



Implementation of Literacy Programs and Reading Corners to Increase Students' Interest in Reading at SDN 2 Pamotan

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Abstract

This literacy program and reading corner aims to (1) Implement a literacy program and reading corner at SDN 2 Pamotan (2) Increase students' interest in reading at SDN 2 Pamotan (3) Have a literacy program and reading corner on an ongoing basis which are continued by the school. The method used in implementing the program starts from creating a reading corner in each class, then there is assistance with teachers in schools regarding the literacy schedule to be implemented, making instruments, 15 minutes of reading before class starts, journaling for 5 minutes, reading in front of the class, and there is an achievement book. The output of the program has been achieved, that is, at SDN 2 Pamotan a literacy program and reading angle have been implemented, students' interest in reading has increased after the program was implemented, and the school has agreed to continue the program. In the program implemented, it makes students more fond of reading, this is evidenced by the results of the questionnaire that 36% of students stated that they strongly agreed, and 64% of students stated that they agreed, then 0% of students who fill in less agree and disagree. Then the literacy program and reading corner are feasible to be continued by the school, this can be seen from the results of the questionnaire which shows an average of 100% in the strongly agree category, so that Pamotan 2 Elementary School teachers strongly agree to continue the literacy program and reading corner at school.

Keywords: Literacy, Reading Corner, Students' interest in reading.

Manuscript History

Received: 28 December 2022

Revised: 8 January 2023

Accepted: 11 January 2023

How to cite:

Desysetyowati, N., et al. (2023). Implementation of Literacy Programs and Reading Corners to Increase Students' Interest in Reading at SDN 2 Pamotan. *International Journal of Research and Community Empowerment*, **1**(1), 1-7. DOI: <https://doi.org/10.58706/ijorce.v1n1.p1-7>.

INTRODUCTION

Reading is the process of understanding a text. Reading activities cannot be separated from literacy. Currently, education in Indonesia, especially at the elementary school level, requires strengthening literacy in the process of learning activities (Dafit & Ramadan, 2020). Therefore, there is a need for efforts from the Government and the Ministry of Education and Culture to foster a literacy spirit in reading and writing for students, especially at the elementary school level (Warsihna, 2016). Based on data seen from the Progress in International Reading Literacy Study (PIRLS), it was found that students around the world at the 4th grade level of elementary school under the auspices of The International Association for the Evaluation of Educational Achievement (IEA) were joined by 45 developing countries. and advanced, the results show that Indonesia ranks 41st in the reading category, namely reading interest and writing ability (TIMSS & PIRLS, 2012).

The literacy skills of students in Indonesia are still low compared to 2000. According to data obtained from the 2011 Progress in International Reading Literacy Study (PIRLS), Indonesia still occupies the lowest position of all the countries studied (TIMSS & PIRLS, 2012). In 2012 and 2015 an assessment was also carried out by the Program for International Student Assessment (PISA) which showed that students in Indonesia were still low in reading literacy. In addition to reading literacy, science and mathematics literacy is also low (OECD, 2016). In 2018, the results of a survey conducted by PISA showed that Indonesia's ranking had fallen when compared to the previous results, namely in 2015. In the field of reading literacy, Indonesia's position was in 74th position out of 79 countries. Indonesia obtained an average score of 371, which is still below Panama with an average score of 377. The Ministry of Education and Culture's effort to increase the literacy skills of female students in Indonesia is by holding a School Literacy Movement program in every school in Indonesia. The Ministry of Education and Culture regulation that regulates the National Literacy Movement is regulation Number 23 of 2015 (Kemendikbud, 2016).

The literacy movement implemented in schools is an attempt to change the habits of students from those who are used to listening orally to getting used to obtaining information through reading or literacy activities. So that the activities carried out are to accustom students to reading. The way to get students used to reading is to apply reading activities for 15 minutes before learning begins (Faradina, 2017).

Based on the results of a survey conducted by researchers at Mitra schools, namely SDN 2 Pamotan, Sambeng District, Lamongan Regency, in August 2022, information was obtained regarding the absence of a reading corner and literacy program habituation for students. This causes students' interest in reading to be low and their literacy skills are also lacking. The low reading interest of these students has several factors that influence them, namely the habit of capturing something orally such as through television, inadequate facilities, lack of reading books and not in accordance with students' reading interest (Nurhadi, 2016). So it is necessary to have a literacy program and a reading corner at SDN 2 Pamotan which are arranged systematically and flexibly, of course, which are sustainable and are continued by the school (Wulandari, Wulandari, Febryanti, & Dewi, 2021).

The solution presented to overcome this problem is the preparation, program design, and facilities and infrastructure that can support the realization of literacy programs and reading corners at SDN 2 Pamotan in order to increase students' interest in reading (Pradana, 2020). In realizing this literacy program and reading corner, the facilities and infrastructure developed are reading corners in grades 1-6. The reading corners in each class are class corners containing reading books with attractive designs (Ramandanu, 2019). The function of the reading corner in each class is so that students are closer to accessing books, we got the books in this reading corner from open donations. Then the instruments needed are reading books, journaling books, and achievement books. The success of the activities for preparing literacy programs and reading corners will be carried out by distributing questionnaires to the programs being carried out. Previously, the drafting team had conducted Thematic Real Work Lecture (KKN-T) activities at SDN 2 Pamotan, Sambeng District for 4 months. Based on this background, the proposing team proposed a program entitled "Implementation of the Literacy Program and Reading Angles to Increase Students' Interest in Reading at SDN 2 Pamotan" which aims to (1) Implement a literacy program and reading corners at SDN 2 Pamotan (2) Increase interest reading for students at SDN 2 Pamotan (3) There is an ongoing literacy program and reading corner which is continued by the school. With the problems found, namely the low interest of students in reading, so it is necessary to have literacy activities for 10 minutes and 5 minutes for journaling which can increase students' interest in reading.

METHOD

The implementation of literacy programs and reading corners follows the flow in the following chart:

1. In the preparatory phase, we conducted a survey of the place where the activity was carried out, namely at SDN 2 Pamotan. Furthermore, the proposer discusses with partner schools and makes proposals and completes the administration of permits for the place and location of KKN-T. And the preparation of the materials that will be used for making reading corners and the instruments that will be used.
2. In the Implementation Stage, it starts with creating a reading corner in each class, then there is assistance with teachers in schools regarding the literacy schedule that will be implemented, making instruments, and implementing a literacy program, namely 15 minutes of reading before class starts, in addition to reading as well as journaling during 5 minutes, read it in front of the class, and there is an achievement book.
3. In the Evaluation stage, we will evaluate the literacy programs and reading corners that have been implemented. Respondents who are 2 teachers at SD 2 Pamotan, and 25 students in grades 4 and 5 will fill out a questionnaire regarding the success of this literacy activity and reading corner. The questionnaire data

obtained will be analyzed and used to strengthen the results that the literacy program and reading angles have been achieved. Then from the results of the discussion will be obtained conclusions about the program that has been implemented.

4. At the reporting stage, we prepare an initial report in accordance with the program and evaluation results achieved. Then correct the report if there is a revision in the initial report. Furthermore, compiling a final report that has been revised until a final report with mature results is obtained.

RESULTS AND DISCUSSION

The Unesa Lamongan KKN-T team carried out the program at SDN 2 Pamotan by implementing literacy programs and reading corners. The team chose the program based on a survey at partner schools and the results of discussions with the principal of SDN 2 Pamotan which found that there were no reading corners and literacy programs in each class. This literacy program and reading corner will be held from 26 September to 27 November 2022.

This Literacy activity is divided into 2 activities, the first is the reading corner and the second is the literacy activity itself. The reading corner activity is the creation of a reading corner for grades 1-6 at SDN Pamotan 2. The reading corner we created is equipped with shelves and books with paintings behind them. The making of this reading corner was carried out at SDN Pamotan 2, Pamotan Village, Lamongan, on 7-10 October 2022. We made this reading corner on holidays and when we were home from school so it would not interfere with teaching activities. We made this reading corner activity to support our other work program, namely literacy activities.

In the process of work we need several preparations including designing a reading corner, selecting materials, choosing paint, making bookshelves, collecting books through donation activities, surveying each class to create a reading corner, and executing the creation of a reading corner.

We make a shelf first which will then be installed in the place provided and drawn before. At SDN Pamotan 2, we have difficulty carrying bookshelves due to the limited vehicles we have, but this problem can be overcome by the cooperation of all our members. In some classes we also found fragile walls making it difficult to install bookshelves. However, this can be overcome by installing a bookshelf elsewhere. We get a lot of books from donations. We sort the books to suit each class.

In working on the reading corner, more precisely during the process of drawing the design of the reading corner and installing the bookshelves experienced time constraints. Where we have limited time, we end up doing it on holidays and when we come home from school.



Figure 1. Making a Reading Corner



Figure 2. Reading Corner

The second activity is literacy activity. This activity was carried out in grades 4 and 5 at SDN 2 Pamotan. The activity is carried out by reading a book for 10 minutes then followed by journaling the results of reading for 5 minutes and presenting the results of journaling. This activity was carried out for 2 days in each class. It is hoped that this activity can increase students' interest in reading at SDN 2 Pamotan.

At first, we had difficulty conditioning the class when reading books, because the students were still not used to reading books. However, in the end the students can get used to the reading and journaling activities that we do. For students who can advance to the presentation will get a sticker to fill in the achievement book.

At the end of this literacy and journaling activity, we held a reward for the students who read the most books and were suitable for journaling.

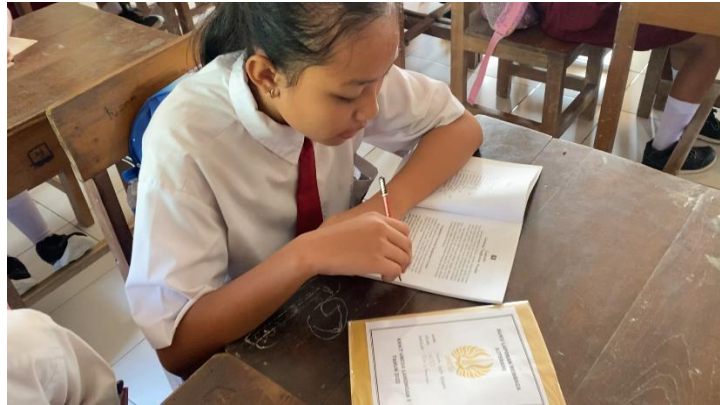


Figure 3. Literacy and journaling activities



Figure 4. Literacy and journaling activities

Literacy activities run smoothly and students do it enthusiastically. Several times students carried out literacy activities on their own outside of a predetermined schedule. Even though at first it was not conducive, over time students began to get used to literacy activities and enjoyed participating in literacy activities. This shows if students' interest in reading increases. Based on the results of the student response questionnaire to literacy activities, it shows that these activities are very beneficial for students, literacy activities can increase students' interest in reading. The results of student response questionnaires to literacy activities from grade 4 and grade 5 at SDN Pamotan 2 are:

a. I enjoy participating in literacy activities

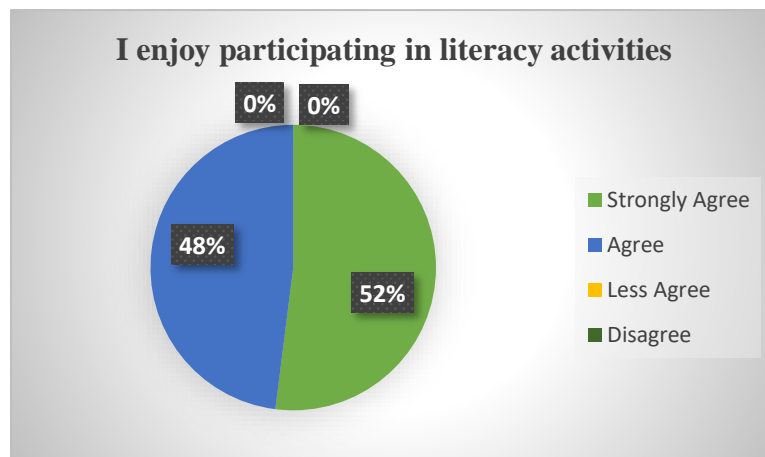


Figure 5. Result of response point 1 (I enjoy participating in literacy activities)

Out of a total of 25 respondents, in the literacy work program students enjoy participating in literacy activities, this is evidenced by the results of the questionnaire that 52% of students stated that they strongly agreed, and 48% of students stated that they agreed, then 0% of students who fill in less agree and disagree.

b. Literacy activities make me like reading more

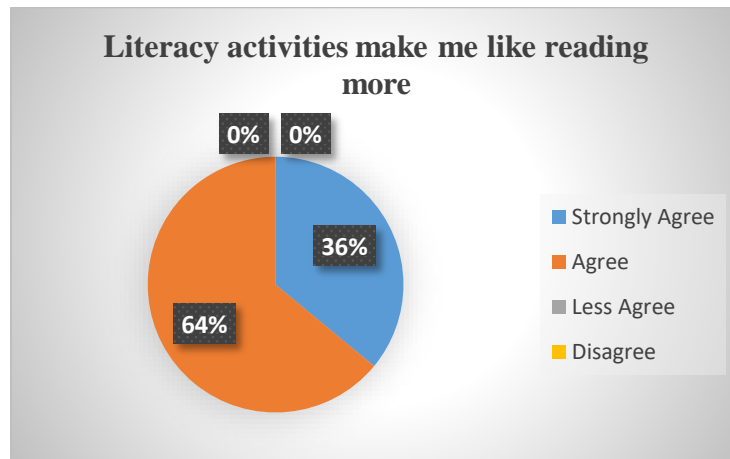


Figure 6. Result of response point 2 (Literacy activities make me like reading more)

In the literacy work program it makes students more fond of reading, this is evidenced by the results of the questionnaire that 36% of students stated that they strongly agreed, and 64% of students stated that they agreed, then 0% of students who fill in less agree and disagree.

c. I like the book look of the resume

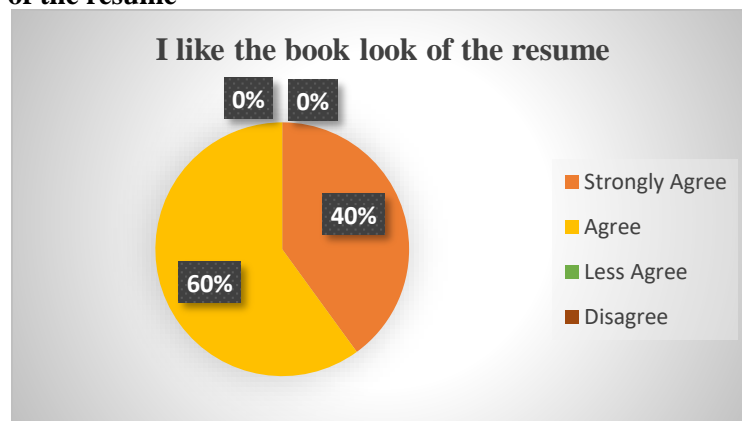


Figure 7. Result of the response point 3 (I like the book look of the resume)

Literacy activities provide journaling books or resumes and these books turn out to be popular with students. Based on the results of the questionnaire, 40% of students strongly agreed if they liked the look of the resume book and as many as 60% of students agreed if they liked the look of the resume book. then 0% of students who fill in less agree and disagree.

d. Literacy activities add to my insight and knowledge

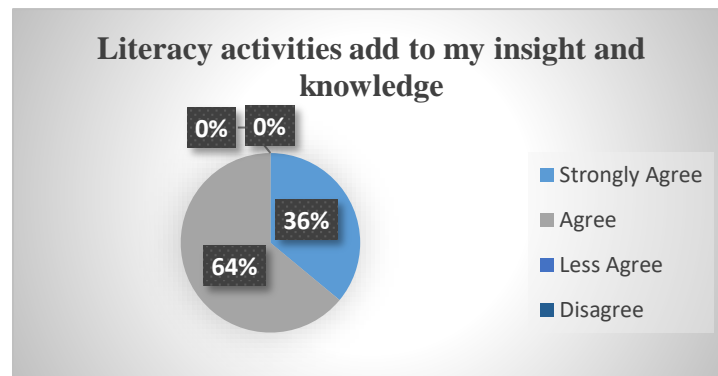


Figure 8. Result of the response point 4 (Literacy activities add to my insight and knowledge)

Literacy activities can add insight and knowledge of students. Where based on the results of the questionnaire as many as 36% of students strongly agreed that literacy activities added insight and knowledge and as many as 64% of students agreed that literacy activities added insight and knowledge, then 0% of students who fill in less agree and disagree.

e. Literacy activities make it easier for me to find ideas for reading topics



Figure 9. Result of the response point 5 (Literacy activities make it easier for me to find ideas for reading topics)

Literacy activities make it easier for students to find reading topic ideas. Where based on a questionnaire as many as 40% of students strongly agreed if literacy activities made it easier for them to find the main idea of reading and as much as 60% of students agreed if literacy activities made it easier for them to find the main idea of reading. then 0% of students who fill in less agree and disagree. As for the questionnaire that was given to the teacher, the results were obtained in Table 1.

Table 1. Teacher Questionnaire Results

No	Statement	Respondent Results		Mean	Criteria
		Teacher I	Teacher II		
1	Literacy activities assist teachers in implementing the national literacy movement	75%	100 %	87.5 %	Strongly agree
2	Literacy activities increase students' interest in reading	75 %	75%	75 %	Agree
3	Literacy activities deserve to be continued by the school	100 %	100%	100 %	Strongly agree
Mean		83.33 %	91.67%	87.5%	Strongly agree

Based on the results of the questionnaire, it can be seen that literacy activities assist teachers in implementing the national literacy movement. Then literacy activities can also increase students' interest in reading, this is obtained from the results of a questionnaire filled out by 2 teachers with an average obtained of 75% in the agree category. Then the literacy program and reading corner are feasible to be continued by the school, this can be seen from the results of the questionnaire which shows an average of 100% in the strongly agree category, so that the teachers at SDN 2 Pamotan strongly agree to continue the literacy program and reading corner at school.

CONCLUSION

Based on the literacy program and reading angles that have been carried out, the results show that the program has been implemented well and smoothly. So, it can be concluded that the outcomes of the literacy program and reading corners have been achieved, that is, at SDN 2 Pamotan a literacy program and reading corners have been implemented, students' interest in reading has increased after implementing the literacy program and reading corners, and the school agrees to continue the literacy program and reading corners at SDN 2 Pamotan.

These results are supported by the results of questionnaires that have been filled in by respondents, namely teachers and students. In the literacy work program it makes students more fond of reading, this is evidenced by the results of the questionnaire that 36% of students stated that they strongly agreed, and 64% of student participants stated that they agreed, then 0% of students who fill in less agree and disagree. So, it can be concluded that literacy programs and reading angles increase students' interest in reading. Then the literacy program and reading corner are feasible to be continued by the school, this can be seen from the results of the questionnaire which shows an average of 100% in the strongly agree category, so that the teachers at SDN 2 Pamotan strongly agree to continue the literacy program and reading corner at school.

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