



THE USE OF A READING CORNER IN INSTILLING THE STUDENTS READING INTEREST

Lestari Nur Rahmawati¹, Muhammad Abduh²

Pendidikan Guru Sekolah Dasar, Universitas Muhammadiyah Surakarta

E-mail: a510190127@student.ums.ac.id, ma123@ums.ac.id

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Abstract

Reading interests are vital to have, mainly for students. Reading interests can come through support or without support from inside someone's heart. Student reading interests need to be resurrected from elementary school; indeed, the support and effort of teachers are essential in instilling reading interests. The research uses a type of qualitative research with case study designs. Data collection techniques use interviews, Observation and documentation. Data validity checks are performed through the source triangulation and engineering triangulation process. The data obtained was then reduced and presented, and the research suggests the utilisation of the reading corners in the SDN 1 Kemasan Sawit. In instilling an interest in reading, teachers make it easier for students to engage in literary activities inside the classroom, which is used for discussing and searching for material reference material students and for filling free time or during empty hours in-class lessons in class. The management of the reading corner is done through four stages: planning, setting in motion, management and evaluation.

Keywords: read corner; reading interest; primary school students

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INTRODUCTION

The implementation of instruction activity in the classroom is not separate from reading activity because reading is the skill that has to be owned by the student to understand words, writing, and symbols in the book. The reading activity becomes priority attention, focusing on the student to understand every material and concept in the lesson book or not the lesson book teacher gives in the school (Kurniawati, 2020). In the beginning, the students must be interested when doing something, especially in reading. Interest is a passion for doing the activity; if someone has an interest in doing that thing, they will attend pleasedly (Hendrayani, 2018). As in reading, Rohim dan Rahmawati (2020) mention that reading interest is someone interested in reading because of self-will.

Students' reading interest is the main thing that needs to be considered by the teachers and parents. Elementary school students should be interested in reading so they can make reading a habit (Sari, 2018). Interest in reading can affect a person's reading habits because if someone has a high interest in reading, reading will be done wholeheartedly (Jatnika, 2019). Interest in reading is something that students need to have; if they do not have an interest in reading, this will affect the next level of education in participating in learning activities at school, especially in terms of reading. In line with the result of Wati & Prawiro (2022), a person tends to experience difficulties obtaining knowledge and information when an interest in reading has not yet been presented. Especially for students in elementary schools, an interest in reading needs to be instilled because reading is needed to obtain information, so it becomes a determinant of learning success (Sugiarsih, 2018). As said (2016), students' low reading interest can affect their understanding when they do reading activities; for example, they can not conclude what they have read when they find a moral message in a book. Interest in reading needs to be instilled from an early age because an interest, especially interest in reading, does not grow by itself but needs support from outside (Mantu, 2021). Therefore, every teacher at school makes various efforts to instil students' interest in reading.

Other than the efforts which can be made, teacher's support also has a vital role in instilling students' reading interest, as research conducted by Zhao et al., (2018), found that teacher's support has a positive effect on elementary school students' reading engagement, and reading interest is very important in instilling character to love reading. Teachers can apply many efforts to foster students' interest in reading. One of these efforts can be started by providing facilities for reading activities such as picture books and story books, which are in an exciting place. The comprehensiveness of school facilities has a vital role in achieving the goal's success, instilling the students' reading interest. Reading activity will also be achieved if it is supported by completing facilities in class (Rachmawati, 2018).

Another effort the teacher can make to instil students' interest in reading is making a reading corner program. A reading corner is a place that is located in the corner of the class that

is made and arranged interestingly by completing the book collection to foster students' passion or interest in reading activities (Hajar et al., 2022). The reading corner is used by directing students to read and write in a room in the corner of the class for the students to do literacy activities. Through the Reading Corner program, students are expected to be able to get used to reading. Another purpose of holding the reading corner is so that the students are interested in reading, both textbooks and storybooks, as well as the facility for reading activities before starting lessons in the morning (Wiratsiwi, 2020). Through the reading corner program, it is hoped that students will be able to get used to reading.

Students' interest in reading needs to be instilled in the theory of reading interest. According to Crow & Crow, interest in reading is a sense that needs to be improved to form communication patterns with oneself in explaining the meaning of the writing that is read and being able to gather information (Putri, 2019). As stated, interest in reading supports knowing the words and meanings in reading books so that readers can understand the content of the book (Sudarto, Achmad S, 2022).

Similar research was also conducted by Maskurin (2021) found that the implementation of the reading corner program could affect students' interest in reading with a significant enhancement. There is an enhancement in 20% of students who have an interest in reading because of the existence of the reading corner in the classroom. Besides that, research from Khusna Dkk (2022) shows a change after implementing the reading. One is that students' interest in reading is increasing because of the comprehensiveness range of books in every reading corner from grade I to grade VI. The existence of the reading corner also accelerates the students' learning to read, especially for those who have not yet been fluent in reading, and the students' desire to read is greater.

The results of the findings in the form of an interview conducted with one of the teachers at a public elementary school in Boyolali found that the use of reading corners in each class has been going on for a long time. The use of reading corners that have been implemented in each class tried to increase students' interest in reading. The existence of the reading corner does not replace a library; it is just that the reading corner is implemented to make it easier for students to read in class. Especially in the higher grades, looked at during school break, there were some students who chose to read in the reading corner, but there were also students who had not visited the reading corner yet.

There are differences from the research that will be carried out with the previous studies mentioned above. The recency focused on using and managing reading corners in schools to foster students' interest in reading. Suitable to the research by Setiawati (2019),), the supporting factors for the students' interest growth in reading are implementing GLS to cultivate the character of loving to read. The GLS implementation meant implementing a reading corner in the classroom so students could read the books comfortably. From the data above, reading

corners are effective in increasing students' interest in reading, especially in elementary schools. This research provides theoretical benefits, namely as a reference and foundation for further research which focuses on the use and management of reading corners in instilling interest in reading in high school students, especially in elementary schools. Based on the background that has been stated, the purpose of this research is to reveal the utilisation and management of the reading corner at SD. Considering that reading corners have been going on for a long time, we want to reveal how to use and manage reading corners to instil students' interest in reading at school.

METHODS

The research conducted was qualitative research with a case study design. Qualitative research is research conducted to collect scientific data that aims to describe the phenomena experienced by the research subjects, such as actions, motivation, behaviour, and perceptions (Nasrudin, 2019). Case studies are research designs that emphasise facts and investigate and study cases found in the field (Roosinda, 2021). This research was conducted at SD Negeri 1 Kemas in Balong Village, Kemas, Sawit District, Boyolali Regency, Central Java. The research was conducted at SD Negeri 1 Kemas because a reading corner has been implemented from grade I to grade VI.

The research object is an activity that has variables in the research (Sugiyono, 2016). The research object of this study is to utilise and manage the reading corner and cultivate students' interest in reading at SD Negeri 1 Kemas, Sawit Boyolali District. The subject is the main target of the research (Nurdin & Ismail., 2019). The research subjects in question were the Principal of SD Negeri 1 Kemas, the homeroom teacher for class IV and the students of class IV. The data collection techniques used in this study were observation, interviews, and documentation. The instruments used in this study were interview instruments and observation guidelines for conducting research. The data analysis techniques used in this study are data reduction, data presentation and conclusion.

RESULTS AND DISCUSSION

Result

The research was conducted at the elementary school, Balong Village, Sawit District. This SD is one of the schools that is included in the Boyolali city area. SDN 1 Kemas has adequate facilities and infrastructure suitable to the number of students. SDN 1 Kemas has implemented a reading corner for grades I-VI in 2019. The purpose of this reading corner was to make it easier to do reading literacy activities in class without taking library books. Based on the results of interviews with Mr Winarto, a grade IV teacher and headmaster of the school,

related to the use of reading corners, it was found that reading corners were used to make it more accessible for students to do reading activities in class. Related to the headmaster about the purpose of creating a reading corner, he said that the creation of a reading corner with the desire to increase literacy in the classroom because if it is only centred to the core library, and no central staff who manages the library, it will make the students challenging to read the books. So, the aim is to make it easier for the students to read and to carry out literacy in class with the teacher. So, the existing reading corner managed by every class teacher will help the students do reading activities without taking books from the school library.

Regarding using the reading corner in grade IV, Mr. Winarto, as the homeroom teacher, also said that the reading corner was created for the first to increase our students' interest in reading and that the students get more knowledge from the books in the reading corner. Mr. Winarto uses the reading corner to place students in discussions so they don't get bored in their seats. Usually, it is also used for students to find material. The classroom teacher's way of attracting students' interest in reading is to make or decorate the reading corner attractively by providing various books, from fiction to non-fiction.

Table 1. Utilisation of reading corners at school

| No | Observed Aspects | Description of Observation Results |
|----|--|--|
| 1. | The condition of the reading corner in class IV SD Negeri 1 Kemasan, Sawit District | The reading corner in class IV can still be used. The reading corner is appropriately made in the corner of the classroom. The existing facilities include bookshelves, books, decorations, words of motivation, small tables and carpets. |
| 2. | The kinds of books in the reading corner | There are many kinds of books in the reading corner, including regional storybooks, stories of the prophet's lesson books, thematic books, and books about farming. |
| 3. | The number of books in the reading corner is suitable for the number of students in the class. | The books in the reading corner exceed the number of students in grade IV. |
| 4. | Teachers should utilise the reading corner in the classroom. | During Indonesian language lessons, students receive the material to summarise the story. The teacher directs students to form groups of 4-5 people in one group. Each group chooses a local storybook to be summarised. This activity is carried out in |

| No | Observed Aspects | Description of Observation Results |
|----|--|--|
| | | the reading corner so that students are not bored in their seats.' |
| 5. | The teacher makes students interested in reading. | The teachers often motivate the students in every lesson about the importance of reading. |
| 6. | Students' reading activities in class during learning. | Every morning before the lessons, students are given 15 minutes to read the books in the reading corner and take turns. In addition, sometimes, when learning activities are ongoing, the teacher appoints the students to read the material in the book randomly. |
| 7. | The publication year of the book is in the reading corner. | The publication year in the reading corner varied between 2008-2012. |

Besides the results of the interviews and observations in Table 1 above, the headmaster also explained that the use of reading corners applied in every class greatly influences students' interest in reading. The existence of students' interest in reading also does not happen by itself, but support from the class teacher and adequate facilities and infrastructure such as various books will support instilling students' interest in reading.

Based on the results of interviews conducted with the headmaster, it was found that the management of the reading corner was done through four stages: planning, actuating, managing, and evaluating. Regarding the planning of the reading corners in SDN 1 Kemas, the headmaster said that the class teacher managed the reading corner in every class. Steps in planning to create the reading corner must go through the principal's approval during a work meeting. The school only provides facilities and infrastructure such as classrooms, books and bookshelves. Furthermore, in the process of creating the reading corner, it is handed over directly to every class teacher. Rule-making is also given to class agreements, such as attendance for reading books, borrowing books, and rules when reading in the reading corner. So, planning when creating a reading corner is prioritised to make the students carry out literacy activities in the classroom (Rahmawati, 2016).

The second stage of managing the reading corner at SDN 1 Kemas is the mobilisation stage. After meeting together to stimulate the creativity of each class teacher at SDN 1 Kemas, the school holds an inter-class competition. The competition is the match that prioritises the creativity of teachers and their students in making reading corners. As in the results of observations made by researchers, the reading corner provides a small table and carpet

for students to read books comfortably. However, every class is also different in expressing creativity in making the reading corner.

The third stage is the management stage of reading corners in elementary schools. According to the results of interviews with the headmaster, reading corners in every class are always made interestingly. As much as possible every month, the class teacher changes starting from the model of the reading corner itself, the arrangement of the books, and, more importantly, replacing the books from the school library. Of course, class teachers involve the students in managing reading corners, such as students being allowed to bring one kind of book they would like to be brought to school. The books brought by students can be exchanged with other students' books to be read in groups or individually. The activity of exchanging books with friends was done to familiarise students with reading and also teach the students to maintain the facilities or books in the reading corner. The students are also given a schedule to clean up the reading corner in class, such as sweeping and rearranging the books in the reading corner.

The last stage is the evaluation stage. Based on the results of interviews with the headmaster, it was found that after all stages had been carried out and reading corners had also been created in each class, the final stage was the evaluation stage. In the evaluation that was done when the work meeting was held, all class teachers conveyed the shortcomings of the programs that had been carried out, including the reading corner. These deficiencies will be corrected later and maintain what makes students happy and interested in the reading corner in every class.

Discussion

Interest in reading supports knowing the words and meanings in reading books so the readers can understand the contents of the book (Sudarto & Achmad S, 2022). Interest in reading needs to be owned by someone to improve reading ability; by increasing reading ability, students can explore information and perception that is more extensive. In line with research conducted by Adelzha & Wulandari (2022), the most important thing to be able to understand learning is owning the ability to read; by reading, someone can gain knowledge that is useful for intellectual and emotional growth within oneself. Interest in reading can be instilled through the support of the closest people or even from within a person. The forms of support in instilling an interest in reading are various; one is what has been done by the teacher at SDN 1 Kemasan by implementing a reading corner created for classes I-VI since 2018.

The reading corner was created as the facility for reading literacy activities that are done by students and teachers in the classroom. The reading corner at SDN 1 Kemasan makes it easier for the students to carry out reading literacy activities in class without taking books from the school library. In addition, teachers usually make use of the reading corner for the students

to discuss, look for reference materials and use book collections for fifteen minutes of reading activity every morning.

The literacy activities stated in using the reading corner above are similar to the program set by the government in 2015 concerning the School Literacy Movement. GLS can include activities from reading, writing, listening and speaking. GLS itself is a program designed with the aim of making school a fun facility for students to gain broader insights (Salma, 2019). Sebagaimana yang ditemukan di SD yaitu Another finding that researchers found in using the reading corner based on observation was carrying out literacy activities by reading books in the reading corner for 15 minutes. Literacy activities, namely reading for fifteen minutes, are activities that get students used to reading before starting lessons in the morning (Dharma, 2020). In the high class, namely class IV, the activity reads for 15 minutes in the morning. Namely, the teacher randomly appoints students to read story books taken in the reading corner every day. However, students were not only asked just to read but to briefly tell the contents of the story from the book, and other students explained the message contained in the story. It is hoped that the 15-minute reading activities that have been carried out can instil interest in reading in students, add insight from the moral messages contained in the story, and be applicable in everyday life. Like the results of research by Putri (2019), a 15-minute reading activity carried out every morning before starting learning can make students aware of reading every day, even for a short time, and there is an increase in reading interest with 15-minute reading activities. Of course, in instilling students' interest in reading apart from utilising the use of reading corners, the support or role of the teacher is critical Zhao et al., (2018); it was found that the teacher's efforts in providing support or encouragement can have a positive effect on elementary school students' reading engagement, especially instilling an interest in reading because it is essential to accustom students to love reading.

Schools have an important role in instilling a reading literacy culture, in line with Rigianti and Arief (2022); the school environment is responsible for this process. What can be done is to provide support such as complete facilities and a literate teaching process that can instil a culture of literacy in students, as was done at SDN 1 Kemas in implementing the GLS program by utilising the reading corner implemented from class I - IV. Through reading corners, which are implemented in whole classes, the students find to carry out reading literacy activities in the classroom. The results of interviews with the headmaster show that the purpose of reading corners is to help the students carry out literacy reading and increase students' interest in reading. Suitable to research conducted by Setiawati (2019), the supporting factors for the growth of students' interest in reading are implementing GLS to cultivate the character of loving reading.

The teacher uses the reading corner in grade IV as a place for students to discuss so they don't get bored in their seats. According to the results of the interviews conducted, found

that whenever there was learning that involved discussion activities, the teacher sometimes directed discussions in the reading corner. The reading corner is equipped with tables and carpets to provide a comfortable atmosphere for students when they study, discuss or read. Reading corners must be made attractive so the students do not get bored quickly; this is also in line with the opinion (Hajar et al., 2022) that reading corners attractively by being completed with the books collection to foster student interest or student interest in reading activities. Discussions that are carried out with the group usually involve finding material from books in the reading corner. Many types of books are in the reading corner, including textbooks and regional storybooks. This activity is accompanied by the class teacher directly. Of course, in this activity, students are trained to communicate with each other and their group mates in discussing the assignments the teacher gave.

Besides the activities above, the reading corner in class IV is also used for discussions in Indonesian language lessons, as found in the observations. When the students study the Indonesian language and summarise story material, students are directed to form groups of 4-5 people in one group. On this occasion, the teacher gave each group time to look for and take fairy tale books to be summarised and then reread them in front of the other groups. Retelling to peers can train students' communication skills as the research conducted by (2020) showed that retelling to friends teaches the students to use communication skills effectively to provide information on a message conveyed from the story to another group. However, the primary use of reading corners made by schools is to increase students' interest in reading.

In utilising the reading corner, of course, pay attention to the books that will be given as a means of reading literacy activities for the students. The number of books in the reading corner has been adjusted to the number of students so that students can read freely without having to take turns with other students. The books in the reading corner also vary from fiction and non-fiction to textbooks. In accordance with the criteria for achieving a good reading corner according to Faiz, (2022), there are indicators for the use and development of reading corners, including; 1) Have a collection of library materials according to the number of students; 2) Increase students' reading frequency; 3) utilising the reading corner in learning; 4) Make a reading schedule for the morning at the end of the lesson; 5) Updating the books in the reading corner regularly; 6) there is a summary of reading in the reading corner; 7) make students like to read the books in the reading corner.

Every program that is implemented has management that has been planned (Sofyan & Ansar, 2022). The planning stage was the first step in making a reading corner at SDN 1 Kemasan. Abduh (2018) states that the first step in running a program is the planning stage because planning is a determinant of achieving goals. The planning involves choosing to divide the tasks performed to run an organisation or a program (Afriatin & Danusiri, 2020). The reading corner program that is run at SDN 1 Kemasan has planned management, including

planning, actuating, supervising, and managing. Planning for the reading corner at SDN 1 Kemasan through a working meeting at the school. Planning was carried out in 2018 after the headmaster decided to create a reading corner. The reading corner program is structured based on the vision and mission of the library, bearing in mind that the reading corner is also known as a mini library in the classroom. The program is made and arranged in a directed manner so that it can run according to plan. The class teacher and the students in that class fully manage the reading corner. Schools only provide facilities and infrastructure such as places (classrooms), books and bookshelves. The planning for creating a reading corner was carried out at SDN 1 Kemasan to provide facilities and infrastructure such as shelves, books, a collection of books and the funds needed to create the reading corner.

The second stage is the mobilisation stage in the reading corner at SDN 1 Kemasan. Based on the results of interviews with the headmaster, the school held a competition between classes to run the reading corner program. The competition was held with the aim of showing the creativity of class teachers. The competition was held because the making of the reading corner was managed and made directly by the teacher and students in the class, especially class IV. The activating stage is an essential stage after planning because it carries out planning tasks so that the program can run in a structured way (Afriatin & Danusiri, 2020). The main activity of the competition, which was held with the aim of increasing teacher creativity, was for teachers and students to make the reading corner in an exciting and not monotonous way that the class IV teacher did, it was adding a small table and carpet to the reading corner. This was found during class observations conducted during the study. Creativity in making reading corners is needed because the better the quality of the reading corners in the classroom, the greater the desire or interest of students to read. This is in line with DKK (2020), who found that implementing the reading corner would be fit to purpose if the facilities were fulfilled, such as completeness of the library and comfort when reading in the reading corner. Students' interest in reading can also be created through an exciting reading place or atmosphere. The results of the mobilisation stage carried out by the school in an effort to increase interest in reading have increased, namely that during breaks there are several students who choose to sit in the places provided in the reading corner and take a book and read it, even though what they read is sometimes a storybook. However, this activity is a change experienced by students in grade IV in reading activities.

The third stage is the management stage; based on the results of interviews with the headmaster, the reading corners in every class are always attractive. The headmaster said that as much as possible, every month, the class teacher changed starting from the model of the reading corner itself, the arrangement of the books, and, more importantly, replacing the books from the school library. The class teacher involves students in managing the reading corner. For example, the students are given the opportunity to bring one type of book they would like to bring to school. Books the students bring can be exchanged with other students' books to be

read in groups or individually. The book exchange activity was carried out in order to attract students' curiosity to read their friends' books. This is in line with the research conducted by (2021). Book exchange activities are carried out in class because peers' favourite books will attract more students' attention. The management stage also needs to pay attention to the collection of library materials or the collection of books in the reading corner. Procurement of varied books will certainly increase students' interest in reading. It also needs to change books regularly so students do not get bored quickly. However, this has not been fully implemented at SDN 1 Kemasan. Based on the results of interviews with grade IV teachers and the headmaster, the existing books have not been updated regularly. Books are replaced every two weeks, but the books are only taken from the main library at school. Procurement of books in the corner also involves students, as is the case with the book exchange activities described above and the creation of student clippings that their respective class teachers have assigned.

The last stage is the evaluation stage of the reading corner. Evaluation is the most critical process in implementing a program. This evaluation aims to determine whether the program being implemented meets the goals or targets for students (Novalinda et al., 2020). Evaluation of the reading corner program at SDN 1 Kemasan: The headmaster evaluates the various programs implemented in schools, such as the reading corner program, at every work meeting. Every teacher conveyed his shortcomings during the reading corner program. Evaluation activities help correct deficiencies during program implementation and maintain what makes students feel comfortable reading in the reading corner.

CONCLUSION

The implementation of the students' reading corner has been done by the teacher since 2018. The reading corner is used to make it easier for the students to carry out literacy activities in the classroom without taking books from the school library. In addition, the teacher uses the reading corner to instil students' interest in reading by providing a place for discussion during ongoing learning. Students can also look for material references from the books provided, and the reading corner used by the teacher to fill empty hours of lessons. The reading corner program also supports 15 minutes of reading in the morning.

Meanwhile, managing the reading corner at SDN 1 Kemasan goes through four stages: planning, mobilising, managing, and evaluating. At the planning stage through work meetings, the school draws up plans and provides facilities and infrastructure to create the reading corner. In the mobilising stage, the school held a competition between classes, aiming to increase the creativity of every class in creating the reading corner that the class teacher directly directed. The management of the reading corner carried out by the teacher at SDN 1 Kemasan is to make the reading corner as attractive as possible, change the model, decoration, and arrangement of books, and replace the books regularly. Meanwhile, the final stage is evaluating. Evaluating the

reading corner program carried out at SDN 1 Kemas is that at every work meeting, the headmaster evaluates the various programs implemented in schools, such as the reading corner program.

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