

Management of the Reading Corner Program in Improving Student Literacy and Competence at SDN Selaawi, Cianjur Regency

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Abstract. This study aims to describe the management of the reading corner program at SDN Selaawi, Cianjur Regency, in improving the literacy and competence of elementary school students. The research uses a qualitative approach with a case study method. The research subjects consisted of principals, teachers, and students. Data were collected through interviews, observations, and documentation studies, then analysed using the Miles and Huberman model. The study results show that the management of the reading corner program is carried out through the planning of literacy activities, the routine implementation of the program, and evaluation through the assessment of students' reading interest and literacy ability. The reading corner program has proven to impact improving students' literacy skills and basic competencies positively. However, there are still obstacles in providing reading materials and parental involvement. This research contributes to the development of literacy management in elementary schools and becomes an example of good practices for other schools that want to develop a literacy culture.

Keywords: literacy management, reading corner, student competence, elementary school

1 Introduction

Literacy skills are fundamental competencies that determine students' learning success. Students with good literacy will find it easier to understand information, think critically, and develop basic competencies in various fields of study [1]. Literacy is the primary key in education that helps students access and understand knowledge from various sources, so that they can think critically and make wise decisions in learning and daily life [2]. Interventions using library resources have been shown to significantly improve both information literacy and critical thinking skills [3]. Media literacy, which involves the ability to critically evaluate news sources and identify misinformation, is crucial for developing critical thinking skills [4]. This allows students to find, evaluate, and use information effectively, which is essential for academic success and lifelong learning [5]. Literacy skills are key to successful learning, helping students understand

information, think critically, and use knowledge effectively to support academic achievement and lifelong learning.

However, the results of the National Assessment and several studies show that the literacy level of elementary school students in Indonesia is still relatively low [6]. Many students do not have the habit of reading regularly outside of core learning activities [7]. Most students read for less than two hours, totaling 17 students, while only two students have a reading intensity of two to three hours [8]. Pane (2024) found that there are still students who read haltingly, and there are still students who do not know the alphabet at one of the state schools [9]. This condition is also found at SDN Selaawi Cianjur Regency, where students' reading interest and literacy skills still need to be improved.

To overcome this, the school developed a reading corner program as one of the strategies to build a literacy culture in the school environment. The school provides a reading corner in each classroom with a diverse collection of children's reading books, and invites students to read every morning or at their leisure [10]. In line with Asep, the school provides a reading corner in each class with a collection of storybooks and lesson support books, as well as inviting students to regularly read every morning or during their free time so that their interest in reading increases [11]. However, the implementation of the reading corner program in schools still faces several challenges such as limited reading books, a lack of variety of literacy activities, and a lack of parental involvement.

A number of previous studies have shown the effectiveness of the reading corner program in increasing students' reading interest and literacy skills. Rahmawati (2020) found that reading corners can improve reading skills in elementary schools [12]. Fitra Anggraeni (2024) emphasized the importance of the role of teachers in managing reading corners consistently [13], while Al Reyva (2024) shows that parental involvement strengthens the impact of school literacy programs [14]. Edi (2023) explained that Reading Corner is a student reading activity carried out on the sidelines of learning to read books available on the shelves of the reading corner [15].

School literacy management is the process of planning, implementing, and evaluating various literacy activities that aim to build a reading culture in the school environment [16]. The planning aspect includes the provision of facilities, scheduling literacy activities, and stakeholder involvement. The implementation involves teachers, students, and the community around the school, while the evaluation is carried out through the assessment of the process and results of the literacy program [17]. One of the real forms of literacy activities in elementary schools is the reading corner, which is a corner or small space in the classroom or school that provides reading materials that are easily accessible to students. Putri (2023) explained that reading corners can increase reading interest, form reading habits, and create a fun learning atmosphere [18]. In this case, school literacy management in the form of the management of the reading corner program plays a strategic role in building a reading culture through a structured planning, implementation, and evaluation process.

Primary school students' competencies include basic knowledge, skills, and attitudes that must be mastered according to the curriculum [19]. Umar (2024) states that reading literacy is the foundation for developing these competencies [10]. Several other studies

have shown the effectiveness of reading corners in improving literacy. Rahma Hayati (2023) revealed that reading books, if done regularly, can improve children's abilities in the world of literacy and develop critical thinking skills [20]. Rahmawati (2020) proves that reading corners improve reading skills in urban elementary schools [12]. Furthermore, a reading crucial corner is to motivate and familiarise students with active reading activities [21]. The study results show that elementary school students' competence can develop optimally by strengthening reading literacy as the primary foundation. The reading corner program has proven effective in increasing students' interest and reading ability, developing critical thinking skills, and accustoming them to be active in literacy activities at school.

The competence of elementary school students can develop optimally if supported by strengthening reading literacy as the main foundation of learning [20]. One of the tangible forms of the implementation of literacy management is the reading corner, which has been proven to be able to increase interest and reading ability, foster literacy habits from an early age, develop critical thinking skills, and create a conducive and fun learning environment for elementary school students.

However, research on the management of the reading corner program, comprehensively including planning, implementation, and evaluation, and its relationship with improving student competence, is still limited, especially in the context of elementary schools in rural areas such as SDN Selaawi Cianjur Regency. This is the research gap that is the basis for this study.

The formulation of the problem in this study includes three things: how to plan, implement, and evaluate the reading corner program at SDN Selaawi. How does the program impact student literacy and competence, and what factors support and hinder its implementation? The study aims to describe the management of reading corners, explain its impact on students' literacy and competence, and identify supporting and inhibiting factors for its implementation.

The novelty of this research lies in the comprehensive analysis of reading corner management in the context of rural elementary schools, as well as the emphasis on the relationship between reading corner program management and student competence, not just increasing reading interest alone.

2 Method

This research uses a qualitative approach with a case study method, because the focus of the research is directed to understand in depth the process of planning, implementation, evaluation, and impact of the reading corner program in the elementary school environment [22]. The research location was carried out at SDN Selaawi, Cianjur Regency, with an implementation time of two months. The subjects or participants of the study consisted of the principal, two classroom teachers, four parents of students and six students who were selected purposively based on their active involvement in the reading corner activities [23].

The data collection technique was carried out through three main ways, namely: (1) observation of reading corner activities in the classroom and school environment, (2)

in-depth interviews with principals, teachers, and students to explore their experiences and views on the reading corner program, and (3) documentation studies on school literacy program documents and student learning outcomes related to literacy skills.

The data analysis technique uses the Miles and Huberman interactive model which includes three stages, namely data reduction, data presentation, and systematic conclusions/verification. For the validity test of the data, the researcher triangulates sources and techniques, member checks to informants, and extends observation time to ensure the validity and credibility of the research findings.

The results of the data validity test using NVIVO 12 are as follows;

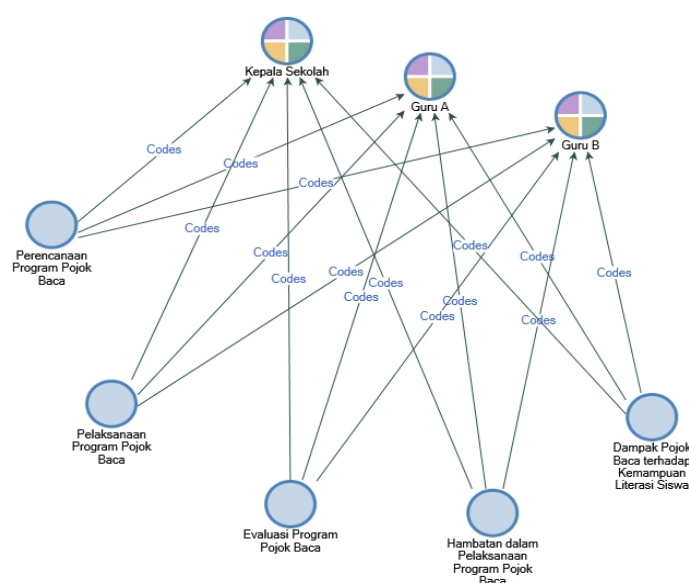


Figure 1. Data Validity Test Results

From the image above, it can be seen that the triangulation of sources The validity test of the data in this study was carried out systematically through triangulation of sources and techniques. Source triangulation involves the principal, teacher A, and teacher B as the main informants, while technical triangulation is carried out by comparing the results of interviews, observations, and documentation studies. The member check process is carried out by confirming the findings to the informant to ensure the suitability of the meaning and data obtained. In addition, the researcher extended the observation time to gain a deep understanding of the field context. This effort is carried out to ensure the credibility, dependability, and confirmability of research data.

3 Results

3.1. Reading Corner Program Planning

Reading corner program planning includes; 1) identification and determination of the type of activity, 2) compiling a list of books to be kept, 3) planning additional activities, 4) compiling a joint reading schedule, 5) compiling literacy time. The planning is illustrated in the chart below;



Figure 2. Reading Corner Program Planning

The image related to the planning of the "Pojok Baca" program demonstrates a systematic approach to enhancing students' literacy skills. The primary objective of this program is to provide a comfortable reading space and access to a diverse range of reading materials, thereby encouraging reading interest among students. Involving children in the planning process is crucial, as it ensures that the program meets their needs and interests. The program's relevance can be improved by gathering feedback from students, increasing their motivation to participate. Additionally, evaluating the existing school facilities is essential to ensure they effectively support literacy activities. A well-organised and attractive reading space will encourage students to read more frequently. Consistency in program implementation is also a critical factor, achievable through regular monitoring and evaluation to assess success and make necessary improvements. Collaboration among teachers, students, and other school stakeholders is vital for creating a supportive learning environment and effectively utilising available

resources. Therefore, the "Pojoy Baca" program is expected to enhance students' reading interest and literacy skills sustainably.

3.2. Implementation of the Reading Corner Program

In the implementation of this reading corner program, grade 4 teachers as field implementers are routinely run every morning or during free hours. Grade 5 teachers provide special time to use the reading corner and usually read between 10 to 15 minutes of reading a book before the lesson is carried out. Each class has a special time: Students are given the freedom to read any available book that is their favorite. The implementation of the reading program is carried out in accordance with the plan as illustrated below;

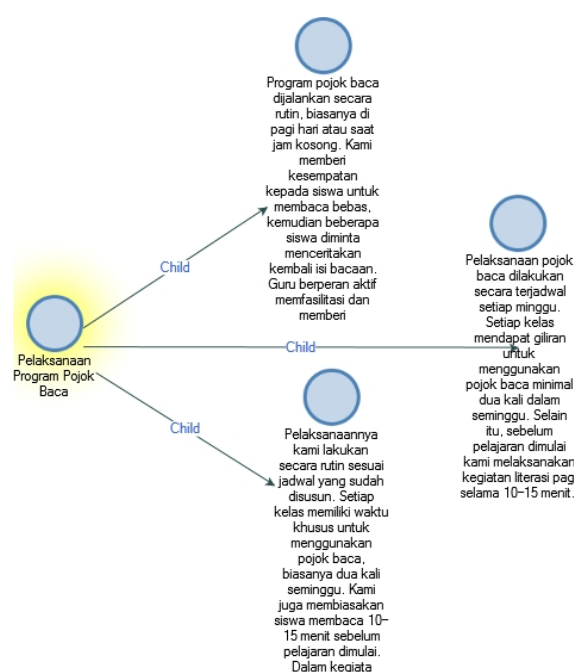


Figure 3. Reading Corner Program Implementation

The image above shows that implementing the reading corner program in schools is a strategic initiative to enhance students' reading interest through a structured and consistent approach. By conducting this program regularly, typically on a designated day each week, students are allowed to develop positive reading habits. The active involvement of students in selecting reading materials they enjoy boosts motivation and makes the reading activity more engaging and relevant to them. The scheduling that aligns with lesson times, allowing for reading sessions of 10-15 minutes, enables students to adapt to new habits without disrupting other learning processes. Additionally, implementing this program requires regular evaluation and adjustments to ensure its

effectiveness, thereby optimally meeting students' needs and interests. Overall, implementing the reading corner program creates a supportive learning environment that fosters literacy development and a love for reading among students.

3.3. Evaluation of the Reading Corner Program Program

At the evaluation stage, the development of students' reading ability is recorded. Grade 4 teachers recorded in terms of reading fluency, the number of vocabulary mastered and their courage in retelling the results of their reading. Grade 5 teachers record the number of books students read and what books they often read. Then the head of the school held a routine evaluation meeting which was held every week. The evaluation activities are illustrated from the image below;

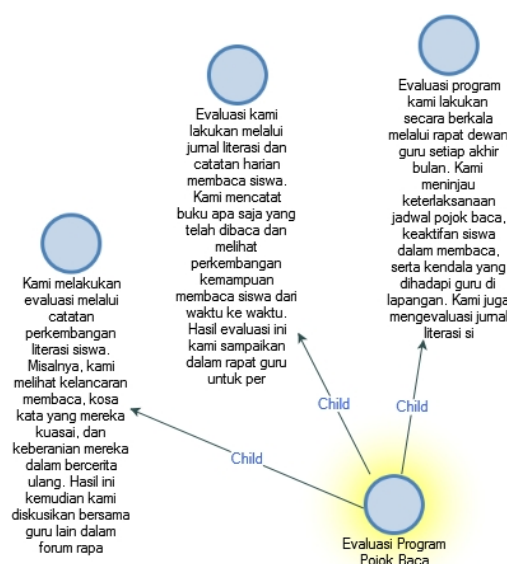


Figure 4. Reading Corner Program Evaluation

The image illustrates the evaluation structure of the reading corner program, involving various elements in the learning process. In academic analysis, it is evident that this evaluation is conducted holistically, encompassing students' reading logs, observation of reading skills, and feedback from teachers and discussion forums. This approach highlights the importance of collaboration among students, teachers, and parents in enhancing literacy. The program can be comprehensively evaluated by gathering data from multiple sources to understand its effectiveness in fostering students' reading interest and literacy skills. The results of this evaluation can be used to make necessary adjustments, ensuring the program remains relevant and meets students' needs.

3.4. The Impact of Reading Corners on Student Literacy and Competence

The reading corner has a significant impact on literacy skills and improving students' competence. By providing a dedicated space for reading, students are encouraged

to develop positive reading habits. Access to a wide range of engaging reading materials increases students' interest, which in turn can broaden their vocabulary and understanding of the text. In addition, a structured evaluation program, as shown in the figure, allows for systematic measurement of student progress. Through feedback from teachers and discussions in forums, students can gain the support they need to improve their reading skills. Overall, the reading corner not only serves as a reading place, but also as an effective tool to build better literacy competencies among students.

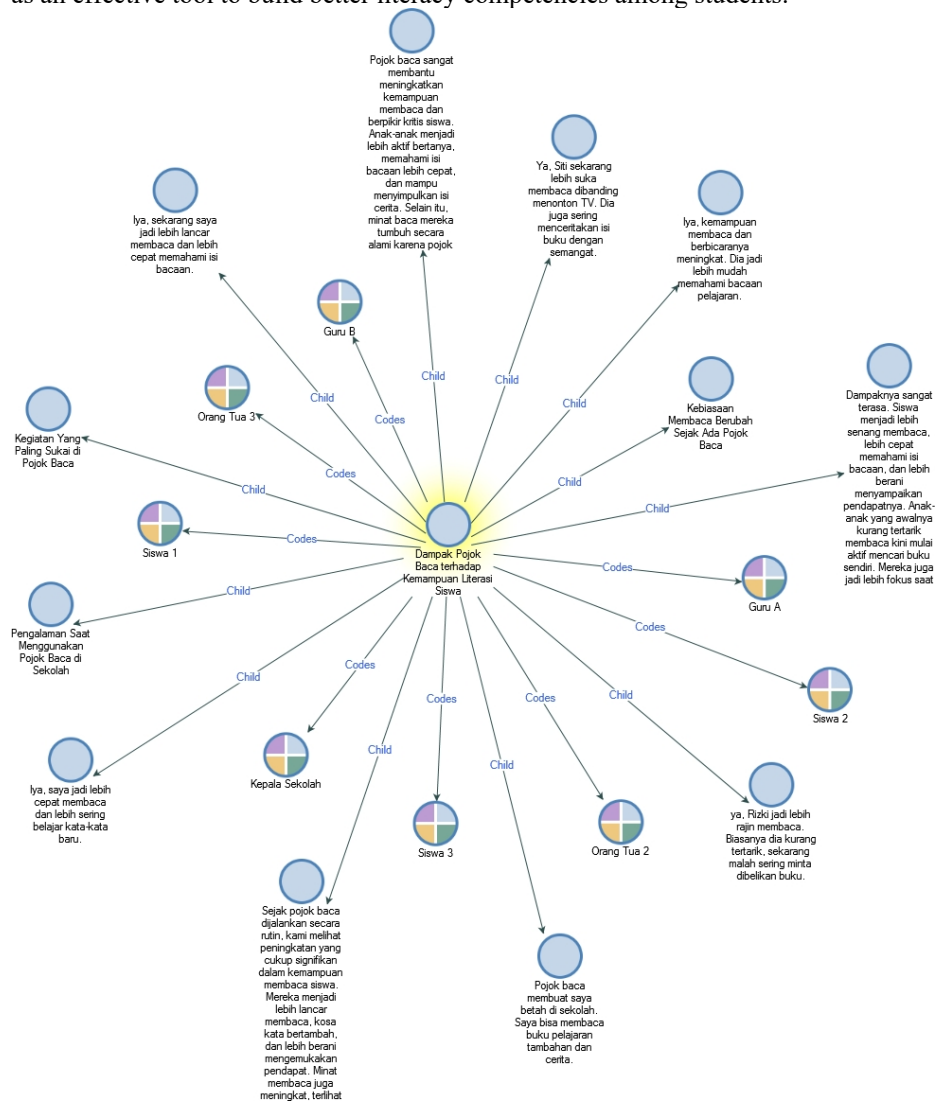


Figure 5. Reading Corner Program Impact

The picture above shows that the principal, teachers, students and parents of students gave a positive statement that the reading corner has a significant positive impact

on improving students' literacy and competence. As shown in the picture, students show improved reading skills in terms of fluency, speed, and comprehension of reading content. They also become more active in looking for reading materials, adding new vocabulary, and being more confident in expressing their opinions. In addition, interest and habit of reading grow naturally, as seen from the increasing enthusiasm of students to read outside of class hours and their desire to have their own books. Teachers and parents observe a change in positive learning behaviour, where students become more focused, enjoy reading, and are more diligent in learning. Thus, the reading corner program plays an important role in strengthening the school literacy culture and developing students' cognitive, affective, and social competencies in a balanced manner.

The results of interviews with five parents of students showed that they were very enthusiastic about the existence of a reading corner. The reading corner provides the benefits of; 1) everyone thinks that the reading corner is very helpful in improving their children's reading skills; 2) their children become more adept at reading textbooks; 3) children will be easier to understand the content of the reading; 4) some children go to school libraries more often or in the community; 5) Children often tell stories about the contents of books they like. The results of the interview can be seen in the picture below;

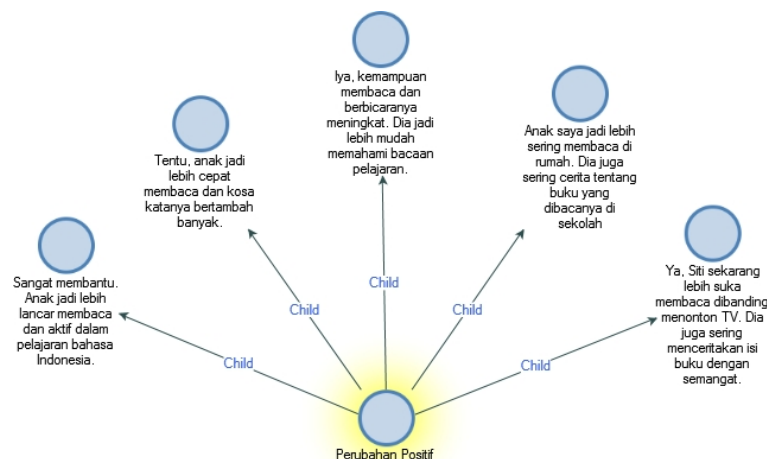


Figure 6. Positive Changes Students

The Figure 6. illustrates the results of thematic coding using NVivo which shows how the Reading Corner program contributes to improving students' literacy skills at SDN Selaawi, Cianjur Regency. The main theme that emerged was "Reading Corners Help Improve Children's Literacy Skills", with several subthemes that strengthen the relationship between reading activities in reading corners and students' literacy development.

From the results of the interview, it can be seen that the reading corner has a direct impact on children's reading skills. Students become faster in recognizing letters and words, and are able to understand the content of the reading better. In addition, improvements were also seen in the addition of vocabulary and reading fluency, which

showed the strengthening of language skills naturally through free and directed reading activities in the reading corner.

On the other hand, parental support and expectations emerge as important factors in the continuity of the program. Some parents hope that reading corner activities will be developed through literacy competitions, routine activities involving families, and the addition of book collections. This shows that there is collaboration between schools and families in fostering a culture of children's literacy.

Overall, the results of this analysis confirm that the reading corner is not only a physical facility, but a forum for literacy habituation that is effective in fostering reading interest, expanding insights, and improving students' basic competencies. Continuous support from teachers, principals, and parents is key so that the reading corner program continues to have a positive impact on children's literacy skills.

3.5. Supporting and Inhibiting Factors

The results of interviews and observations in the field illustrate the supporting factors of this reading corner program, including: 1) the commitment of teachers in carrying out activities in a systematic manner; 2) support for the principal in providing maximum services starting from the planning, implementation, and evaluation of the reading corner program; 3) active participation of students in utilizing the existence of the reading corner; 4) support of students' parents in monitoring their children's educational process which has an impact on the reading corner program organized by the school.

The factors that hinder the reading corner program at Selaawi Elementary School include: 1) the limited collection of books owned by the school, 2) the lack of parents represented by the school committee in raising funds for the procurement of books popular with students..

4 Discussion

The findings of this study show that the management of reading corners carried out in a planned and consistent manner is able to improve students' literacy and competence. This is in line with the concept of school literacy management (Kemendikbud, 2018) which emphasizes the importance of planning, implementing, and evaluating literacy activities on an ongoing basis. As Yemenia (2024) reveals that literacy program planning includes the preparation of structured activities and budgeting, followed by regular implementation and evaluation to determine the effectiveness of the program [21] Andy Ariyanto (2023) The role of teachers in literacy learning includes planning, implementation, and evaluation of learning [24]. Planning of a clear reading corner program, the implementation of reading routines, and the evaluation of literacy development provide significant results in improving student competence. These findings strengthen the results of Rahmawati's (2020) research on the effectiveness of reading corners in improving reading skills [25].

The context of SDN Selaawi in rural areas shows that literacy management innovation does not always require large facilities, but the commitment and creativity of teachers and the support of school management. This is in line with the results of Windi

(2024) research that the important role of teacher commitment and creativity and school management in managing literacy without having to rely on large facilities [26]. Compared to the Desire Karo (2024) research which highlights the role of teachers, this study provides additional analysis related to systematic program evaluation [27].

The impact of the reading corner program on improving students' reading skills can be seen from the results of interviews with students' parents who revealed that their children often tell stories about the content of reading. Some students become diligent in reading rather than watching television. This research is in line with the principles of behavioristic learning theory developed by Ivan Pavlov and B.F. Skinner, in which attractive external stimuli (such as interesting storybooks) play an important role in triggering reading responses or behaviors in students [28]. Students' ability to read is increasing along with the amount of reading material around students [7]. In line with Widodo and Ruhen's research, children who have access to and stimulation of reading materials around the home, such as storybooks, as well as receive support and reading activities with their parents, show improved language skills and better early literacy [29].

On the other hand, parental involvement at SDN Selaawi is still low. This is an important note because parental involvement is very important in the development of literacy in schools. As emphasized by Meilasari (2022), family support strengthens the success of literacy programs. Parents who actively accompany and create a conducive learning environment help children significantly improve their reading skills and literacy interests [30]. The implications of these findings are the importance of expanding community and parent involvement, enriching reading book collections, and making reading corners part of sustainable school culture

5 Conclusion

This study concludes that managing the reading corner program at SDN Selaawi includes planning literacy activities, implementing reading routines, and evaluating the development of structured student literacy. The reading corner program positively impacts improving students' literacy and basic competencies. The main supporting factors for the program's success are the commitment of teachers and principals. In contrast, the inhibiting factors are the limited collection of books and the lack of parental involvement. This research strengthens the study of literacy management in elementary schools through a comprehensive analysis of the management of reading corners. It provides examples of good practices that other schools can replicate. In the future, community involvement and the provision of more varied reading materials must be improved so that the reading corner program can be sustainable and have a broader impact.

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