Utilization of Classroom Reading Corners to Succeed the School Literacy Movement at Malang City, Indonesia

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Abstract	Literacy at the elementary school level plays a crucial role in building language skills, understanding texts, and critical thinking. Class reading corners are an effective means of increasing student literacy. This research explains student literacy problems and the use of classroom reading corners to make the School Literacy Movement or Gerakan Literasi Sekolah (GLS) at SDN Lesanpuro 2 Malang City a success. The research approach uses descriptive qualitative with a case study type. The subjects in this research were teaching staff and students in grades IV–VI for the 2022/2023 academic year. Observation, interviews, and documentation were carried out in data collection. The research results show that teachers are important in utilizing the classroom reading corner. Utilizing a classroom reading corner is very effective in making the school literacy movement successful if the arrangement is interesting, the activities are varied, and the circulation of reading materials is carried out continuously. Literacy-based learning using the reading corner at SDN Lesanpuro 2 Malang City is carried out through several processes, namely (1) Planning, (2) Exploration, (3) Fairy Tale Show or Reading Together, (4) Book Discussion, (5) Literacy Competition. Continuous use of classroom reading corners can strengthen literacy culture in schools. This is reflected through an increase in the number of students actively visiting the reading corner and an increase in student academic achievement.
Keywords	Literacy; Reading Corner; Students

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1. INTRODUCTION

Literacy is the foundation that supports understanding and applying the skills of reading, writing, and understanding texts in various contexts (Abdullah, 2019). Literacy includes reading with deep understanding, writing clearly and organizedly, and critically interpreting and analyzing information. (Inggriyani & Fazriyah, 2017). Literacy also includes the ability to use information effectively in various daily life situations in personal, academic, and professional contexts. (Pare & Sitohang., 2023). Literacy activities involve understanding the importance of context in the interpretation.

And the use of information. (Sugiarto & Farid, 2023). This allows individuals to relate information to personal experiences, prior knowledge, and the broader social context. (Wibowo, et al, 2023). Thus,

the basic concept of literacy is related to the technical ability to read and write and involves critical thinking, problem-solving, and effective communication skills in various life situations.

Cultivating literacy at the elementary school level is crucial in establishing a solid literacy foundation for students. Elementary school is the initial stage where children begin to be exposed to the world of writing and reading (Aswita et al., 2022). At this level, students learn the basic skills of reading letters and words and begin to understand the meaning behind the texts they read. The importance of literacy at this level is related to teaching technical skills and creating the foundation for an interest and love of reading. Teachers in elementary schools have a big role in choosing books and materials that are interesting and relevant for students (Nurhanifah, A & Utami, R.D, 2023). Teachers can also ensure that students are exposed to various genres and topics that can stimulate imagination and knowledge (Bangsawan, 2023). Apart from that, literacy at the elementary school level also plays an important role in developing critical and analytical thinking skills so that students can evaluate information better and convey ideas more effectively (Simbolon, 2023). Literacy at the elementary school level not only creates the foundation for student's future academic success but also equips students with the skills necessary to participate actively in increasingly complex social, economic, and cultural life (Ayuningrum, Mabruroh, & Dewi, 2023).

Even though literacy has a very important role in supporting human life, the literacy condition in Indonesia is still very worrying. Children's literacy skills, especially in reading, are still relatively low. Data from the Organization for Economic Co-operation and Development (OECD) in 2018 shows that Indonesia is ranked 62nd out of 70 countries surveyed in the Program for International Student Assessment (PISA) and is even in the bottom ten countries with low literacy levels. (OECD, 2019). This shows that the big challenge currently faced is society's low reading literacy skills, including among students (Suragangga, 2019). In addition, when students carry out reading activities, most also need help understanding the meaning contained in the reading they have studied. Literacy includes the basic competencies that each individual must have to solve various problems that occur in life (Ahmad, 2019). Literacy tends to be low, making Human Resources need to be more competent and competitive. This condition emphasizes the need for serious efforts to increase students' reading literacy, especially at the elementary level, through effective education policies and support from various related parties (Mauludin & Soimah, 2023).

In response to this problem, the government has declared a literacy program mandatory and must be promoted in schools. The school literacy movement (GLS) was developed based on Permendikburistek Number 23/2015, about getting students to read books outside of lessons before teaching and learning.

Activities begin so that they can develop noble character (Wiedarti et al., 2018). The role of schools is very important as a place to strengthen and confirm cultural values and national character (Triyanto, Fauziyah, & Hadi, 2019). The school literacy movement is the ability to access, understand, and use everything intelligently through various positive activities involving four language skills (Ali et al., 2018). The school literacy movement was formed due to the minimum literacy competence and reading interest of Indonesian society in general.

The government explains that in implementing the School Literacy Movement (GLS), there are several stages that teachers must understand and pay attention to. These stages are habituation, development, and learning for students (Septiary & Sidabutar, 2020). The first stage, namely the habituation stage, aims to foster interest in reading through activities such as mandatory reading for 15 minutes before the start of learning (Permendikbud Number 23 of 2015). The second stage, development, aims to improve literacy skills by responding to books as enriching learning material. Meanwhile, the third stage, namely the learning stage, focuses on improving literacy skills in all subjects by using enrichment books and implementing reading strategies appropriate to each subject.

One of the stages of implementing the School Literacy Movement (GLS) is increasing literacy by

using enrichment books (Batubara & Ariani, 2018). To implement this stage, a special platform is needed to support it. Class reading corners can be the main infrastructure for the success of the School Literacy Movement (Marta et al., 2024). Of course, the process requires special attention from educators, educational staff, students, and the school community in general. The class reading corner can collect library materials occasionally and store them for future use. Classroom reading corners play a major role in supporting school teaching and learning activities for educators and students. In this case, the classroom reading corner provides information and a medium, learning resource, learning tool, knowledge enhancer, and knowledge developer for all school members (Syukri & Hidayat, 2023). To carry out the duties and functions of the reading corner well, students need to be encouraged to enjoy reading and improve their reading skills through the access provided by the class reading corner. As the main source of information, the quality of the classroom reading corner needs to be improved through various efforts, considering its function as a source of informative information.

Researchers have widely discussed the success of using reading corners to make the school literacy movement. Ramandanu (2019) saw that classroom reading corners were very effective, efficient, and easily accessible for students to carry out reading activities. Establishing a reading corner has a clear aim: to help make it easier for students to find information and foster children's interest in reading. With a reading corner, students are allowed to explore various reading sources that are relevant and interesting for students (Afriati et al., 2021).)

Even though it doesn't have as much space as a library, this reading corner can stimulate children's interest in reading in the classroom (Janawati & Riantini, 2024). Even though it cannot be completely equated with a library, its function can replace the role of a library as a learning resource. Students can discover new things through a reading corner and develop their interest in reading, even though space and book collections are limited. The reading corner was established to introduce students to various reading sources that can serve as learning references, tools, and a way to create a pleasant experience in reading activities (Wahyuni, 2023). Through the reading corner, students are given easier and more comfortable access to explore various types of books and reading materials relevant to their interests and needs. Apart from increasing literacy and knowledge, the reading corner is also where students can develop their reading skills in a relaxed and enjoyable atmosphere (Kemendikbud, 2016:13).

Some of these studies focus on the basic concept of reading corners and their benefits for increasing literacy. Few have studied it from a literacy perspective at the elementary school level. So, to fill this research gap, this research focuses on explaining the use of classroom reading corners to make the School Literacy Movement or Gerakan Literasi Sekolah (GLS) a success at SDN Lesanpuro 2, Malang City.

2. METHODS

The descriptive qualitative approach is used based on the problem this research focuses on. This approach aims to describe phenomena according to actual circumstances to obtain an in-depth understanding, produce general characteristics, and provide freedom in interpretation. In this research, we will describe in detail the conditions of educators, students, the school environment, the library, and classroom reading corners, which contribute to the low level of literacy at SDN Lesanpuro 2 and the lack of maximum literacy in the school. A suitable type of research is a case study, which allows in-depth and detailed analysis of the background and relationship between individuals or groups and the school literacy context. The research subjects were teaching staff and students randomly selected from classes IV and V in the 2022/2023 academic year at SDN Lesanpuro 2, Malang City. The research was conducted in the second semester of the academic year, namely April - May 2023. Data was obtained through observation, interviews, and documentation from class teachers and students as samples. Data collection uses observation techniques, closed written interviews, data studies, and documentation. Data analysis is done by checking validity, analyzing, presenting data descriptively, and drawing

conclusions. Analysis techniques involve reduction, presentation, and concluding the collected data (Creswell, John W, 2017).

3.   FINDINGS AND DISCUSSIONS

Overview of Student Literacy Problems at SDN Lesanpuro 2, Malang City.

SDN Lesanpuro 2 Malang City, located on Jalan Ki Ageng Gribig XII / 248, is an elementary school with a very low literacy level. This is due to the results of observations and interviews conducted with Educators and Education Personnel (PTK) there. In 2022, it can be seen in the education report card that literacy skills are very low, only reaching a score of 1.48, below the minimum competency, even below similar educational units at the national level, and below the average at both city, provincial, and national levels. On the one hand, this school aims to advance students' academic and non-academic achievements through various creative activities. From these two conditions, it can be concluded that the school's mission and goals to improve student literacy have yet to be achieved. Several problems need to be solved in cultivating student literacy.

a.   The condition of the library needs to be more representative.

Based on observations of the condition of the library at SDN Lesanpuro 2, Malang City, which should be used as a literacy facility for students, it appears that the room needs to be more representative. The reading room is very narrow and needs more space for visitors. It should be noted that this library,ary room, was initially the principal's official residence, but it is no longer occupied. As a result of not being used for a long period, the condition of the room becomes damp and poorly maintained. Even though the size of the room is quite large, the partition for the teacher's bathroom at the back and the school cooperative room and student internship room at the front divide the library space and seem cramped. Apart from that, the library room still maintains the characteristics of the previous official residence, where the living room and family room were used as the main library area. Even though the status of the official residence has been converted into a library, its condition has yet to be optimal. The school has requested that the relevant department rehabilitate the library space to improve this condition.

The arrangement of books in the library also needs to meet the expected standards. There is no clear classification system for organizing books, so visitors need help finding books according to the topic or genre they are looking for. Apart from that, many books are worn out and unsuitable for reading, which are still stored on the library bookshelves, while new reading materials are neatly arranged and even wrapped in plastic. This imbalance shows an inability to maintain the quality of the library's book collection. Apart from that, there is a problem with the number of bookshelves needing to be more crowded, where some shelves are filled with two rows of books while there is only one side to take books. This limits the accessibility of books, making it difficult for students to reach them. The library admin also does not support it well because not all reading materials are

They are recorded properly and in an orderly manner. The results of the documentation study show that students borrow almost no books to read at home, indicating that library management still needs to be more effective in meeting students' literacy needs outside of study hours. Thus, library administration still needs to reach the desired standard and requires significant improvement.

b.   Low Socioeconomic Status of Parents

Economic factors are important in determining how much students can access books. At SDN Lesanpuro 2 Malang City, most students come from families with a lower middle economic level. This is proven by demographic and economic data, which shows that most students' parents or guardians work as laborers, farmers, or informal workers with limited income. Parents with financial constraints may only be able to buy books occasionally or access libraries or bookstores outside of school. This can

hinder students' ability to develop interest and enjoyment in reading because they need adequate access to various reading materials. Apart from that, other basic needs such as food, clothing, and education can also become a priority for families with economic limitations, so the budget allocation for buying books may be reduced or even ignored. As a result, students from low-income backgrounds may need more access to new and diverse books, which can hinder literacy development and the formation of healthy reading habits. Therefore, the economic level of parents directly influences students' accessibility to books, and efforts need to be made to ensure that economic factors do not influence access to good literature.

c.   Policy Prohibiting Students from Bringing Smartphones

This policy aims to avoid distractions that can disrupt the student learning process. Smartphones are often a distraction for students, especially when used to play games, access social media, or watching videos unrelated to learning. In a school environment, students' main focus should be on the learning process and academic activities that are taking place in class. However, this policy also affects student literacy. A ban on bringing smartphones to school can reduce students' opportunities to access various digital learning resources that are widely available on the internet. As a multifunctional tool, smartphones can be used to access various applications and learning platforms that provide reading materials, e-books, and other sources of information relevant to learning and literacy. This prohibition can also limit students' ability to explore and utilize technology to improve their reading and writing skills. In addition, the prohibition on carrying smartphones can also create differences in access to information sources between students who have access to technology at home and those who do not. Therefore, the ban on bringing smartphones to school could be an obstacle in efforts to increase student literacy, especially in utilizing technology as a learning tool and source of Information.

Based on several problems that hinder student literacy, such as libraries that are less representative, parents' low income, and the prohibition on carrying smartphones, which limits access to digital learning resources, teachers at SDN Lesanpuro 2 Malang City are taking steps to increase student literacy through the Student Literacy Movement. One of the strategies implemented is to utilize reading corners in the classroom to cultivate reading activities. Within the Student Literacy Movement framework, teachers use reading corners as a conducive environment to inspire and encourage student's interest in reading.

Process of Utilizing Class Reading Corners to Make the Student Literacy Movement a Success at SDN Lesanpuro 2, Malang City

Seeing the limited accessibility and facilities at SDN Lesanpuro 2 Malang City in improving student literacy, a classroom reading corner is a possible solution. Currently, almost every classroom is equipped with a reading corner. The reading corner is an attempt to use the narrow space in the classroom as a storage place for students' limited book collections (Aswat, Nurmaya & Lely, 2020). This concept aims to instill a culture of reading from an early age, with the hope of increasing literacy in general in Indonesia. Developing a reading corner in the classroom can stimulate interest in reading and encourage students to conduct activities to develop their critical and creative abilities (Rohim & Rahmawati, 2020). The book collection in the reading corner can be sourced from the school library and updated regularly, at least once a week, to maintain the diversity and freshness of reading. Apart from that, parents can also donate books to help develop literacy at school.

The reading corner in the classroom aims to introduce various reading sources that can be used as references in the learning process, become a learning tool, and create a fun experience in reading activities for students. According to Morrow (2014:13), establishing a reading corner makes it easier for students to find information and develop their interest in reading. Several indicators can be used as benchmarks to measure the success of using and developing reading corners in the classroom. First, a reading corner with diverse reading materials must be available in every corner of the classroom. Second, there must be an increase or progress in the frequency of students' interest in reading. Third,

reading corners must be actively utilized in teaching and learning. Fourth, the reading corner must be managed well and utilized at the end of each lesson. Fifth, updating reading materials must be carried out regularly and periodically. Sixth, various reading activities, both aloud and independently, must be carried out by teachers and students. Seventh, data must be available regarding the collection of reading materials, activity journals, and the results of student activity recaps. Finally, there

There must be an increase in reading competence and communication skills between students and teachers in various activities that support the teaching and learning process in schools (Kemendikbud (2016: 15). If these eight indicators are achieved or implemented well, then the reading corner in the classroom will be effective as a support for school literacy activities and can replace the function of the library.

Based on the vision and mission of SDN 2 Lesanpuro, Malang City, which emphasizes improving student academic achievement through literacy, teachers have begun to reactivate the classroom reading corner as part of the School Literacy Movement. This step was taken to fulfill several important indicators that have been determined, such as the availability of reading corners with a diverse collection of reading materials in each class, increasing students' interest in reading, and the use of reading corners in the teaching and learning process. In addition, by reactivating the classroom reading corner, teachers aim to ensure that the arrangement, maintenance, and updating of reading materials are orderly and coordinated. The following are several stages teachers carry out when utilizing the classroom reading corner to make the School Literacy Movement (GLS) successful.

a.   Planning Stages

Teachers carry out a series of systematic plans to utilize the classroom reading corner as part of the School Literacy Movement (GLS). The first stage is a needs analysis, where the teacher studies students' reading interests, reading skills, and preferences for reading materials. Next, the teacher sets specific and measurable goals for using the classroom reading corner, per the school's vision and mission and the goals of GLS. After that, the teacher plans the collection of reading materials that will be provided, selecting books that suit the student's difficulty level and interests. Space arrangement is also a concern, with bookshelves, comfortable chairs or pillows, and attractive decorations to create a pleasant learning environment. Teachers also develop strategies for updating and maintaining collections and planning various literacy activities that will be carried out in the class reading corner, such as reading stories, book discussions, and reading together. Finally, the teacher evaluates and monitors the effectiveness of using the classroom reading corner, assesses the achievement of objectives, and identifies areas of necessary improvement.

b.   Exploration Stage

The exploration stage in utilizing the classroom reading corner as part of the School Literacy Movement (GLS) is a process where teachers further introduce the potential and opportunities to develop student literacy. First, the teacher searches various resources available at school, such as library books and students.

Personal collections or donations from students' parents. Besides that, teachers also explore resources outside of school, such as digital books or learning applications relevant to the learning material and students' interests.

After identifying available resources, the teacher evaluates the availability and quality of the reading materials, selecting books that suit the student's level of understanding and interests. Teachers also explore various innovations and creativity in organizing and arranging classroom reading corners, looking for inspiration from examples successfully implemented in other schools or through existing literacy reference sources. During the exploration process, teachers also interact actively with students to discover their reading interests, explore preferences for the types of books or topics of interest, and get input and feedback regarding the desired arrangement and arrangement of the class reading corner.

This allows teachers to understand students' needs and preferences in literacy development more deeply. Apart from that, teachers can also visit the school library or local public library to see directly the various kinds of reading materials available and get inspiration to complete the collection in the class reading corner. Through this comprehensive exploration stage, teachers can identify potential and opportunities that can be utilized in developing classroom reading corners to increase student literacy within the framework of the School Literacy Movement.

c.   Stages of Fairy Tale Performance or Read Together

The stage of performing fairy tales or reading together is important in utilizing the classroom reading corner to make the School Literacy Movement (GLS) successful. Teachers plan fairy tale performances or shared reading sessions by selecting books or stories that suit students' interests and level of understanding. Next, the teacher prepares a comfortable and attractive atmosphere in the class reading corner by arranging adapted chairs or seating mats so students can comfortably participate in these activities. When performing fairy tales or reading together, the teacher invites students to be actively involved by reading stories with interesting and expressive intonation. During this session, the teacher will also utilize various narrative techniques, such as changing voice and facial expressions to portray characters in the story to attract students' attention and make them more interested in the story being read. Teachers can also use visual aids, such as pictures or story flannels, to clarify concepts and bring the stories they read to life.

During a fairy tale performance or reading together, the teacher invites students to interact with the story by asking questions that encourage students' understanding and reflection on the story's content. This will help students to understand the story better and stimulate their creativity and imagination. Apart from that, the teacher also invites students to discuss the moral values or messages contained in the stories.

They read. After the fairy tale performance or reading-together session, the teacher reflects on the student's experiences during the activity. The teacher invites students to share their thoughts, feelings, and experiences while listening to the story. Thus, the Fairy Tale Performance or Reading Together activity is a means of improving students' literacy skills and a valuable moment to strengthen the relationship between teachers and students and enrich their learning experience.

d.   Book Discussion Stages

The book discussion stage in learning at SDN Lesanpuro, Malang City, is an integral part of efforts to make the School Literacy Movement (GLS) successful. Teachers use the reading corner to hold book discussions in each class thrice weekly. This process involves several important steps. First, the teacher chooses books that suit the curriculum and students' level of understanding. Books are carefully selected to ensure relevance to the learning material and student interests. After selecting the book, the teacher arranges a special time in the learning schedule to discuss the book in the class reading corner. Students can read the book at school and at home in preparation for discussion.

On discussion day, the teacher divides students into small groups. Each group will discuss the books they have read and answer questions related to the content, characters, themes, and moral messages contained in the books. During the discussion, the teacher facilitates the discussion process and notes important points that arise from student interactions. They provide guidance where necessary and ensure all students are actively involved in discussions. After the discussion is finished, the teacher leads a reflection session. Students can share their thoughts, conclusions, and lessons learned from the discussion. Teachers also provide positive and constructive feedback to encourage future student participation.

By holding regular book discussions in the class reading corner, teachers help increase students' interest and understanding of literacy and develop critical thinking, communication, and collaboration skills. This aligns with GLS's aim to improve students' overall literacy skills.

e. Literacy Competition Stages

The literacy competition stage between students is one of the strategies used by teachers at SDN Lesanpuro, Malang City, to utilize the classroom reading corner to support the School Literacy Movement (GLS). The following stages usually occur in a literacy competition between students: (1) Competition Planning: The teacher plans a literacy competition by choosing a theme, format, and clear rules. Themes can vary; for example, choosing a favorite book, writing a short story, or writing a book review. Competition formats, such as poetry reading competitions, essay writing competitions, or literacy promotion poster-making competitions, can also vary. Teachers also set time.

Limits, assessment criteria, and prizes for winners. (2) Competition Announcement: The teacher announces the competition to students through announcements in class, school notice boards, or school social media. The information submitted includes the competition theme, rules, deadline for submission of works, and prizes that will be awarded. (3) Participant Preparation: After the announcement, the teacher gives students time to prepare their work according to the theme and format that has been determined. They can read, write, or create other literary works according to their interests and talents. (4) Submission of Work: Students are asked to submit their work according to the specified time limit after the preparation period ends. Teachers can determine a convenient place and method of collection for students, for example, through a work box in the class reading corner or through the school's online platform. (5) Assessment: After all the work has been collected, the teacher or appointed assessment team evaluates each work based on predetermined criteria. The assessment is carried out objectively and fairly to select the competition winner. (6) Winner Announcement: After completing the assessment, the teacher announces the winner of the literacy competition to all students. Winners can be announced directly in class, via the school notice board, or on school social media. Apart from that, the best works can also be promoted and published as inspiration for other students. (7) Giving Prizes: The teacher prizes the winners for their participation and achievements in the literacy competition. Prizes can be books, certificates, or prizes relevant to the competition theme.

By regularly holding literacy competitions between students, teachers want to encourage students' interest and literacy skills and create a competitive but supportive atmosphere for improving literacy in school. The competition is also a way to expand the scope of the School Literacy Movement and invite more students to get involved in literacy activities. The consistent application of stages from planning to literacy competitions has significantly increased literacy at SDN Lesanpuro 2, Malang City. By continuously utilizing the classroom reading corner, the literacy culture in the school has been significantly strengthened.

First, there has been an increase in students actively visiting the reading corner. Through careful planning, clear announcements, and continuous guidance from the teacher, students are encouraged to actively access the reading resources available in the class reading corner. With interesting and varied activities in the reading corner, such as fairy tale performances, book discussions, and literacy competitions, students' interest in reading is increasing. They see the reading corner as a place to read and a space for creativity and learning.

Furthermore, the increase in student academic achievement is also proof of the success of the continuous use of classroom reading corners. As students' interest in reading and literacy skills increases, they become more skilled in understanding lesson material and completing assignments given by the teacher. Literacy-based learning also positively impacts students' critical and analytical thinking skills so they can develop.

Ideas more creatively and effectively.

Overall, consistently utilizing classroom reading corners as part of the School Literacy Movement (GLS) has significantly improved the literacy culture at SDN Lesanpuro 2, Malang City. By creating a conducive environment for literacy in schools, it is hoped that students will become more skilled and confident in facing literacy challenges in the future.

4.   CONCLUSION

Using classroom reading corners as part of the School Literacy Movement (GLS) at SDN Lesanpuro 2 Malang City has significantly increased student literacy. Teachers created a conducive environment for cultivating literacy in schools by planning, exploring, and implementing various literacy activities. By continuously utilizing the reading corner, students' interest in reading increases significantly, as evidenced by the number of students who actively visit the reading corner. Apart from that, various activities such as fairy tale performances, book discussions, and literacy competitions also encourage students to be more active and creative in reading and exploring literacy. Not only that, the use of reading corners also impacts increasing student academic achievement. They become more skilled at understanding the subject matter and develop critical and analytical thinking skills. Thus, cultivating literacy through classroom reading corners has greatly improved students' literacy skills. For other researchers, researchers can conduct comparative research. Researchers can conduct comparative research between schools that actively implement GLS and schools that have not implemented GLS or implemented different literacy approaches, which can provide a deeper understanding of the effectiveness of GLS in improving student literacy.

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