

## Improving Students' Interest in Learning and Language Literacy through Creating Reading Corners for Fifth Grade Students at GMIT Fatumnasi Elementary School



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**ABSTRACT:** This study discusses the efforts of teachers in managing reading corners for students fostering interest in reading for fifth grade students at GMIT Fatumnasi Elementary School. This study uses a qualitative research design, namely where the researcher plays a direct role as planner, implementation, data collection, analyzing data and at the same time reporting data. Data collection is done by observation, direct interview techniques and documentation. Researchers found that the teacher's efforts in utilizing reading corners to foster interest read students namely, (1). Encourage children to tell about what happened he read, (2). Exchange books with friends, (3). Provide interesting books read students, (4). Provide reading time, and (5). Give gifts. The obstacle in fostering students' interest in reading is the minimum classrooms, lack of variety of books or limited books and there are students who don't like to read. As for overcoming these obstacles is to make neat and beautiful reading corner decoration, suggesting that the school raise it library budget, and provide motivation and support. Results of research this means that the existence of a reading corner makes students feel happy and more active in reading.

**KEYWORDS:** Interest in Learning, Literacy, Reading Corner

### INTRODUCTION

Education is a very important need in human life, because through education it is able to form dignified character and civilization in order to educate the life of the nation. In the Law on the National Education System (Sisdiknas) No. 20 of 2003 Article 4 paragraphs 3 to 5 states that education is organized as a process of cultivating and empowering students that lasts a lifetime. Education is organized by setting an example, building will, and developing students' creativity in the learning process.

Education is organized by developing a culture of reading, writing and arithmetic for all members of society. Based on this Law, the government developed a reading culture by issuing Minister of Education and Culture Regulation (Permendikbud) Number 23 of 2015 concerning the Growth of Noble Characteristics to students by developing the School Literacy Movement (GLS).

The results of a survey in early 2000 conducted by the IEA (International Education Achievement) showed that Indonesian children's reading quality was ranked 29th out of 31 countries studied in Asia, Africa, Europe and America (Rohman, 2017). So it is not surprising that the quality index of Indonesia's human resources is still below that of other neighboring countries such as Malaysia, Singapore or Thailand.

Based on the 2009 PISA results it was stated that Indonesian students were ranked 57th with a score of 396 where the OECD average score was 493, while the 2012 PISA results showed that Indonesian students were ranked 64th with a score of 396 where the OECD average score was 496 with a total 65 countries participated in the 2009 and 2012 Pisa (Hidayah, 2017). Based on these data it can be stated that the practice of implementing education held in Indonesia has not shown that the school functions as a learning organization that strives to realize the goal that all school members are skilled at reading to support them to become lifelong learners.

By looking at these conditions, the Ministry of Education and Culture developed a reading movement within the School Literacy Movement (GLS) which involved all stakeholders in the education sector. The GLS, which was established through Ministerial Regulation Number 23 of 2013, aims to assist students in improving the culture of reading and writing in the school environment and outside of school.

## **Improving Students' Interest in Learning and Language Literacy through Creating Reading Corners for Fifth Grade Students at GMIT Fatumnasi Elementary School**

The School Literacy Movement (GLS) is an effort that is carried out in a comprehensive and sustainable manner to turn schools into learning organizations that have lifelong literate citizens by involving the community (Sadli & Saadati, 2019). One of the goals of the school literacy movement is to increase student awareness that reading is very important and to bring broader insights (Dharma, 2013).

According to Rumengan & Talakua (2020), "students' interest in learning is different from one another". Interest in learning can be influenced by many factors including the use of gadgets (Musariffah, 2018). It can be concluded that interest is that people will try to achieve goals (Achru 2019). So from the understanding above, one of the drivers for successful learning is interest in learning, especially high learning interest. Interest in learning does not appear alone, but there are many factors that can influence the emergence of interest in learning, and there are several factors that can influence student interest in learning, including: interest in learning can be obtained through learning, learning materials and attitudes of teachers, family, social friends, environment, ideals, mass media and facilities.

Interest in learning is a change in overall behavior, not just one aspect of human potential. Dimiyati and Mudjiono (2006) define interest in learning as a result of the interaction between learning and teaching. From the teacher's point of view, teaching activities end with the process of evaluating learning outcomes. From the student's point of view, learning interest is the end of learning and the peak of learning. Interest in learning is influenced by several internal and external factors.

Based on observations made at GMIT Fatumnasi Elementary School, the academic quality of Grade V GMIT Fatumnasi Elementary students is categorized as standard, including their literacy skills. Meanwhile, the problem most often encountered is student absenteeism. Often students skip classes and don't even attend from the first lesson to the last lesson. In fact, according to parents, students often say goodbye to go to school but in reality they don't go to school, but instead play with their friends outside the school environment. Parents are also less aware of their role in accompanying students to study at home so students' homework is often not completed due to lack of parental monitoring. The teachers have made every effort possible, starting from providing motivation, holding meetings with parents, to making visits to students' homes to overcome this problem. Even so, there have been no significant changes as expected.

GMIT Fatumnasi Elementary School is one of the basic education institutions in the Fatumnasi village area, North Mollo District, South Central Timor Regency. SD GMIT Fatumnasi has 6 study groups, 3 civil servant teachers, 6 honorary teachers, and 70 students. As a basic educational institution, GMIT Fatumnasi Elementary School has a big role in preparing the next generation of Fatumnasi village people for developing the human resource potential of this village. Since its establishment in

This condition is a problem that needs to be studied from various aspects in order to find the right solution. Considering that SD GMIT Fatumnasi is one of the basic educational institutions that has an important role in shaping the next generation of the people of Fatumnasi Village, a special approach is needed to reduce student absenteeism.

Based on the description above, efforts have emerged to increase students' interest in learning and language literacy through creating reading corners for fifth grade students at SD GMIT Fatumnasi. Therefore, this study aims to find out how to increase students' interest in learning and language literacy through creating reading corners for SD GMIT Fatumnasi.

### **THEORITICAL REVIEW**

#### **Interest to learn**

In the learning process, interest in learning is a crucial aspect that needs to be considered by the teacher as an educator. According to Syardiansah (2016), the achievement of student learning outcomes is influenced by the learning activities carried out by students because of the encouragement of interest that arises from the needs and desires of students. Meanwhile, Lakapu (2020) added that the high or lack of motivation possessed by each student greatly influences the achievement of learning outcomes. Students who have high motivation will feel compelled to learn, while students who are less motivated in learning will affect the learning process and experience obstacles in improving their learning outcomes. This is why it is important for a teacher to carry out an analysis of student needs before carrying out learning.

Interest has an important role in one's life. Interests greatly affect the activities, attitudes, behavior and actions of a person. Interest is an interest in something. According to the Big Indonesian Dictionary, interest is "a high inclination of the heart towards something, lust and desire". Interest is a desire that comes from the heart itself. In addition, Sardiman (2016: 76) states that "interest is defined as a situation that occurs when a person perceives temporary characteristics or meaning in a situation related to his own desires or needs". The level of a person's interest affects his behavior. The indicator of interest in learning is a measurement reference for finding out students' interest in learning (Slameto 2017). There are several elements indicating the interest in learning that students have in the learning process both within the scope of the school and within the scope of the

## **Improving Students' Interest in Learning and Language Literacy through Creating Reading Corners for Fifth Grade Students at GMIT Fatumnasi Elementary School**

family. Indicators of student interest are as follows: liking and interest in the things studied, student desire to learn, attention to learning, enthusiasm and student participation and activeness in learning.

The next opinion, namely, regarding indicators that can be used to measure student interest according to Komariyah et al (2018: 3) mentions the fact that student achievement will be better if they have a great interest in the lessons being taught. If the educational problem is that students do not learn enough, this condition hinders the achievement of learning objectives, namely the achievement of cognitive, affective and psychomotor changes. Because interest is related to learning, teachers should pay more attention to student learning interests.

To achieve a good learning process, various strategies are needed from educators, these strategies include, for example, the use of learning models and methods determined by the class teacher or subject teacher (Djara, et al, 2023). Someone who has an interest in learning can be seen from the enthusiasm he has in participating in learning. One's interest in learning is not always stable, but always changing. Therefore, it must be directed and developed towards a choice that is determined by the factors that influence that interest. According to Mashudi & Baskorowati (2015: 85-86), describing a person's interests is influenced by the following: Factors from within, needs related to the body and psychology, factors of social motives. The emergence of interest in a person is driven by social motives, namely the need to get recognition and appreciation from the environment where a person is in emotional factors. This factor measures the intensity of a person's attention to the lesson, so that he is more motivated to actively live and learn it.

Based on the definition of interest in learning, it can be said that interest in learning is the human level of students in accepting, rejecting and evaluating information in the teaching and learning process. We can know the interest in student learning after an evaluation is held. One form of interest in learning that is sought to be achieved through the field of education is the level of student learning.

Achru P (2019) states that interest is formed from various elements including feelings, pleasure, heart tendencies, and an involuntary desire that is active in nature to receive something from the outside (environment). Interest gives a stimulus to someone to try to achieve their goals so that they are categorized as one of the human psychological aspects that can encourage them to achieve goals. Thus, interest in learning is formed from pleasant conditions so that students are aware of their needs and desires for the learning process, without coercion or feelings of pressure. By considering the aspects of forming interest in learning, the teacher needs to create a pleasant learning situation and environment so that student interest can be formed.

There are three things according to W. Olson (in Syardiansah 2016) that can foster and increase interest in learning, namely:

1. Changes in environment, contacts, reading, hobbies and sports, going on holiday to different locations. Going to meetings attended by people you have to know, reading unread articles and bringing up a wide variety of hobbies and sports will all make it more interesting.
2. Simple exercises and practices by thinking of solutions to specific problems so that you become more interested in solving specific problems.
3. Making other people develop themselves more, which is essentially self-development.

### **Language Literacy**

Literacy is defined as literacy, the ability to understand text, the ability to read and write, and the ability to understand language symbols used by humans in communicating (Untari, 2017, Mardiyah 2019, and Wulandari 2021). Over time, the definition of literacy has developed and not only covers the field of language, but includes various fields as mentioned by Suragangga (2017), namely early, basic, library, media, technology, and visual literacy.

“Early literacy is listening competence by understanding the use of spoken language in their environment. Basic literacy includes Indonesian language competence (listening, reading, speaking and writing), arithmetic, and critical thinking. Library literacy is the activity of distinguishing reading books from fiction and non-fiction genres to having cognitive insight in knowing the correct information in completing a written work or research. Media literacy is knowing the different forms of media and understanding the intent of their use. Technological literacy is the ability to understand technological components and their use. Visual literacy is an advanced level of media literacy and technology literacy by developing visual and audiovisual learning abilities. (Yuliana, Wikanengsih, and Kartiwi, 2020. P. 244)”

Literacy is the ability to access, understand and use something appropriately through reading, writing, listening or speaking activities (Budiharto, Triyono, & Suparman, 2018). Another opinion states that Literacy is a skill related to reading, writing, and thinking activities that focuses on increasing the ability to understand information critically, creatively and innovatively (Suyono, Harsiati, & Wulandari, 2017). Literacy is not just reading and writing but includes critical thinking skills utilizing knowledge sources in the form of print, visual and digital.

## **Improving Students' Interest in Learning and Language Literacy through Creating Reading Corners for Fifth Grade Students at GMIT Fatumnasi Elementary School**

One of the programs run by the government is the School Literacy Movement (GLS) which aims to improve students' literacy skills which are integrated with the learning curriculum (Mutia, Atmazaki, & Nursaid, 2018). The government's effort to improve literacy skills is by issuing the Minister of Education and Culture Regulation Number 23 of 2015 concerning the Growth of Character and Character. According to the Ministry of Education and Culture's School Literacy Movement Task Force (2020), through the Indonesian National Assessment Program (INAP) or Indonesian Student Competency Assessment (AKSI) program in 2016, the Ministry of Education and Culture Puspendik tested reading, mathematics and science skills for grade IV elementary school students and the results showed that In the field of reading, 46.83% of students in Indonesia are in the less category, 47.11% are in the sufficient category, and only 6.06% are in the good category. This proves that students in Indonesia still have low literacy skills. Therefore, the government has launched the School Literacy Movement program since March 2016 to improve these conditions. As a government program that has a school ecosystem target at the primary and secondary education levels, the School Literacy Movement refers to the 4 Nawacita of the Ministry of Education and Culture, namely improving the quality of life of humans and Indonesian society; increasing people's productivity and competitiveness in the international market so that the Indonesian nation can progress and rise together with other Asian nations; to revolutionize the national character; and strengthening diversity and strengthening Indonesia's social restoration. Thus, the goals of the School Literacy Movement include:

1. Making the school a literacy-cultured learning organization.
2. Form literate school citizens in terms of:
  - a) read and write,
  - b) numeration,
  - c) science
  - d) digital
  - e) financial
  - f) culture and citizenship

### **Reading Corner**

A reading corner is a place located in a corner of a room equipped with a collection of books (Safaat 2019). The purpose of establishing a reading corner is to bring the library closer to readers so that readers have higher reading habits and frequency because reading sources are closer to the reader's location. The role of the reading corner is mentioned by Maulida (in Safaat 2019), among others:

1. Media or a bridge that connects sources of information and knowledge contained in the library collection.
2. An institution to build interest in reading, a passion for reading, reading habits and a reading culture through the provision of various reading materials in accordance with the wishes and needs of the community.
3. Facilitator, mediator, motivator for people who want to find, utilize, develop their knowledge and experience.
4. Agents of change, agents of development and agents of human culture.
5. Non-formal educational institutions for community members. Enabling people to learn independently, conduct research, explore and utilize information and knowledge.

The Ministry of Education and Culture of the Republic of Indonesia (2016) states that one of the purposes of reading corners is to foster public interest in reading. Thus, the reading corner can be used as a stimulus for elementary school students to be more active in reading, thereby indirectly encouraging their interest in learning. The Ministry of Education and Culture (2016) also added the stages of creating a reading corner, including:

- a. Provide a portion of the area to store a collection of library materials;
- b. Designing a placement plan by taking into account lighting, air circulation, safety and comfort of employees and visitors;
- c. Designing a library material collection arrangement model by providing sufficient, strong, and safe collection places or shelves and determining, sorting, and providing the types of library material collections to be placed in the reading corner of the room;
- d. Completing the collection of library materials in the reading corner of the room;
- e. Organize collections of library materials on the space or shelves provided and prepare reading recap books;
- f. The room's reading corner collection should always be updated to maintain employee and visitor reading interest at least once a month. Several studies have proven that reading corners have been quite successful in supporting the school literacy movement program launched by the government. Maytawati (2019) states that reading corners effectively meet students' information needs. In line with this, Ramandanu (2019) added that reading corners can foster students' interest in reading.

# Improving Students' Interest in Learning and Language Literacy through Creating Reading Corners for Fifth Grade Students at GMIT Fatumnasi Elementary School

## METHOD

This type of research is qualitative research using a qualitative descriptive approach. Descriptive research is a research method that seeks to describe the object or subject under study as it is, with the aim of systematically describing the facts and characteristics of the object under study accurately.

Setting This research was conducted at SD GMIT Fatumnasi. The reason the researcher chose is because the researcher works at GMIT Fatumnasi Elementary School and there is already a reading corner, especially in class V.

The data collection was carried out in several ways, including:

### 1. Interviews

The interview technique according to Mardalis is an oral question and answer process between two or more people facing each other physically, one can see the other's face and listen.

### 2. Observation (observation)

Observation is data collection that is done by looking directly at the object to see closely the activities carried out by the object. Observation activities include observing and systematically recording events, actors, as well as objects seen and other things needed in the research being carried out.

### 3. Documentation

Documentation is intended to obtain data directly from the research site, including relevant books, regulations, reports, activities, and other matters relevant to the experiment.

Techniques that are usually used by researchers to collect data are in-depth interviews, observation, and document collection (Afrizal, 2017)

1) Interview, which is a way of collecting data or information by directly meeting face to face with the informant, with the intention of getting a complete picture of the topic under study

2) Observation researchers to find out something that is happening or that is being done feel the need to see for themselves, listen to themselves or feel for themselves.

3) Documentation, researchers collect written materials such as news in the media, meeting minutes, correspondence and reports to find the necessary information. In this study, using qualitative research techniques. The data that has been collected either through in-depth interviews, observation or recording of documents is collected and analyzed by making interpretations. The process of data analysis in this study or in using qualitative methods is carried out at the same time as the data collection process takes place.

Meanwhile, according to (Huberman & Miles, 1992:2) data analysis can be carried out in three ways, namely:

### 1. Data Presentation

Qualitative research data, where the presentation of data is done in the form of brief descriptions, charts, which is most often used to present data in qualitative research is narrative text.

### 2. Data reduction

Data reduction is a process of focusing selection, simplification of rough data that emerges from written notes in the field that organize data in such a way. Reducing data by summarizing, choosing the main things, focusing on the things that are important and removing things that are considered less important.

### 3. Conclusion Drawing

Conclusion drawing is an activity that is fully configured. The conclusions were also verified during the research. The verification may be as brief as the researcher's rethinking during writing, a review of field notes.

## RESULTS AND DISCUSSION

This research was conducted at SD GMIT Fatumnasi in class V in the even semester of the 2022/2023 school year. SD GMIT Fatumnasi is one of the schools that is included in the South Central Timor region. Adequate facilities and infrastructure with a balanced number of students and teachers. There are more female students in this school than male students, as well as more honorary teachers in each class compared to PNS teachers. This reading corner is a form of effort made by the school to increase students' interest in reading at GMIT Fatumnasi Elementary School. With this reading corner it will be easier for teachers and students to carry out learning and students can use the reading corner during their free time to read without having to find it difficult to get books because SD GMIT Fatumnasi does not yet have an adequate library.

This research was conducted for 3 days, namely on March 29-31 2023, then it was stopped due to Ramadan and Eid al-Fitr holidays, then resumed on May 18-20 2023. Researchers interviewed 2 teachers who teach in class V (Indonesian teacher and religious teachers), as well as the homeroom teacher for class V. Then the researcher distributed a questionnaire to 30

## **Improving Students' Interest in Learning and Language Literacy through Creating Reading Corners for Fifth Grade Students at GMIT Fatumnasi Elementary School**

respondents. Next, to strengthen the results of the interviews, the researcher also made observations of teachers and students during the learning process in using the reading corner and observing the state of the reading corner in the class.

### **DISCUSSION**

#### **1. Creating a Reading Corner at SD GMIT Fatumnasi**

The creation of a reading corner at GMIT Fatumnasi Elementary School is already underway, although the books provided are still not sufficient, improvements in quality and utilization are ongoing. This can be seen from the results of interviews conducted by researchers. Before the lesson begins, the teacher holds reading activities for approximately 15 minutes at the beginning of learning every day, this activity is carried out before learning begins. The students enter the class and read a prayer together, and then read together for 15 minutes. After that, the lesson begins. At the beginning of this activity many students were still lazy and not interested in reading, because they were still used to playing with their friends until the bell rang before learning started. It takes quite a long time for students to get used to this activity. The existing reading corner aims to trigger students' liking and interest in reading books. With this liking students will visit the reading corner more often to increase reading interest. This is in accordance with Morrow's expression which says that: the purpose of the reading corner is to make it easier for students to find information and foster interest in reading in students (Morrow, 2014).

#### **2. Utilization of Reading Corners to Increase Language Literacy and Interest in Learning in Children**

The emergence of interest in an object is characterized by a sense of pleasure or interest. Interest is not only expressed through statements indicating that someone prefers something over another, but can also be implemented through active participation in an activity. Like the one at SD GMIT Fatumnasi. In reading activities, the researcher saw that the students' interest was very enthusiastic and happy in reading in the reading corner. During the learning process the teacher gives encouragement to students to increase interest in reading. One of them is by visiting the reading corner to read or borrow the book you like. In the end, slowly the students liked reading activities through this reading corner. Students' interest in reading is indicated by their activeness in visiting the reading corner to read and borrowing books in the reading corner. This means that students have used the reading corner facility.

The above is in accordance with the theory which argues that interest is an encouragement to understand word for word and the content contained in the reading text, so that the reader can understand the things set forth in the reading. Tampubolon in Dalman (2013) explains that reading interest is a person's willingness or desire to recognize letters to capture the meaning of the writing.

Prasetyono adds curiosity to the attention (attention) to an object that can generate a sense of interest or interest in something (interest). Interest will cause stimulation or desire (desire) to do something (read). A high desire in a child will generate a passion to continue reading to meet needs (action), so that children always try to get reading to meet their needs. The implementation of the use of reading corners in increasing students' interest in reading at SD GMIT Fatumnasi is carried out in several ways including:

- a) The preparation of the book must be neat and attractive.
- b) There are story or non-fiction reading books.
- c) Spatial arrangement must be appropriate.
- d) Motivation and encouragement by teachers to students to always read

After several ways that have been done by the teacher, this method has been applied by the teacher so that it can foster students' interest in reading, with this method there is a change in students who previously wanted to visit the reading corner only because it was assigned by the teacher, but with this method students have a willingness visit the reading corner to add insight by reading, and look for books in doing assignments. There are several ways teachers can help students to take advantage of classroom reading corners, including:

- a) Create and agree on rules for using/reading a collection of books in a corner read class.
- b) Developing text-rich materials, in the form of deep student work classroom learning, school programs, and display them.
- c) Invite students to choose books to read independently or read aloud by the teacher in the 15-minute reading activity before learning begins.

Given that reading is the basis for someone to gain knowledge, skills, and attitude formation. So get used to reading 15 minutes is an important step to foster a habit or culture of reading students. Such that applied to SD GMIT Fatumnasi.

The reason for this activity is to instill the habit of reading books in students, because currently Indonesia is one of the countries with low interest in reading. In utilizing reading corners to increase students' interest in reading, there are several factors that



## **Improving Students' Interest in Learning and Language Literacy through Creating Reading Corners for Fifth Grade Students at GMIT Fatumnasi Elementary School**

hinder the use of reading corners including the lack of space to create more reading corners in each class and the few types of books provided. This is very unfortunate, with the lack of types of books available, students will quickly get bored with books that are just that.

### **3. Efforts of Class V Teachers in Utilizing Reading Corners to Grow Students' Interest in Learning and Language Literacy**

The reading corner is a room located in the corner of the classroom which is equipped with a collection of books and serves as an extension of the function of the library. Through reading corners, students are trained to get used to reading books, so that students like to read. The reading corner is designed with an attractive appearance so that students are more interested in reading the book (Kemendikbud, 2016: 13). Having a reading corner makes it easier for students to read the books they want without having to visit the library first.

The teacher's efforts in utilizing the reading corner in class V of SD GMIT Fatumnasi obtained quite satisfactory results. Students become more fond of reading, students will also read books without being asked by the teacher or read only when there is an assignment. The many efforts that have been made by the teacher produce results in the process of fostering students' interest in reading. After conducting the research, the researcher found findings about how the teacher's efforts used the reading corner to foster students' interest in reading in class V SD GMIT Fatumnasi. So there are some research findings, namely as follows:

#### a) Encourage children to tell about what they have read

The teacher's efforts to foster students' reading interest in various ways have been carried out, including encouraging children to retell the contents of the reading they have read. To see how far the child's understanding of the knowledge that has been read. Students really need encouragement in the form of support and direction from the teacher to be more fond of reading, reading books, not just reading them and then closing them. So in fostering interest in reading the teacher does not only ask students to read the book and then close it again, but students must be brave to retell the contents of the book they have read. That way students will be serious in reading and remember what they have read.

#### b) Exchange books with friends

One of the efforts to foster students' interest in reading is by exchanging the books they have read with the books of friends and relatives. Based on the results of observations that have been made, students' interest in reading grows after exchanging books with their themes. This is because students are more likely to read the books they want and students are richer in knowledge

#### c) Provide books that interest students in reading

Basically elementary school level students are still in the easily bored phase, so students need lots of different reference books to read. Not only story books but also must contain learning books

#### d) Provide reading time

A sign that students' interest in reading has grown is to see that students read without being asked, and students take the time to read in their free time. As the author obtained during his research at GMIT Fatumnasi Elementary School, the researcher concluded that there were students who were reading during free hours or during recess. Therefore, the teacher's efforts to foster students' interest in reading by utilizing reading corners can be carried out by students

#### e) Giving Gifts

Giving gifts or rewards as a sign of appreciation for achievements that have been owned is a special joy for students. in reading books.

### **4. Obstacles in Growing Interest in Reading by Utilizing Reading Corners at SD GMIT Fatumnasi**

#### a) The lack of classrooms

The lack of classrooms is one of the obstacles in using the reading corner at GMIT Fatumnasi Elementary School. Because it is better if in spatial planning you have to design a placement plan by paying attention to lighting, air circulation, safety and student comfort.

#### b) Lack of variety of books or limited books

Lack of interest in reading in children can also be due to the absence or lack of facilities for these activities. At home parents may not provide quality reading books so that children are not introduced to reading activities.

#### c) Students who do not like to read

Lamb and Arnold (in Rahim, 2005:17) say that even though they do not have visual impairments, some children have difficulty learning to read. This can happen because their ability to distinguish printed symbols has not yet been developed, such as letters, numbers, and words, for example, children cannot distinguish b, p, and d. Auditory discrimination is the ability to hear similarities and differences in language sounds as an important factor in determining a child's reading readiness.

## Improving Students' Interest in Learning and Language Literacy through Creating Reading Corners for Fifth Grade Students at GMIT Fatumnasi Elementary School

### 5. Efforts to Overcome Obstacles in Growing Students' Interest in Reading by Utilizing Reading Corners

Decorate the reading corner neatly and beautifully. The reading corner is designed with an attractive appearance so that students are more interested in reading the book, the basic materials used to create a reading corner use simple tools and materials so that it doesn't require too much money. The basic material used is an unused table at the back of the classroom. The table can be used as a reading corner to minimize expenses and utilize unused materials in class (Hamid, 2015).

a) The school increases the library budget

As a solution or problem that causes low interest in reading, especially in children and adolescents, it is necessary to carry out cooperation between related parties such as the government, educators, as well as parents.

b) Provide motivation and encouragement

School-age children really need encouragement and enthusiasm from their parents and teachers. Motivate children and explain to them the importance of this activity, so they will understand more about the benefits of reading.

### CONCLUSION

From the several problems that the researchers put forward, several conclusions can be drawn, including:

1. The teacher's efforts in utilizing the reading corner to foster interest in reading in class V students in various ways, namely the first by encouraging children to tell stories about what they have read, after telling stories children are asked to exchange books with friends, after that the teacher provides books that interest participants in reading students, then providing reading time and the last is giving rewards or giving gifts.
2. The obstacles faced by teachers in fostering students' interest in reading by utilizing reading corners are the lack of classrooms, the lack of variety of books or limited books, and students who don't like to read.
3. Efforts to overcome obstacles in fostering interest in reading by utilizing reading corners are by decorating reading corners neatly and beautifully so that students' discomfort can be covered, increasing the library budget, and providing motivation and support to these students

### SUGGESTION

Based on the results of research on managing reading corners in the school environment in fostering a literacy culture in SD GMIT Fatumnasi students, the researchers suggest that:

1. Provide adequate facilities, especially the collections in the reading corner need to be updated once a month.
2. Display a collection of books such as comic books or story books.
3. Students need to maintain cleanliness in the reading corner area and not throw away trash so that visitors are comfortable when visiting the reading corner
4. Organize the reading corner as well as possible so that it can attract students to be more diligent in visiting the reading corner.
5. Replace the reading material in the reading corner every month with a different book.

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## Improving Students' Interest in Learning and Language Literacy through Creating Reading Corners for Fifth Grade Students at GMIT Fatumnasi Elementary School

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