahim (2005) said that even though they do not have visual impairments, some children have difficulty learning to read.

This can happen because their ability to distinguish printed symbols has not yet been developed, such as letters, numbers, and words, for example, children cannot distinguish b, p, and d. Auditory discrimination is the ability to hear similarities and differences in language sounds as an important factor in determining a child's reading readiness.

### **Efforts to overcome obstacles in fostering students' interest in reading by utilizing reading corners**

According to Muhammad Hamid (2015) Decorating a reading corner neatly and beautifully The reading corner is designed with an attractive appearance so that students are more interested in reading the book, the basic materials used to make a reading corner use simple tools and materials so it doesn't require too much money. big. The basic material used is an unused table at the back of the classroom. The table can be used as a reading corner to minimize expenses and take advantage of unused materials in class.

The school is increasing the library budget. As a solution or problem that causes low interest in reading, especially in children and adolescents, it is necessary to carry out cooperation between related parties such as the government, educators, as well as parents. Provide motivation and encouragement Early childhood really needs encouragement and enthusiasm from their parents and teachers. Motivate children and explain to them the importance of this activity, so they will understand more about the benefits of reading.

## CONCLUSION

The reading corner is a room located in the corner of the classroom which is equipped with a collection of books and serves as an extension of the function of the library. Through the reading corner, students are trained to get used to reading books, thus making students like reading. It is very clear the importance of reading for student success, however, several surveys have shown that Indonesian people's interest in reading is still low. Reading is a mandatory activity for students. Students who like to read will have broad insights and knowledge. In addition, students who read diligently will have the ability to think critically. Therefore, there needs to be a breakthrough from all parties, especially the school to increase students' interest in reading. The most appropriate program is to cultivate literacy in the school environment.

## ACKNOWLEDGMENTS

I realized that without the help and guidance of various parties, it was quite difficult for me to complete this research. Therefore I would like to thank Prof. Dr. Abdul Rahmat, S.Sos.I., M.Pd and Dr. Hj. Rusmin Husain, S.Pd., M.Pd as lecturers in school-based management courses, S1 Elementary School Teacher Education Study Program which accommodates researchers in completing school-based management course projects.

## REFERENCE

1. Agustina, N., Ramadhani, IS, & Enawar. Reading Corner Literacy Movement Analyst Against Reading Interest in Grade 4 SDN Bojong 04. *Journal of Education and Counseling*. Vols 4(5), 200-202. Link <https://journal.universitaspahlawan.ac.id/index.php/jpdk/article/view/6895/5201>
2. Anjarrini, K., Rindaningsih, I. (2022). The Role of the Principal in Building School Culture as a School Feature at Mi Muhammadiyah 1 Jombang. *Journal of Management and Basic Education* , Vol 4, (2), ,453-472 . Link: [file:///C:/Users/Acer/Downloads/1952-Article%20Text-4544-1-10-20220712%20\(1\).pdf](file:///C:/Users/Acer/Downloads/1952-Article%20Text-4544-1-10-20220712%20(1).pdf) .
3. Aprilia, TR, Siyamto, Y., & Nugroho, S. (2022). Improving Reading Literacy of Elementary School Students Through the 3M Movement and Reading Corners. . *Journal of Scientific Teaching Campus*. Vols 2(2), 130-132. Link <Http://Journals.Alptkptm.Org/Index.Php/Jikm/Article/View/42/29>
4. Arina, Alif. V., Magdalena, I & Fadilah, Ahmad. A. (2022). Implementation of Character Education Through School Culture at SD Amanah, Tangerang City . *Journal of Management and Basic Education* , 2(4), 390–396. Link: [file:///C:/Users/Acer/Downloads/493-Article%20Text-972-1-10-20220802%20\(1\).pdf](file:///C:/Users/Acer/Downloads/493-Article%20Text-972-1-10-20220802%20(1).pdf) .
5. Dajani, S., Hanafi, YR, & Rahmat, A. (2021). Improving Students' Beginning Reading Ability Through the Scramble Method in Class II of SDN 3 Tibawa, Gorontalo Regency. *\_Aksara: Journal of Non-formal Education\_*. Vol 07(2). Thing. 716. Access link: <http://ejournal.pps.ung.ac.id/index.php/Aksara/article/view/567/463>
6. Faiz A., Novthalia, AG, Nissa, HS, Suweni., Himayah, T., & Danayanti S. (2022). Utilization of Reading Corners in Instilling Interest in Reading in Grade 3 Students at SDN 1 Semplo. *Pendas Lens Journal*. Vols 7(1), 58-60. Link <http://jurnal.upmk.ac.id/index.php/lensapendas/article/view/1714/864>
7. Faradina N. (2017). The Influence of the School Literacy Movement Program on Students' Reading Interest in the Integrated Islamic Elementary School Muhammadiyah An-Najah Jatinom Klaten. *Journal of Hanata Widya*. Vols 6(8), 61-62. Link <file:///C:/Users/Acer/Downloads/9280-20862-1-SM.pdf>
8. Fauziah, S N., Faziiah, SN, Nufus, FS, & Ulfi Nurul. (2020). Evaluation of Students' Reading Interest Through the School Literacy Program. *Journal of Education and Social Sciences*. Vols 2(1), 109-110. Link <https://ejournal.stitpn.ac.id/index.php/nusantara/article/view/641/418>
9. Hartyatni. (2018). Building a Reading Culture Through Media Management Classroom Reading Corners With “12345”. *Journal of Elementary Thought and Development*. Vols 6(1), 5-8. Link [file:///C:/Users/Acer/Downloads/editor\\_dppm,+1.+Mujiatun+Sri+Hartyatni.pdf](file:///C:/Users/Acer/Downloads/editor_dppm,+1.+Mujiatun+Sri+Hartyatni.pdf)

10. Hasni, L., Witono, H., & Khair, BN (2022). The Role of the Teacher in Creating a School Literacy Culture (GLS). *Journal Of Classroom Action Research*. Vols 4(3), 60-62. Link <https://www.jppipa.unram.ac.id/index.php/jcar/article/view/1893/1376>
11. Hesti Wulandari, Edi Purwanta. (2021). Early Childhood Development Achievements in Kindergartens during Online Learning during the Covid-19 Pandemic. *Journal of Obsession: Journal of Early Childhood Education* . Vol 5(1). Page 454. <https://obsesi.or.id/index.php/obsesi/article/view/626/pdf>
12. Isfandiari, D., Widiatmoko, J. (2022). The Effect of Professional Commitment and Professional Competence Moderated by School Culture on Classroom Management. *Journal of Tambusai Education*, 6(2), 16015-16022. Link: <https://jptam.org/index.php/jptam/article/view/4913>
13. Jannah, F., Fauziah, A. (2022). Implementation of the School Literacy Movement in Gading Kulon Ii Sdn Bhd, Probolinggo Regency. *Education Journal*. Vol 2(1), 50-52. Link <http://prosiding.unipma.ac.id/index.php/SENASSDRA/article/view/2358/2044>
14. Lamingthon, N., Juliati, R. (2022). Implementation of the School Literacy Movement in Growing Interest in Reading at SDN 1 Mariana, Banyuasin District 1. *Journal of Government and Politics*. Vols 7(2), 16-18. Link <http://ejournal.uigm.ac.id/index.php/PDP/article/view/2102/155>
15. Lestari, D., & Ain, SQ (2022). The Role of School Culture on the Character Formation of Class V Elementary School Students. *Undiksha PGSD MIMBAR* , 10 (1). file:///C:/Users/Axioo/Downloads/13.+M.+PGSD+VOL+10,+NO+1+Dwi+Lestari+105-112.pdf
16. Maulana, SH, Faradit, MN, & Putra, DA (2022). Utilization of Class Reading Corners at SDN Wonokusumo VI/45 in Improving the School Literacy Movement. *Science and Technology Research Journal*. Vols 7(1), 28-30. Link [http://jurnal.unmuhjember.ac.id/index.php/PENELITIAN\\_IPTEKS/article/view/6595/3743](http://jurnal.unmuhjember.ac.id/index.php/PENELITIAN_IPTEKS/article/view/6595/3743)
17. Oktavianti Ika, Zuliana Eka & Ratnasari Yuni. Initiating Studies on Local Cultural Creativity in Elementary Schools Through the School Literacy Movement. *Education Journal*. Vols 4(1), 78-80. Link file:///C:/Users/Acer/Downloads/PaperEkaZuliana.pdf
18. Pradana Fransiska, AP (2020). The Influence of School Literacy Culture Through Utilization of Reading Angles on Students' Interest in Reading in Elementary Schools. *Journal of Education and Counseling*. Vols 2(1), 81-85. Link file:///C:/Users/Acer/Downloads/DOC-20221101-WA0123..pdf
19. Pratiwi Anggi, Asyarotin Eflinnida, NK (2019). Implementation of Citizenship and Cultural Literacy as Disinformation Solutions for the Millennial Generation in Indonesia. *Journal of Information & Library Studies*. Vol 7(1). pp 68-69. Link file:///C:/Users/Acer/Downloads/20066-62312-1-PB.pdf
20. Rahayuningsih, YS, Iskandar, S. (2022). Principal Leadership in Creating a Positive School Culture in the Industrial Revolution Era 4.0. *Basicedu Journal* , 6 (5), 7850-7857. Link <https://jbasic.org/index.php/basicdu/article/view/3626/pdf>
21. Rahmat, A. & Husain, R. (2021). *School Based Management*. Yogyakarta: Zahir Publishing
22. Ramandanu Febriana. (2019). The School Literacy Movement (GLS) Through Utilization of Reading Corners as an Alternative Means of Growing Students' Interest in Reading. *Journal of Science Pulpit*. Vols 24(1), 12-14. Link file:///C:/Users/Acer/Downloads/suranata,+2.+Febriana+Ramandanu+10-19.pdf
23. Restivalia, SP, Siswandi, S., Maulana, E., Agustin, D., Akhmad, N., & Pramono, D. (2022). The Impact of the Covid-19 Pandemic on School Culture and School Problems at SD Negeri Jatisari. *Wahana Didactic: Journal of Educational Sciences* , 20 (2), 220-233. file:///C:/Users/Axioo/Downloads/6811-16640-1-PB.pdf
24. Robert Groves (in FC Susila Adiyanta, 2019: 700) *Survey Methodology* (2010), Second edition of the (2004) first edition ISBN 0-471-48348-6. <https://ejournal2.undip.ac.id/index.php/alj/article/view/6604/3474>

25. Rohim, DC, Rahmawati S. (2020). The Role of Literacy in Increasing Students' Interest in Reading in Elementary Schools. *Journal of Educational Studies and Research Results*. Vols 6(3), 4-6. Link <https://journal.unesa.ac.id/index.php/PD/article/view/10412/4379>
26. Sadli, M. Saadati, A. (2019). Analyst for Development of Literacy Culture in Increasing Students' Interest in Reading in Elementary Schools. *Journal of Basic Education and Learning*. Vols 6(2), 152-154. Link file:///C:/Users/Acer/Downloads/DOC-20221101-WA0126..pdf
27. Saputri, RN, Pradana, FG, Apriliyanto, E., & Wahyudi. (2022). The Role of Reading Corners in Growing Reading Interest in SDN Jati 2 Masaran Students. *Journal of Scientific Teaching Campus*. Vols 2(2), 103-105. Link <http://journals.alptkptm.org/index.php/jikm/article/view/40/26>
28. Sinaga, IF, Sinaga Christa, VR, & Thesalonika, E. (2022). The Influence of Reading Corners on Increasing Reading Interest of Class V Students at SDN 091254 Batu Onom. *Journal of Education and Counseling*. Vols 4(5), 6-8. Link <https://Journal.Universitaspahlawan.Ac.Id/Index.Php/Jpdk/Article/View/7725/5794>
29. Sutrisno, SA, Kurniawan Firdaus., & Muslim, RI (2022). Cultivating Students' Reading Interests Through Creating Reading Corners at SDN 1 Sendangdawuhan. *Journal of Scientific Teaching Campus*. Vols 2(2), 62-64. Link <http://journals.alptkptm.org/index.php/jikm/article/view/38/22>
30. Tantri Ade AS, Dewantara PM (2017). The Effectiveness of Literacy Culture at SDN 3 Banjar Jawa to Increase Interest in Reading. *Journal Of Education Research and Evaluation*. Vol. 1 (4). 204-209. Link <https://ejournal.undiksha.ac.id/index.php/JERE/article/view/12054/7995>
31. Yani, S., Lubis, E., & Husibuan, M. (2022). Literacy Corner at Public Elementary School 47 Desa Bajak 1 To Grow Students' Interest in Reading. *Community Service Journal*. Vols 1(12), 46-47. Link <http://journal-mandiracendikia.com/index.php/pkm/article/view/118/77>
32. Yusuf Rusli, Sanusi, Razali, Maimun, Putra Irwan, & Fajri Irwan. (2020). Review of Student Literacy and Citizenship. *Journal of Citizenship Education Undiksha*. Vols 8(2), 93-95. Link file:///C:/Users/Acer/Downloads/adminpkn,+91-99+Aceh.pdf