



Developing a Culture of Reading Literacy Through Reading Corner For Grade III Students at SDK Joge

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Abstract

The purpose of this study is to foster a culture of reading literacy through a reading corner for students in grade III of SDK Joge. This type of research is a qualitative descriptive study. The subjects of this study were 11 students in grade III of SDK Joge. The data collection methods used in this study were observation, interview, and documentation methods. The data in this study were analyzed using the Milles and Huberman model data analysis technique consisting of 1) data collection, 2) data reduction, 3) data integration, and 4) concluding. The results of this study indicate that after reading literacy activities, students experienced changes, namely, initially, they were only able to recognize letters when literacy activities were held, and students were able to move up to the next level to read words. Students who were only able to read by spelling after literacy activities were able to read fluently. Thus, it can be concluded that through student reading aloud activities, students read books in groups and discuss readings can foster a culture of reading literacy in grade III students at SDK Joge.

INTRODUCTION

Elementary school education is education for ages 7 to 13 as education at the basic level that is developed following the educational unit, regional potential, and socio-culture. Education in elementary schools has a contribution to building the foundation of students' knowledge to be used in further education, therefore the implementation of learning in elementary schools must

run optimally. The purpose of elementary school education is to lay basic intelligence, knowledge, personality, noble morals, and skills to live independently and follow further education. In addition, with this basic education, a child can become an individual who can live in groups. Education has a very important role in helping to realize the nation's vision to build a better future for the nation. In the Constitution of the Republic of Indonesia paragraph 4, it explains the importance of education in realizing national education goals, namely

to smarten the life of the nation and shows how important education is as a tool to improve the quality of human resources. Education is a conscious effort to prepare students for their roles in the future through guidance, teaching, and training activities (Ananti, 2022). The aim is to develop individuals who have national ideals, professional excellence, and strong competencies that can be utilized effectively for the progress of the nation and state. The educational process can enable humans to explore new things within themselves that are still hidden and abilities that have been present since birth, including the ability to think critically, creatively, and innovatively. Education can also provide support to individuals in gaining an understanding of the moral and ethical values that are important for forming good character. In addition, education can also support individuals in developing skills that are important for everyday life, including the ability to read, write, count, and communicate effectively. To develop and build the foundation of knowledge for elementary school students, literacy activities are needed.

Literacy activities in elementary schools aim to improve students' reading skills and at the elementary school level, grade III students are expected to be able to read and retell the contents of reading books. Reading skills are basic skills at the elementary education level and elementary schools are educational units that provide these basic skills as stated in Chapter II, Article 6, paragraph 6 of PP No. 19 of 2005 concerning National Education Standards. In addition, in the 1945 Constitution number 20 of 2003 concerning the National Education System, article 3, paragraph 1 states that "national education functions to develop abilities and shape the character and civilization of a dignified nation to educate the life of the nation, aiming to develop the potential of students to become human beings who believe in and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative and become democratic and responsible citizens". One of the competencies that must be present in the implementation of education is literacy skills for students.

Literacy is the ability to use and read written texts but also involves the ability to understand the social, political, and cultural context that shapes and is produced by those texts (Chairunnisa, 2018). Literacy is the ability to understand and use information effectively in various forms of communication, including spoken, written, and symbolic language. Literacy activities provide many benefits for students, including literacy activities. Literacy activities help students to improve their reading and writing skills, which are important basic skills in education. The higher a person's reading literacy skills, the easier it is for students to understand reading information and implement it in life. The school literacy movement is one of the Indonesian government's programs to increase students' interest in reading throughout Indonesia. This is because the ability of Indonesian children at the elementary to high school levels in reading compared to other children in the world is still low. The school literacy movement is an effort to familiarize students with literacy in elementary schools. Knowledge is obtained when someone can read well. The more literacy there is, the wider the information obtained. To carry out a school literacy movement, of course, it must be implemented in stages while considering the physical readiness of the target school. Physical readiness refers to the availability of facilities and infrastructure, the readiness of the school community, and the readiness of other support systems. To realize a school

literacy movement, a person's interest in reading is needed. People who have a strong interest in reading will manifest it in their willingness to obtain reading material and then read it out of self-awareness. A person's interest in reading can be interpreted as a person's high inclination towards a reading source. The driving factor for someone to have an interest in reading is the ability to read which can be realized through the habit of reading repeatedly until someone has an interest in reading.

The reading culture in Indonesia is still very low, which means that literacy skills are still very low. This is shown by the lack of public interest in reading, both students, workers, and non-workers. Reading is very important, this follows the opinion of Faradinan (2017) that reading is a very important effort in the learning process. Thus, a reading culture needs to be developed from an early age. Reading has an important role in learning at school because knowledge is obtained through reading. Currently, reading habits have begun to erode, this happens at all levels of school. This problem is caused by various factors, including the influence of technological developments and a lack of self-awareness of the importance of reading. The influence of technology, especially social media or games, makes students prefer to spend time accessing social media rather than reading books. Lack of awareness about the importance of reading can be a factor that can influence students' reading habits. Some students may not realize the importance of reading to improve language skills and broaden their insight through reading

Based on the results of observations conducted in class III SDK Joge, problems were found regarding the lack of reading skills in children. The reading skills in class III SDK Joge out of 11 students, 3 students could only recognize letters, 5 could only spell, and 1 student still could not distinguish several alphabets. Based on the results of interviews conducted with teachers at SDK Joge regarding the low literacy skills of class III students above, among others, lack of attention from parents towards students, less supportive library space, many books/reading materials that were no longer suitable for use and no literacy activities carried out by teachers before starting learning activities. Literacy is the ability to understand and use information effectively in various forms of communication including spoken, written, and symbolic language. Literacy provides space for readers to think critically and analyze information from various sources (Apriyani, 2020). Literacy activities provide many benefits for students, including literacy activities helping students to improve their reading and writing skills, which are important basic skills in education because the higher their reading ability, the easier it is for students to understand reading information and implement it in life.

According to Wiratsiwi (2020), creating a reading corner aims to ensure that students are always interested in reading the books available in the reading corner and can also be used as a comfortable and attractive mini library in the classroom. Apart from creating a reading corner, educational posters inviting people to enjoy reading are posted around the reading corner in Class III SDK Joge. The educational posters are made to indirectly invite students to practice reading (Aziz, 2018). For this reason, the creation of this reading corner is a means to support reading activities for 15 minutes before learning activities.

Referring to the problems above, researchers provide solutions by providing literacy facilities such as reading corners. According to (Saputri & Rochmiyati, 2024) a reading corner is the use of a corner of the classroom which is used to encourage students to read books routinely and in a structured manner so that students will get used to reading. A reading corner is different from a library in general because this place only contains a limited collection of books. With the existence of a reading corner, it is hoped that it can help students to be more found of reading and doing activities that can develop students' potential and thinking power. The purpose of creating

a reading corner is to foster students' interest in reading, improve students' reading skills, help the library introduce reading routines, and facilitate students in obtaining information and knowledge.

The reading corner is a form of school commitment through mini libraries in the classroom as an effort to support the 15-minute mandatory reading movement recommended by the government as stated in Permendikbud Number 23 of 2015 (Aswat & Nurmaya G. 2019). Several studies have studied reading corners, including (Nurmaya, A.L. et al., 2023) with the title *Cultivating a Culture of Literacy Through Reading Corner Management Activities in the Classroom*. The results of the study showed that the creation and utilization of reading corners carried out at SDN 6 Baubau went well and received good appreciation from the school. Furthermore, in the same year, it was carried out by (Wihaya Kusumah et al., 2023) with the title *The Role of Reading Corners in Improving Reading Literacy of Grade IV Students at SDN Sinaba*. The results of the study showed that with the existence of reading corners, students were more productive in utilizing break time by reading books. Then (Apriliani et al., 2024) with the title *The Role of Reading Corners in Cultivating Students' Reading Interest at SMPN 23 Bengkulu Selatan*. The results of the study showed that with the existence of reading corners in the classroom, students have a habit of reading books.

Based on the description above, a study entitled "Cultivating a Culture of Reading Literacy Through Reading Corners for Grade III Students at SDK Joge" was conducted. This study aims to describe reading literacy activities through reading corners for grade III students at SDK Joge so that the reading interest of grade III students at SDK Joge increases.

METHODS

This type of research is qualitative descriptive research. This research was conducted at SDK Joge, Ende Regency from August 14 to December 4, 2024, under the Kampus Mengajar program. The subjects of this study were 11 students of class III SDK Joge. The data collection methods used in this study were observation, interview, and documentation methods. The observation method was carried out to directly observe the culture of reading literacy through the reading corner of class III students at SDK Joge. The interview method contains a list of questions addressed to the homeroom teacher of class III SDK Joge related to the implementation of literacy activities and then produces documentation. The documentation in this study is the activities of students at SDK Joge in carrying out reading literacy activities. The data in this study were analyzed using the Milles and Huberman model data analysis technique consisting of 1) data collection, 2) data reduction, 3) data presentation, and 4) conclusion. The conclusion was drawn in the final results of a systematic and detailed qualitative data analysis regarding the culture of reading literacy through the reading corner in class III SDK Joge. The data analysis chart according to Miles and Huberman (Sugiyono, 2015) can be seen in the following image.

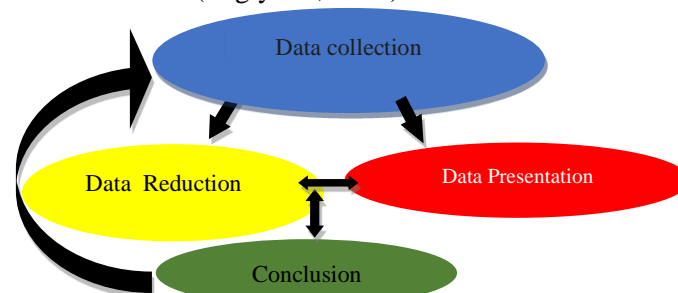


Figure 1. Milles and Huberman Model Data Analysis Chart (Sugiyono, 2015)

RESULTS AND DISCUSSION

Results

This research activity was carried out in class III SDK Joge from August 14 to December 4 following the campus teaching program batch 6. The campus teaching program provides opportunities for students from various study programs to develop their abilities in the field of teaching. The main objective is to support increased literacy through literacy programs, both those designed by the ministry and those designed by campus teaching student's batch 6.

Based on the results of observations in class III SDK Joge, it was found that students' reading literacy skills were still very lacking. This was seen during the initial literacy activities, several students could not read well. Furthermore, through interviews with class III SDK Joge teachers, information was obtained that the low interest in reading was caused by several factors, including: 1) lack of attention from students' parents, 2) no literacy activities were carried out by teachers before starting learning activities, 3) no special guidance was carried out by teachers for literacy activities. With these problems, there are several activities carried out by researchers to foster a culture of reading literacy in class III SDK Joge students. This activity is carried out continuously during the campus teaching program activities.

Reading aloud activity

The reading-aloud activity begins with the teacher giving an example of how to read aloud, then students take turns reading the story text that has been prepared by the teacher. The reading-aloud activity is carried out every day for 15 minutes before the learning activity begins



Figure 2. Reading Aloud Activity

The indicators observed in reading aloud in grade III students of SDK Joge include: pronunciation, intonation, reading fluency, pauses, and clarity of voice. Based on the results of observations conducted in grade III SDK Joge after implementing reading-aloud activities, the results obtained were that: students' pronunciation when reading was good. Students were able to pronounce several paragraphs of reading, but some students still needed guidance because students did not listen to the teacher's explanation so that students did not understand the sounds of the language. In the intonation indicator, several students read aloud with the correct intonation in all sentences of the reading text. In the reading fluency indicator, several students read fluently without having to spell word by word. However, several students still stuttered in reading and there were still students who read by repeating the same words. In the pause and clarity of voice indicators, several students were able to pause reading according to punctuation.

Students read books in groups

Students' activities of reading books in groups are carried out with teacher guidance. This activity is carried out every Wednesday and Thursday for 15 minutes before learning begins. Group reading activities are also carried out when the teacher is unable to enter the class. Group

reading activities are carried out in the classroom reading corner. The group reading activities can be seen in Figure 3.



Figure 3. Group Book Reading Activities

Students read books with the same reading material in turns. After finishing reading the book, students discuss the contents of the reading and are guided by the teacher. After reading, the teacher gives questions related to the contents of the reading. Then students discuss with each other and then submit answers in groups.

Discuss the Reading

Reading discussion is done after group reading activities. The purpose of discussing reading activities is to find new things from students and teachers. After reading a book, students can participate in group discussions to share their understanding of analyzing the messages contained in the reading material. In discussing reading activities, the teacher gives several questions related to the theme, and characters in the reading text. Then the students in groups discuss to find the answers.

Based on the observation results, it was found that students were very enthusiastic about the implementation of literacy activities organized by the researcher. When they were given the task of reading only 1 book, some students read more than 1 book, and at the end of the activity, they expressed that they felt happy and became interested in reading because the stigma of reading that was boring, slowly disappeared and would be replaced by reading that was fun. During the implementation, several activities that were the targets of the literacy activity program included 1) reading aloud. When reading, it was seen that the mastery of intonation had begun to be seen. In addition, pronunciation, pauses, and tempo when reading had increased. 2) Reading in groups. With group reading, students began to dare to give their opinions and curiosity and ask questions to the teacher or their group members. Students' interest in reading also increased, as can be seen from the willingness of students to use their free time when class hours were empty by reading individually or in groups in the reading corner. 3) Discussing reading. The activity of discussing reading began to appear after students read in groups. Each student dared to express their opinions and exchange ideas with other students. When there was something that was not understood, students dared to ask the teacher.

Based on the results of the interview with the homeroom teacher of class III SDK Joge related to the implementation of literacy activities, it shows that after the literacy activities fostering a culture of reading literacy, students experienced changes, namely, initially students who were only able to recognize letters when literacy activities were held, students were able to move up to the next level, namely reading words. Students who were only able to read by spelling, after literacy activities, students were able to read fluently. And for students who still cannot distinguish several alphabets, with the literacy program they can distinguish several alphabets.

Discussion

The implementation of campus teaching activities at SDK Joge has a positive impact on fostering a culture of reading through literacy activities. To foster a culture of reading literacy in grade III students of SDK Joge, several activities are carried out including 1) Reading aloud activities, 2) Group reading activities and 3) reading discussion activities. Reading aloud activities are expected to enable students to read with pronunciation under EYD without any regional elements so that it is easier for listeners to get information from the reading text (Masyithah et al., 2024). Indicator Learning motivation as a condition shows the level of motivation very high rate for completing courses (Asmaroini, 2021). Reading aloud is done by the teacher reading a book/reading material and inviting students to listen and respond to the reading actively. The process of reading this book is interactive because the teacher demonstrates how to think in response to the reading and voice it (think aloud) and invites students to do the same (Ramandanu, 2019). Students can build their listening and understanding skills in discussion sessions before, during, and after their teacher reads aloud (Ketut et al., 2017). Sain that the provision of reading materials for class III SDK Joge students is very much needed because, with the availability of diverse books, students will be more enthusiastic to read. The use of quality, accurate, and interesting teaching materials is one strategy to increase students' interest and motivation to learn (Febrita & Ulfa, 2019). Conducive and interesting learning can be done by choosing learning strategies that are appropriate to the subject matter, one of which is choosing the right learning method in choosing learning method. Learning methods (Pubian, Y. M., 2022) state that learning methods are a treatment given by educators in learning situations where in learning they must pay attention to existing resources, and the characteristics of existing students and pay attention to learning facilities. The learning methods applied in the teaching and learning process in the classroom must adapt to the material being taught, student readiness, learning media, and appropriate learning facilities, so that the quality of learning becomes more focused. Educators must be able to adapt and provide effective and efficient learning methods so that students can be directly involved in learning. Learning in elementary schools with a variety of students who still need more optimal guidance and direction requires variations in several learning methods, this aims to make students more interested and enthusiastic in learning. Monotonous and unidirectional learning will make students bored, bored quickly, not understand lessons, are passive, and lack enthusiasm for learning.

Lucia Damasanti (2023) states that learning using learning media can encourage students to grasp lesson material more quickly, encourage students' logical thinking in digesting lessons, increase curiosity about new lessons and learning, and foster a spirit of creativity in students. The role of students in learning must be optimized because optimal learning occurs when students are maximally involved in learning and participate actively in learning. The role of students in learning must continue to be optimized by teachers, especially in encouraging the development of student's potential and abilities in learning. Learning using learning methods and media is very good for students' understanding of learning because varied and innovative learning methods accompanied by creative learning media can improve students' understanding of learning. Understanding of the subject matter (Rossa Ayuni, 2021) states that the students' thinking process is towards developing students' logical thinking abilities towards a more optimal.

Based on the results of observations conducted on students in grade III SDK Joge, it can be seen that students are very enthusiastic about group reading activities and discussing things they do not understand with other students. Group reading is very important for students because it not only teaches students theory but also practical models and exercises. Group reading

activities implemented to foster a culture of reading literacy in grade III SDK Joge students are carried out to foster social interaction so that students have a focus on reading, language interaction, and lessons. According to (Sukriadi et al., 2022) the advantage of group reading is creating social and verbal interactions so that students have a focus and are evenly distributed between reading language interaction and learning. After students read in groups, they continue by discussing the reading material. This is supported by the theory (Dewayani, 2018) that when discussing reading, teachers can talk to students about the strength of the story, and analyze characters and other elements to foster students' interest in reading.

Based on the results of the observations made, it was found that students have a high desire to do reading activities. Students start to get used to reading for 15 minutes before learning begins. The growth of a culture of literacy in SDK Joge, will produce the next generation of the nation who are intelligent and love to read. Understanding literacy is not only about the high or low intensity of individuals in carrying out reading activities. More than that, literacy culture is also understood as how an individual manages the information they have so that they can actualize themselves well using that information. The habit of reading activities from an early age will foster this ability so that students can have broad insights and the ability to manage the information they receive from reading materials to be able to actualize themselves (Kamila, 2022).

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. Literacy program activities carried out in class III SDK Joge have a positive impact, namely being able to optimize free time during class hours. This study hopes that introducing students through reading aloud activities, reading in groups, and discussing readings can improve the reading literacy culture of class III SDK Joge students in the future. Activities in improving literacy culture at SDK Joge can be said to be one of the activities that deserve to be appreciated and become a breakthrough and intelligent innovation from the school to get students used to reading activities which will later be useful for them when they are adults.

CONCLUSION

Based on the results of the research that has been conducted, it can be concluded that through activities to foster a culture of reading literacy through a reading corner, there are several activities carried out including 1) students reading aloud, 2) students reading books in groups and 3) discussing readings applied by researchers can foster reading literacy in grade III students at SDK Joge. Based on the results of observations made, it was found that students have a high desire to do reading activities. Students start to get used to reading for 15 minutes before learning begins. Based on the results of interviews with the homeroom teacher of grade III SDK Joge, information was obtained that after the reading literacy activity, students experienced changes, namely, initially students who were only able to recognize letters when literacy activities were held, students were able to move up to the next level, namely reading words. Students who were only able to read by spelling, after the literacy activity, students were able to read fluently. Thus, it can be concluded that through the activities of students reading aloud, students reading books in groups and discussing readings can foster a culture of reading literacy in grade III students at SDK Joge.

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