Utilization of Reading Corners to Improve Literacy Skills of Grade II Students Through the Teaching Campus Program

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Article Information	Abstract
	This study was conducted based on the low reading literacy culture and some grade II students who still have difficulty reading. One of the school literacy movement programs that can be done to increase students' interest in reading is the Reading Corner program. The purpose of this study was to determine the role of the reading corner on students' interest in reading. The type of research used in this study is descriptive qualitative, with research methods in the form of observation, interviews, and documentation. The subjects of the study were grade II students of SDK Piga, the object of this study was the reading corner in grade II. The results of the study showed that the reading corner plays a very important role in growing and increasing students' interest in reading at school. Based on the study, it can be concluded that with a reading corner, students can use the reading corner as the closest reading facility, as the closest reading material, and also as a comfortable and attractive place to increase interest in reading. The reading corner is managed by teachers and students who aim to introduce students to fun learning resources.

INTRODUCTION

Education is all learning experiences that take place in all environments and throughout life. Education is all life situations that affect individual growth (Ninu et al., 2019). Education is a process of maturing the quality of life. This education is carried out by humans to improve and

increase their standard of living. Through the education process, humans are expected to become intelligent and have abilities that are commonly referred to as skills in living life.

Education plays a role in laying the basic skills for preparing children to face further developmental tasks and must be able to provide stimulation that can develop all aspects of development that children have as a whole, including aspects of language development in children from an early age. An effective teaching and learning process to improve children's language skills can be done through literacy activities. (Debo et al., 2023) explains that early literacy is the formation of reading and writing skills in preschool. Literacy learning in children is closely related to children's language skills. Literacy is the ability to access, understand, and use something intelligently and critically through various activities including reading, writing, seeing, listening, and speaking (Woga et al., 2024).

According to (Lawe, 2018) elementary school is an educational institution that organizes a six-year education program for children aged 7-12 years. Education in elementary schools aims to provide basic skills for students in the form of knowledge, skills, and attitudes that are useful for them according to their level of development, and prepare them to continue their education to the next level. Education in elementary schools has a contribution to building students' knowledge base to be used in further education. Therefore, the implementation of learning in elementary schools must run optimally. The unstoppable advancement of technology, information, and communication requires every human being to not only have the ability to read and write but also have sufficient insight and knowledge to be able to compete and keep up with the times. Literacy skills contain 6 dimensions, namely reading and writing literacy, numeracy literacy, science literacy, digital literacy, financial literacy, and civic cultural literacy (Ministry of Education and Culture, 2017).

Wiyanti (2022) explains that literacy is an activity of receiving and processing information from various sources. Literacy activities cannot be separated from reading activities. Reading is a window to the world, and a mandatory activity for students because reading can increase insight and knowledge. A person's ability and willingness to read can affect a person's knowledge and skills. The campus teaching program is an initiative launched by the Ministry of Education and Culture of the Republic of Indonesia to address the challenges of improving the quality of education in remote areas in Indonesia. The campus teaching program aims to assist schools in providing optimal educational services to students in the 3T (Underdeveloped, Remote, and Disadvantaged) areas who are included in the low-ranking group of the 2021 ANBK results. With the existence of the campus teaching program, it is hoped that it can help overcome these problems by providing opportunities for students to be involved as teacher partners in developing interesting literacy learning. This campus teaching program is expected to continue because it can have a positive impact on the school environment.

Piga Catholic Elementary School is one of the elementary school education units located in Piga 1 Village, Soa District, Ngada Regency. This school is one of the Targets of the 7th Batch of Kampus Mengajar. Kampus Mengajar is a learning channel that provides opportunities for students to study outside the campus for one semester to practice their ability to solve complex problems by becoming teacher partners to innovate in learning, strategy development, and creative, innovative, and fun learning models. The activities of this Kampus Mengajar include: literacy and numeracy activities, technology adaptation, and school administration. One of the programs taken by the researcher is about efforts to improve literacy in class II students of SDK Piga.

The low interest in reading among the Indonesian people has an impact on the low reading ability of the Indonesian people, in this case, school-age students (Khotima et.al., 2018). The low interest in reading among students results in low reading habits and also causes low reading ability. The causes of low reading interest among students include: 1. The low reading skills of students at school. 2. The many types of entertainment (games) and shows on TV that distract children from books. 3. Lack of reading culture from an early age 4. The lack of book collections in the library and library conditions do not provide a conducive climate for the growth and development of students' reading interests (Subardin et. al., 2023). Efforts made to increase and foster reading interest among students from elementary school to high school are through the campus teaching program which is echoed with various specially designed programs, one of which is increasing student literacy.

Through this program, students contribute directly to the learning process in schools that are the targets of the program. One of the methods used in this program is through the implementation of a reading corner. An attractive and quality reading corner will certainly create an impression for students to want to visit the reading corner (Kasim, 2023). Based on the results of initial observations, it is known that grade II students at SDK Piga have low literacy skills. Kua (2018) provides a view that students who have low literacy will have an impact on students' understanding of critical thinking skills. Various steps need to be taken to overcome this problem. One of them is strengthening literacy programs in schools through various interesting and innovative activities. Creating an active, innovative, creative, and enjoyable learning atmosphere requires learning resources that can support (Songkares, et al., 2023). One way that can be done is by utilizing the reading corner as a means of learning assistance.

Referring to the above problems, researchers provide solutions by providing literacy facilities such as reading corners. A reading corner is a reading area in a school that is equipped with a selection of books that are made to look attractive (Nayren & Hidayat, 2021). The reading corner functions to facilitate reading locations, nearby reading materials, comfortable reading locations, and reading locations that attract attention. Some of these functions help in fostering students' interest in reading among elementary school students (Kurniawan et al., 2020).

The use of reading corners at SDK Piga is one of the effective steps in improving student literacy. With the presence of reading corners, students have easier access to various types of books, magazines, and other reading materials that can increase their interest in reading. Reading corners can be a means of learning assistance that supports the development of reading and writing skills. By utilizing reading corners optimally, it is hoped that students can improve their understanding and interest in reading well. Learning assistance through the use of reading corners at SDK Piga aims to create a learning environment that supports the development of student literacy. Based on this, researchers are interested in conducting research related to "Utilization of Reading Corners to Improve Literacy of Class II Students at SDK Piga".

METHODS

The research used is qualitative descriptive research which aims to describe the actual, systematic, and also accurate through direct observation of the phenomena that occur. The methods used are interviews, observations, and documentation. At the interview stage, this activity aims to obtain information directly, to explain something related to student literacy. At the observation stage, this activity aims to collect data or information that must be carried out by making direct observation efforts at the place to be investigated. At the documentation stage,

activities are carried out by taking pictures/photos during the learning process to become evidence and accurate data.

RESULTS AND DISCUSSION

Results

The influence of technology has quickly shifted the culture of reading books. Therefore, the role of parents, schools, and the community is needed to deal with this phenomenon. One thing that schools can do to restore students' interest in reading books is to hold a School Literacy Movement (GLS) program through a reading corner. By utilizing the corner of the class, as a mini library that is designed comfortably and attracts the attention of students. According to (Arsil., 2019) a reading corner is different from a library because the reading corner is in the corner of the class which is part of the class. Equipped with books or other learning resources that can be used to read, borrow, or use as learning resources.

The analysis obtained when conducting observations in class II SDK Piga, regarding the library, the condition of the books is still fairly suitable for use in reading literacy. The problems we found were, that the library was not organized, there were not enough bookshelves so that books were still scattered on the floor, and there was also no librarian. With the condition of the library like this, we created a reading corner program in the class, so that books scattered on the floor can be stored in the reading corner, and students can read in class with the guidance of the class teacher. The response from the school was also very good, to support the school literacy movement through the reading corner program.

Based on the results of initial observations conducted in class II SDK PIGA, it was found that students have low literacy skills as seen from their ability to read, write, and understand discourse well. After conducting observations and testing students' abilities, researchers can identify problems and plan programs or activities to improve these problems in the following table:

Table 1. Program Implementation

Identification of problems	Program and activity plans
Half of the students cannot read yet	Create a reading corner about literacy for each class for all students.
The level of student's interest in reading is very low	Enforcing a 15-minute reading requirement before starting the teaching and learning process. The 15-minute reading activity is very important so that students indirectly increase their interest in reading through the habit of reading for 15 minutes before carrying out teaching and learning activities.

The first step that the researcher did was to find out how far the students' fluency was in reading and writing, the researcher asked the students to read short story books and reading books in the class. Students were asked to come forward one by one in front of the class and other students listened carefully to the short story read by the student who came forward. Meanwhile, the researcher sat with other students to observe the literacy skills of the students who were reading in front.

Figure 1. Testing Students' literacy skills

The results of the ability test can be directly concluded and given action for students who are not yet fluent in reading, a special group will be created to train literacy skills. Some students need to be more guided and given understanding by motivating the importance of literacy skills for the future and also the present. A trial in the implementation of reading short stories is very much needed by a teacher in knowing the skills possessed by students to what extent and paying more attention to the aspects needed by students. In other words, learning cannot be equated, because the results can be different.

Based on the results of observations conducted on students in grade II of SDK Piga, it shows that students' reading ability before the use of the reading corner for literacy activities is still very low, where out of 17 students, there is 1 student who can only recognize letters, 3 students can only recognize words, and 5 students can only spell words. With these problems, it is necessary to hold a reading corner to attract students' interest in reading. After the reading corner was held, students were asked to read books, and students were told the contents of the books they read according to their abilities. Furthermore, through interviews with teachers in grade II of SDK Piga, information was obtained that the low interest in reading of students was caused by several factors, including 1) lack of attention from parents of students, 2) students are not used to carrying out literacy activities routinely, 3) a lack of reading culture from an early age.

With these problems, there is a habitual activity of reading books for 15 minutes carried out by researchers to foster a culture of literacy in class II students of SDK Piga. This activity is carried out continuously during the campus teaching program activities. The results of the reading ability test on class II students of SDK Piga can be seen in the following table:

Table 2. Before Using the Reading Corner

No.	Student Name	Observed aspects/indicators			Total Score
		1	**2**	**3**	
1.	AR	2	2	2	**6**
2	AM	3	2	2	**7**
3	AT	3	3	3	**9**
4	BA	3	2	2	**7**
5	EM	2	1	1	**4**
6	AB	3	3	2	**8**
7	DM	2	3	2	**7**
8	FM	4	3	3	**10**
9	NB	3	3	3	**9**
10	KL	2	3	2	**7**

No.	Student Name	Observed aspects/indicators			Total Score
		1	**2**	**3**	
11	OM	2	2	2	**4**
12	JD	4	3	3	**10**
13	FW	2	3	3	**8**
14	TK	3	3	3	**9**
15	AD	2	3	2	**7**
16	MD	3	3	2	**8**
17	**OH**	**3**	**2**	**2**	**7**

Indicator Description:
1= Ability to Recognize Letters
2= Ability to Recognize Words
3= Ability to Spell Words

Scoring Description:
5= Very Accurate
4= Accurate
3= Quite Accurate
2= Less Accurate
1= Very Inaccurate

In the implementation of the reading corner there are supporting factors, namely encouragement and assistance from teachers, and in terms of facilities and infrastructure, the reading corner will be designed as attractive as possible, especially with the motto of the importance of reading, students will be very concerned about enthusiasm and love of reading, textbooks and non-textbooks and collections of library materials are available, which are always updated from time to time, and can arouse students' enthusiasm to complete reading activities, so that students do not get bored easily.

The inhibiting factors are limited classroom space, and sometimes students are noisy and incomplete when reading books in the reading corner because they feel cramped. The reading corners at SDK PIGA are well implemented and implemented as optimally as possible. This is shown by reading books 15 minutes before learning in the reading corner and supporting the programs in it.

Figure 2. Reading corner model in Piga SDK

After the presence of a reading corner in the classroom, students were very enthusiastic about reading books. Thus, it can be concluded that the ability to recognize letters, recognize words, and spell words in class II students of SDK Piga has increased. After conducting observations, students carried out activities by getting used to reading books for 15 minutes before lessons in the reading corner. These actions, show that there is an increase in the ability to recognize letters, recognize words, and spell words as stated in the table below:

Table 3. After Utilization of Reading Corner

No.	Student Name	Observed aspects/indicators			Total Score
		1	2	3	
1.	AR	2	3	3	8
2	AM	3	3	3	9
3	AT	4	3	3	10
4	BA	3	3	3	9
5	EM	2	3	3	8
6	AB	4	4	3	11
7	DM	3	3	3	9
8	FM	4	4	3	11
9	NB	4	3	3	10
10	KL	3	3	3	9
11	OM	3	3	2	8
12	JD	4	4	3	11
13	FW	3	3	3	9
14	TK	4	3	3	10
15	AD	3	3	2	8
16	MD	3	3	3	9
17	**OH**	**4**	**3**	**3**	**10**

Discussion

Based on the results of the study, it show that the use of reading corners to improve literacy skills in class II students of SDK Piga has increased after carrying out activities to get used to reading books for 15 minutes. The use of reading corners, it is not only as an interesting visual aid but also a motivator for students to be more active and participate in reading activities. In addition, reading corners play a very important role in fostering and increasing students' interest in reading at school, this is because reading corners are the closest facilities for reading with the closest reading sources so that students do not need to go to the library to read books, and students also have the opportunity to be able to learn independently. Students are also happy because the place is quite comfortable and attractively designed.

In line with this, research conducted by (Faradina & Nidya, 2017) shows that the existence of a school literacy program influences students' reading interest, which is marked by students' enthusiasm for reading. Not only that, the results of research (Wulanjani & Wahyu., 2019) on increasing reading interest through reading literacy movements for students through the Reading Corner program make students motivated to further increase their interest in reading. In addition to increasing students' reading interest, reading corners also play a role in character formation. Character education itself aims to build students' character. Because education does not only provide knowledge, but more than that, it can instill good values and norms, so that students grow and develop as individuals who understand values and norms. This character formation can be done through reading corners.

According to (Puspitasari., 2021) several processes can be carried out in managing a reading corner, namely by planning a reading corner, organizing, implementing, and also supervising the reading corner. The emergence of children's interest in reading starts from motivation first, the motivation itself arises from within an individual or stimulation from outside the student to do something like reading. Meanwhile, reading power is the length of time students take to read the entire contents of the reading in a book. Many are found in schools, where students are motivated to read but do not have reading power. Students only read the cover of the book, or

read by going through several parts or reading briefly then putting the book back and moving on to another book.

The literacy movement through reading corners needs to be emphasized in every school to increase students' interest in the culture of reading literacy. In addition, developing a culture of literacy, especially in schools as centers of education, it will increase the capacity of all school residents so that literacy makes schools a fun place to learn. So that schools can manage knowledge and also maintain the sustainability of learning by presenting books or learning resources to accommodate various reading strategies such as the reading corner program that will attract students' interest in reading. On the other hand, a teacher also needs to be prepared and trained to continue to develop a culture of reading literacy in the classroom. The involvement of teachers as mentors in the classroom is very important to instill reading skills in students, teachers can require their students to read books in the reading corner when they have completed their assignments while waiting for their friends who have not finished working, teachers can also accompany students to get used to reading for 15 minutes before learning begins. The presence of a reading corner can attract students' attention. Schools must also prepare facilities and infrastructure to facilitate school literacy movements, such as providing interesting books. This will make it easier for students to be interested in reading books. The goal is that students do not get bored reading the books available so that students can choose books according to their interests.

Reading culture is one of the most important activities in the learning and teaching process because by reading a student will easily absorb knowledge through reading texts, students can find out various information from the outside world, with reading activities students will add insight, knowledge, and also be able to think critically. The reading corner program activities have a positive impact, namely being able to optimize free time during class hours, students also do not need to go far to read in the library because there is already a reading corner. On the other hand, the reading corner program also has a negative impact, where students are more interested in reading in class than reading in the library. As a result, the library becomes deserted.

The introduction of students through the reading corner is expected to increase interest in reading, considering that the culture of reading literacy in Indonesia is relatively low, due to several factors such as several types of entertainment through gadgets or television media, and also online games. The learning resource books in the reading corner are taken from the library, literacy is something that will not be separated from the world of education because it is a bridge to recognize, understand, know, and also apply the knowledge gained at home, school, society, and nation and state.

Improving students' habits is indeed not easy, this requires a process where students must improve their habits little by little, the obstacles found when there is already a reading corner are the lack of awareness or initiative of students in reading books, many students choose to play during their free time, or just chat with their friends, therefore teachers must be more assertive in instilling a culture of reading literacy in students so that students will be disciplined and also improve the culture of reading literacy.

The first thing to do to create a reading corner is to review the place that will be used whether in the right corner or the left corner of the student's seat, after searching for a reading corner design via the internet, also prepare the tools and materials that will be used and also detail the costs, after the tools and materials are available we start designing a reading corner that will attract students, survey and select books to be stored in the reading corner, arrange and also prepare the reading corner. With the existence of a reading corner that is made useful for students

and also makes it easier for teachers to carry out a culture of reading literacy despite the limitations in arranging books, at least students have been given a comfortable place to read with books that attract students' attention.

Implementation is carried out based on permission from the school and also the class teacher. The selection of classes is based on mutual agreement after group discussions. With this reading corner, it is expected that students will be more enthusiastic in reading and developing their ability to analyze reading books. Many schools only rely on the library as a place to read during recess, but in reality, students prefer to play with their friends, chat with their friends, or buy snacks rather than choose to read in the library.

In the implementation of reading literacy activities, many supporting factors help make the student reading literacy program a success, such as encouragement and motivation given by parents to their children, so students will be more motivated in terms of literacy, a sense of responsibility, and the role of teachers to guide and motivate students so that students will be more active in literacy and have broad insights. As well as sufficient facilities and infrastructure so that student literacy can develop and function properly. So that students feel happy to read.

In addition to supporting factors, in the implementation of reading literacy activities, several factors hinder the implementation of these activities, such as students' lack of interest in reading, the large influence of gadgets due to increasingly sophisticated technological developments, and the lack of awareness from students and the lack of parental involvement in literacy activities.

CONCLUSION

Based on the results of the study, shows that the utilization of the reading corner to improve the literacy of class II students of SDK Piga has been going well. In addition, the reading corner plays a very important role in growing and increasing students' interest in reading at school, this is because the reading corner is the closest facility for reading with the closest reading sources so that students do not need to go to the library to read books, and students also have the opportunity to be able to learn independently. Students are also happy because the place is quite comfortable and attractively designed.

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