



IMPLEMENTATION OF READING INTEREST THROUGH THE READING CORNER PROGRAM IN SD

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ABSTRACT

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This research was conducted to find out how the implementation of reading interest through the reading corner program at SD Negeri 198/III Kemantan Tinggi. This research was conducted from January to February 2021 at SD Negeri 198/III Kemantan Tinggi. This research is a phenomenological qualitative research. The subjects in the study were classroom teachers and students at SD Negeri 198/III Kemantan Tinggi, Kec. East Warm Water, Kab. Kerinci, Prov. Jambi. Collecting data in this study using observation, interviews and documentation. The results of the research at SD Negeri 198/III Kemantan Tinggi showed that with the existence of a reading corner in each class, students had a high interest in reading, this can be seen from the reading activities carried out by students during break time, when learning hours have not started.

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1. Introduction

Education has an important role in developing the potential of students to be wise, noble, intelligent, and with character. Character education is intended as education that can develop the characters that students must have. In line with Rachmadyanti (2017) Character education can instill character values in students which include knowledge, awareness, and actions to apply these values in daily life. Character values consist of 18 values that must be possessed by students, one of which is reading interest. According to Rahayu (2016) said that interest in reading is a force that grows or encourages students to pay more attention, be happy and feel interested in reading activities so that they do reading activities of their own accord.

Interest in reading students can be seen through the literacy movement. This literacy movement aims to familiarize students with reading which can form good student character. According to Baseline (2017) say that The school literacy movement aims to motivate and familiarize students with reading and writing in order to cultivate character. in line with Minister of Education and Culture 232015 describes the growth of student character through the school literacy movement.

The school literacy movement (GLS) is expected to foster interest in reading among school residents involving principals, teachers, students, parents, and the community. The school literacy movement is a social movement that receives collaborative support from various elements (Abidin, 2017). Through the literacy movement, students will get used to reading, thus making students are easy to understand learning and science. In line with Mualimah & Usmaedi (2018) reading activities make students able to understand science and follow the development of science. The habit of reading in students arises because of the awareness of the individual about the importance of reading. Therefore, in increasing students' interest in reading, self-awareness is needed from each individual [4].

Someone who has a high reading interest has broader knowledge and information, because the information obtained is not only from one source but from many sources. In line with Rianti, [5] The benefits of reading interest are expanding knowledge, giving strength to memory, increasing vocabulary, growing and increasing a sense of caring, building self-confidence, increasing creativity and increasing discipline.



The Literacy Movement has been widely implemented in schools, especially by holding reading corner/reading corner activities. Reading corner activities are very very influential on students' reading interest. In line with Faradina (2017) said that the literacy movement program had a significant effect on students' reading interest, where the literacy movement program could not be separated from the support of the school library. The school library must have complete supporting facilities such as varied reading books, reading rooms, and bookshelves in order to attract students to visit and read more often so as to increase students' reading interest. According to Kartika & Nugrahanto (2014) The low reading interest of students can be corrected with real supporting facilities in relation to the library, where the library provides a variety of reading books in order to increase the interest of students to read and visit it.

Interest in reading students through the literacy movement is very important in improving students' understanding. In addition, it can also improve the quality of student education so that learning that takes place is more meaningful, fun and quality. In line with opinion Budiharto, Triyono, & Suparman (2018) said that the literacy movement is included in self-potential-based character education for students, by carrying out literacy activities regularly and programmed, it will improve personal quality which has an impact on improving the quality of education. For this reason, the school must facilitate the school literacy program by creating interesting reading corners in each class with the aim of increasing students' reading interest. Attractive reading corners such as neat arrangement of books and a variety of books, so students are happy to come to the reading corner. In line with opinion Jayanti, et al (2018) said that a clean, neatly arranged reading corner, an attractive book holder and a unique and creative display of books can have an effect on increasing students' reading interest.

An interesting reading corner in the classroom is very effective in encouraging students' interest in reading through the literacy movement program. In line with Batubara & Ariani (2018) said that reading corners can bring students closer to books and facilitate literacy activities. This literacy activity can be done 15 minutes before the learning process starts or during break time, students can visit the reading corner in their respective schools. Students sometimes bring children's story books, short stories, or knowledge books from their respective homes and then place them on a shelf in the reading corner to add to the collection of reading in the reading corner. Therefore, the involvement of the school is very important in the school literacy movement program in increasing students' reading interest.

The research that supports this research is that conducted by Mijiatur Sri Hartyatni in 2018 entitled Building a reading culture through managing classroom reading corner media with "12345". This research method uses descriptive qualitative research by conducting interviews, observations, assessments and monitoring consistently and continuously by the teacher. The conclusions of this study indicate that the results of good reading corner management by teachers can increase students' reading interest.

The data obtained during the initial observation at the State Elementary School 198/III Former High School there is already a reading corner/reading corner for student literacy activities in each class. The reading corner in each class is made attractive, equipped with a variety of books. The existence of a reading corner is expected to increase students' interest in reading. Principals and teachers guide students in literacy activities so that students better understand the importance of reading. Based on these problems, researchers are interested in conducting research in order to deepen the study of the function of the reading corner with the title "Implementation of reading interest through the reading corner program at SD N198/III Former High School".

The objectives of this research are 1) To find out the reading interest of the students of State Elementary School 198/III Kemantan Tinggi; 2) To find out students' reading interest by using the reading corner at State Elementary School 198/III Kemantan Tinggi.

2. Research Methods

This research was conducted in the even semester of 2020/2021 at SD Negeri 198/III Kemantan Tinggi, Kec. East Warm Water, Kab. Kerinci, Jambi Province. It will be held for approximately 2 months, from January 4 to February 13, 2021.

This study uses a descriptive qualitative approach, namely research in the form of a description or conclusion that is described in detail in written and oral words from the object of research. Qualitative research is research that is used to find out phenomena that occur or are experienced by research subjects, such as behavior, perceptions, motivations, and actions holistically in the form of descriptions in the form of words and language (Moleong, 2016). Qualitative descriptive approach method is a method of processing

data by analyzing factors related to the object of research which presents the data in more depth or detail.[10].

This type of research is phenomenology. Where a phenomenon appears in everyday life because of an experience. In line with Afifudin & Saebani (2012) said that phenomenology is a stream that talks about everything that is seen from the point of view of other people who experience it. Therefore, this research is a phenomenological research with the reason that the focus in this research is the implementation of reading interest through the reading corner program in elementary schools.

Data collection techniques used in this study were observation, interviews and documentation. In line with Sugiyono (2012) states descriptive qualitative research, data collection is carried out in natural settings (scientific conditions), namely data collection by interview, observation and documentation. Interviews were conducted with classroom teachers and several students of SD Negeri 198/III Kemantan Tinggi who were taken by random sampling. Observations were made during class and break time. Documentation in the form of photos of reading activities carried out by students in the reading corner.

The data that has been collected will be processed with reduction techniques. Reduction is summarizing, choosing the main things, and focusing on the important things[10]. Data analysis in qualitative research is carried out before data collection, at the time of data collection, and after data is collected in a certain period using the Analysis Interactive model of Miles and Huberman[11] which has the following steps:

2.1 Data Reduction(Data reduction)

At this stage the data collected both from interviews and documentation are summarized, selected and focused. In this case, the researcher focuses on the implementation of reading interest through the reading corner program at the State Elementary School 198/III Kemantan Tinggi and summarizes the data that the researcher got during the research. The data were disaggregated regarding the implementation of reading interest through the reading corner program at the State Elementary School 198/III Kemantan Tinggi based on data collection techniques of observation, interviews, and documentation.

2.2 Data Display(data presentation)

The presentation of qualitative data in this study was carried out in the form of a description in the form of a brief, clear and complete description. At this stage, the researcher presents the data in the form of a brief description of the results of observations and interviews regarding the implementation of reading interest through the reading corner program at the State Elementary School 198/III Kemantan Tinggi.

2.3 Conclusion/verification(Conclusion and Verification)

Conclusions are drawn in stages in the form of temporary conclusions drawn from observations and interviews. The conclusions put forward by researchers can change if they are not supported by strong evidence at the data collection stage, but if the conclusions are supported by strong, valid and consistent evidence when collecting data, then the conclusions put forward by researchers are conclusions that can be trusted.

3. Results and Discussion

Reading is a very important thing in the teaching and learning process. Because by reading students can easily acquire knowledge. According to [12], Reading is the key to unlocking knowledge. From an early age, students have been taught by their parents to read so that students can obtain information, knowledge and skills. In line with opinion [13] said that interest in reading should be cultivated as early as possible by parents and teachers at school, because children who like to read books will have good reading knowledge and skills. Therefore, by implementing a reading corner in each class, it can foster interest in reading for students in obtaining knowledge which is increasingly developing.

During the observation process, the researcher observed the implementation of the reading corner in State Elementary Schools 198/III Former High School. Each class already has a reading corner, the reading corner is used by students every break or before learning activities begin. The researcher also observed the feasibility of the reading corner and the collection of reading books in the reading corner in each class, and saw the implementation of literacy movements carried out by the teacher before learning. Teachers perform different literacy movements every day such as reading, telling stories, reading multiplication, singing

compulsory songs and reading short verses. The following are the results of observations of reading corners in public elementary schools 198/III Former High School:

TABLE 1
RESULTS OF OBSERVATION OF THE READING CORNER OF SD 198/III KEMANTAN TINGGI

Component	Observed aspects	Description of Observation Results
Reading Corner Equipment	The existence of the application of a reading corner in the school.	Yes, every class has a reading corner.
	Implementing a reading corner from low to high class	Yes, applied in grades 1-6.
	Completeness of books in the reading corner provided in the classroom	Quite complete such as knowledge books, story books and bobo magazines.
	The attractiveness of the reading corner in the classroom to attract students' interest in reading and channeling their inspiration	Very interesting, the teacher is creative in designing a reading corner decorated with some origami in the form of flowers and fruits.
	Relaxing seating	There is already a relaxed seat in the back corner of the classroom.
	It doesn't have to match its name (it doesn't have to be cornered)	In every class, the reading corner is always in the back corner of the class, with the aim of taking advantage of the empty space that is not used.
	Reading material is not a children's textbook but for general knowledge it is okay and also only fiction.	Yes, like Bobo Magazine because Bobo Magazine also contains learning materials.
	There is a visit book	No, visiting books are only available in the library.
	A strategic layout does not harm students and the comfort of students.	Yes, because it is located in the corner of the classroom and does not interfere with where students study.
	Decorative reading corner that does not interfere with teaching and learning.	It doesn't bother me because the decoration is simple.
Reading Corner Maintenance and Development	The habit of reading at least 15 minutes every day at the agreed time.	Yes, 15 minutes of reading activities are adapted to learning such as mathematics reading multiplication, religion reading short verses.
	Direct teacher involvement in the use of the reading corner.	Get involved, because the teacher often directs students to always read books in the corner.
	The involvement of the principal in the management of the reading corner.	Yes, because the principal directs the teacher to make a corner in each class.
	Eligibility of the reading corner in the classroom	Worth it, as there are some books and available seating to relax.

Table 1 shows that Public Elementary School 198/III Former High School has implemented a reading corner program in every class, both in the low class and in the high class. The reading corner in class is very useful for students, because during break time students are very enthusiastic about visiting the reading corner, this certainly has a positive impact on fostering student interest in reading.

The reading corner is made very attractively in each class, it can be seen from some of the decorations made by students that do not interfere with the learning process such as pictures of flowers, birds, fruits and so on. In addition to some decorations, the reading corner is also neatly and cleanly arranged in each class, and there are also a lot of books in the reading corner, both fiction and non-fiction books, so that students don't feel bored and bored to read in the reading corner. In line with Ichsan (2018) said that the lack of reading books can make students bored to read books in the implementation of the school literacy movement program.

Students are very enthusiastic about visiting the reading corner to read fiction and non-fiction books. Most of the students spend their break time reading and looking at the books in the reading corner. However, there are also some students who visit the reading corner to play.

Researchers too interviewed classroom teachers and students about reading interest through the reading corner program in each class. The results of interviews with teachers can be concluded that reading corners can encourage students to read books available in class, teachers also say that reading corners can be visited during class hours if the teacher allows them to find additional books to support learning materials. While the results of student interviews, it can be concluded that students are very happy to visit the reading corner because the atmosphere or reading corner created by the class teacher is very beautiful and interesting which makes them happy. never bored and bored to read in the reading corner. The books in the reading corner are updated every week. However, there were also some students who brought books from their homes and placed them in the reading corner.



The reading corner has an interesting shape because of the collaboration of teachers, school principals and students in developing reading corners in order to foster student interest in reading. Students can read according to the time they want, as long as it does not interfere with class hours and students are required to read for 15 minutes every morning before starting learning activities. This activity or literacy aims to foster interest in reading. According to [6], one of the programs in the movement is a 15-minute activity of reading non-fiction books before learning begins.

Public Elementary School 198/III Former High School, implementing literacy programs in an effort to increase students' interest in reading gradually and appropriately. The literacy movement that is applied really helps students in growing interest in reading, so that students become accustomed to reading before doing learning. The class teacher also said that students could visit the reading corner when they need additional reading books in their learning activities. As when in the learning process, the teacher gives students questions and students cannot find the answers, the teacher allows students to look for additional reading books related to the lesson in the reading corner. The teacher also always guides and motivates students in growing interest in reading by inviting students to read books in the reading corner and asking students to retell in front of the class in turn during literacy activities.

Implementing reading interest through reading corners in public elementary schools 198/III Former High School implemented in accordance with the policies implemented by the school, where the principal and teachers try their best to facilitate and motivate students in growing interest in reading. According to [15] said that support from school principals, teachers and students can optimize reading corners as a literacy movement program in schools that can provide many benefits in supporting teaching and learning activities. Public elementary school literacy program 198/III Former High School can be implemented well, because of the support of the principal and teachers.

3 Conclusion

Based on the research that has been done about the role of reading corners in growing students' reading interest in State Elementary School 198/III Kemantan Tinggi, it can be concluded that reading corners can foster students' interest in reading in class, this can be seen from the existence of a reading corner in the classroom is very beneficial for students, where students can carry out reading activities that are easily affordable and time efficient. Efforts to cultivate/habitual reading are carried out by students and supervision is carried out by class teachers. The development of students' reading interest after the existence of a reading corner increased and the enthusiasm of students to visit the reading corner was quite high. The reading corner in the classroom has a role, namely as a reading facility, as the closest reading material, a comfortable place to read and a reading place that can attract students' attention. An attractive and comfortable reading corner can foster students' interest in reading, this can be seen from the enthusiasm of students visiting the reading corner every day there are always students who visit the reading corner to read both textbooks and non-lesson books.

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