

Optimization of the Reading Corner Space as an Effort to Improve Primary School Students' Literacy Skills

Achmad Agil Nasarudin¹, Alicia Fatihah², Esqina Audiyah Sherine³, Fitri Novita Erviana⁴, Mudrikatus Soliha⁵, Abdullah Kafabih⁶

^{1,2,3,4,5,6}Universitas Islam Negeri Sunan Ampel Surabaya

*Correspondence: abdullahkafabih@uinsa.ac.id



Copyright: © 2024 by the authors. Submitted for possible open access publication under the terms and conditions of the Creative Commons Attribution (CC BY) license (<https://creativecommons.org/licenses/by/4.0/>).

Abstract: Students' interest in reading literacy especially in elementary school has a low level, this problem is due to the lack of facilities available at school. This study aims to increase students' interest in reading literacy at SDN Karang Asem 1. The method used in this research is through the ABCD (Asset Based Communities Development) approach. The ABCD approach aims to maximize the potential of physical assets, individual assets, social assets and historical assets. The results of the study show that at SDN Karang Asem 1, there are several assets that have not been optimized, such as physical assets and individual assets. Another effort to maximize the potential of assets is by creating a reading corner and activities that can attract students' interest in reading, such as literacy educational games, adding trilingual vocabulary and ice breaking related to literacy education. Through the reading corner and these activities, it is hoped that it can increase the reading interest of Karang Asem 1 Elementary School students.

Keywords: *Literacy, Reading Corner, Assets*

1. Pendahuluan

The better a nation's education, the better the quality of the nation itself. One of the most influential things in education is the level of students' reading ability and interest, because reading is a window to the world. By reading, everyone can explore information from various parts of the world for free, but not many people have the habit of reading regularly (Sudigdo, 2017). One of the most appropriate formal educational institutions for cultivating literacy from an early age is elementary school. By instilling literacy from elementary school age, it is hoped that students will get used to literacy so that they can increase students' insight and knowledge as a preparation for the future. In the era of modern education, students' interest in reading, especially students at elementary school level, needs to be increased. The current era of modern education is a challenge in itself, including for elementary schools, in protecting students from the negative impacts of the heavy use of technology, especially in students' daily lives. The digitalization era is a modern situation where there is a digitalization system in almost all aspects of life, including the educational aspect. With increasingly rapid technological developments, of course this, both directly and indirectly, will be a challenge for students.

Modern education does not only focus on the use of technology, but students' interest in reading also needs to be increased to welcome modern education. The rapid flow of information and technology in this era of modern education has an impact on the increasingly limited time students have for reading. In fact, students' literacy skills in reading are of course very necessary for students to be able to keep up with all developments, especially those related

to the world of their education (Wulanjani & Anggraeni, 2019). Currently, students are faced with the problem of how to overcome time constraints and be able to read in a relatively short time, but can obtain as much information as possible. How to carry out reading activities effectively without wasting time. In line with this statement, it can be seen that reading literacy skills are really needed by students in line with the rapid development of information and technology today. Reading literacy can be a means for students to recognize, understand and apply the knowledge gained at school. Basic literacy, including reading literacy, should be instilled from elementary education. This is necessary so that students can improve their abilities in accessing information or knowledge. Literacy will lead students to understand a message. The importance of literacy embedded in students influences the level of success and students' ability to understand information analytically, critically and reflectively. The government has also launched the National Literacy Movement (GLB) program which aims to foster children's character through a culture of literacy (reading and writing).

Ironically, the rapid development of information and technology has actually caused this nation to decline in terms of interest in reading. Students now spend more time watching television or spending their time in front of gadget screens. The results of observations in the field also show that SDN Karang Asem 1 Pasuruan apparently has not implemented the School Literacy Movement optimally. This means that the school has not yet taken actions that can support and improve, especially students' reading literacy skills. Students' interest in reading at SDN is still relatively low. They are less interested in reading various types of texts. (Wulanjani & Anggraeni, 2019). Based on these conditions, this research seeks to be able to offer and present interesting activities in an effort to attract students' interest in increasing their interest in reading, especially through the reading literacy movement. Through the reading literacy movement, it is hoped that students will be able to develop and stimulate their reading literacy skills, creativity, imagination and also their knowledge.

The importance of literacy skills has often been examined in previous studies. The school literacy movement effort is a form of support for the government in its efforts to instill good manners from elementary education. In this research, they focused their research on the implementation of the School Literacy Movement (GLS) in elementary schools. From the results of their research, patterns were found in the implementation of the School Literacy Movement, namely patterns of literacy activities in thematic books and patterns of literacy activities in schools (Wulanjani & Anggraeni, 2019). The method used in implementing community service uses Asset Based Community Development (ABCD) to identify, group and develop assets in Karang Asem Village. The ABCD approach is a theory or method for analyzing assets to be developed, to become an effective work program in development, some of which are physical assets, individual assets, social assets and historical assets. Physical assets are the assets that are most easily recognized, valued and widely owned. Individual assets are things that have present or future value and are owned by an individual or household. Social assets are a unity, values and norms that regulate relationships with each other. Historic assets are tangible assets which contain artistic, cultural, educational, historical, knowledge and other unique characteristics where, in the event of their release, these historic assets are protected by the government and law, so their preservation should be maintained and preserved.

The ABCD approach is a methodology that aims to use the strengths of the reading corner as a means of increasing student literacy. The following steps in the process of increasing literacy are:

1. The first step is to assess the student's resources through a mapping process or interviews with the school to determine what types of student abilities and skills are.
2. The second step is to support students to increase their potential.
3. The third step is to encourage students to increase their potential so that this potential can develop

2. Hasil

The results of the search for the Real Work Lecture (KKN) group 93 of UIN Sunan Ampel Surabaya, using the ABCD method grouped several assets owned by SDN Karang Asem 1. Among them were physical assets in the form of 4 classrooms consisting of 2 classes without partitions and 2 classrooms with partitions. 6 study groups, 1 headmaster and teacher room, 1 kitchen room (which has been converted into a reading corner), 2 bathrooms consisting of 1 teacher bathroom and 1 student bathroom as well as an outside canteen which remains under the supervision of the school principal. Individual assets include the principal (Mahmudah Nurul Khasanah S.Pd. SD), treasurer (Hadi Mulyo S.Pd), class teachers (Endah Hariyati S.Pd. SD, Ismawati Dewi S.Pd, Muhammadiyah Rofii, Rina Kartika Wardani S.Pd, Achmad Syafii, Lulu Ermawati Utami S.Pd SD), subject teachers (Hadi Mulyo S.Pd and Nurul Aini S.Pd.I), teaching staff (Soleh and Zainul Mutaqin, A.Ma) and 64 students from class 1 -6.

Social assets are in the form of school committees that relate to the community, scout activities held on Saturdays and dance extracurriculars on Fridays, while historical assets are the history of the founding of SDN Karang Asem 1, based on the results of interviews conducted with one of the senior historical figures in the founding of SDN Karang Asem 1 is Mr Tiawi. Initially the school still had the status of a people's school which was founded in 1950 with a building built with bamboo without a cover or roof on a land area of 442 square meters. Not long after the school was founded in 1950, the school experienced a vacuum caused by a lack of teaching staff. Mr. Tiawi was one of the permanent teachers at the Karangasem 1 people's school, he taught from class 1 to class 6. In 1956 the school still had not found teaching staff to teach at the school which resulted in the school going into hiatus for several years until 1959. In 1959 there was a bright spot, there was a teacher from Grati who was willing to teach at the Karangasem 1 school, he was willing to serve without expecting a penny in return, after several years of service at the Karangasem 1 people's school in 1966 he was paid IDR 1 per month, in 1967 he was appointed as a civil servant and received a decision letter from the education office. In 1968 the community around the Karangasem 1 people's school took the initiative to renovate the school and it was funded by the village head as well as contributions from each community around the 1 people's school. After the school had been established for around 20 years, to be precise in 1980 the school received school operational funds or what is abbreviated as BOS funds, BOS funds are used for school operations such as completing outdated facilities and then renovating parts of the school that are no longer suitable. Until now, BOS funds continue to flow to this school until the school can be established until 2023.

Based on the asset grouping, the KKN group discusses with the school regarding assets that must be developed. This research uses an asset-based approach. Utilization of assets in the form of physical assets, namely reading corners, to improve available facilities and use them to increase students' potential so that their interest in reading continues to increase. The stages of the ABCD method are continued with several methods including discovery, design, define.

Discovery

The discovery stage is the stage of the inculturation process carried out by the KKN group in community life. Inculturation itself is a welcoming or adjustment process carried out by participating in activities in society. Taking part in activities such as teacher-teacher meetings, extracurricular mentoring, and participation in teaching and learning activities at SDN Karang Asem 1 has been carried out. The inculturation stage is the first step to being able to carry out the discovery stage. Discovery is a stage of the ABCD approach to explore the assets or potential that exist at SDN Karang Asem 1. In this case, discovery is used to group each asset, so that later we can find out more about the potential that exists. Other assets that have not yet been maximized can be further improved in their usefulness. This discovery stage process also invites school parties to take part in the discovery process which is carried out

formally and informally, such as through observation activities, discussions and unstructured interviews.



Figure 1. Discovery Stage of the ABCD Method

The data collected is related to the best experience of asset excavation at SDN Karang Asem 1, by conducting interviews with the school. Skills or abilities and expectations of existing assets and human resources. Based on each data from interviews and discussions with the school, whichever can be achieved first, the process of optimizing its development is prioritized with various plans that require preparation and care to remain on target.

Design

The design stage is a continuation of discovering the potential that is possessed and seeing the many expectations that are desired, so that at this design stage the process of planning or forming work programs or activities is carried out systematically and structured as an embodiment of the implementation of the concept of the ABCD approach itself. At this stage the design is also formulated based on the approval and presence of the school including the principal, teachers and teaching staff. The concept of the room and the implementation of the reading corner went through discussions with the principal, teachers and KKN 93 friends, so it was decided to create a reading corner room which was renovated from an empty room which was originally a kitchen room into a reading corner. During the renovation phase, changes to the wall paint and room arrangement are required. The renovation of the room began with changing the color of the wall paint to become brighter, namely pink and light blue, as well as a more attractive design of pictures on the walls as well as a modified room arrangement by providing paper hangers containing the students' names, classes and aspirations. students at SDN Karang Asem 1, as well as the arrangement of bookshelves which were made into 2 levels containing fiction and non-fiction books. Book purchases were obtained from the results of open donations made by friends of KKN 93 which were shared via social media which were open from 26 July 2023 – 2 August 2023. Then open donations were opened again 5 August 2023 – 12 August 2023. The results of donations in the form of money were then converted into books and equipment needed in the reading corner. After the reading corner is finished, we create a program to attract students' interest in reading and promote the reading corner by using games and ice breaking which are carried out during breaks and free time by entering the classroom or in front of the reading corner room.

Define

The define stage is the stage of realizing every plan in the design section where every person must have a strong will and commitment to be able to work together and try hard to make it happen. At this stage, use strength and collaboration as supports that can support it. Of course, at this stage you should have readiness and alertness to face situations that may be different from the planning. The development of physical assets, especially the reading corner

room from renovation to finishing, in this activity is fully supported and guided in terms of morals and energy by the school. Meanwhile, developing individual assets, especially for students at SDN Karang Asem 1, there are several activities provided by KKN 93 friends, namely, literacy education games, adding three-language vocabulary and ice breaking related to literacy education which received enthusiasm from students at SDN Karang Asem 1. In implementing reading corner literacy activities, it is hoped that there will be continuity from the school after the completion of the KKN period so that the aim of developing and habituating literacy among students can run as expected and be sustainable. Therefore, KKN friends mandated one of the teachers at SDN Karang Asem 1 to be responsible for implementing the reading corner literacy program at SDN Karang Asem 1.

Mentoring process

The implementation of KKN assistance in Karang Asem Village was carried out for 40 days, in this short time the KKN group assisted in empowering the mosque to develop several assets in the mosque, both physical assets and non-physical assets. Some of the assets developed have of course been approved by village officials and KKN groups and the development of these assets will be effective because they are discussed first by the community and KKN groups. Apart from the work programs created, the KKN group creates assisted activities such as teaching at SDN Karang Asem 1. The first week, the KKN group made introductions to the community around where they lived. This week is also filled with giving sowan to community leaders, village officials and the community. The KKN group also asked about the assets in Karang Asem Village. The activities in the first week are in accordance with the ABCD approach method, which requires the KKN group to observe the surrounding community, environment and human resources. In the second week, the KKN group made observations related to the environment around where they lived and found the school, so the KKN group made teaching activities at SDN Karang Asem 1 so that this week the group representatives made an interview with the school principal, after that they asked for permission to carry out a teaching program but The principal did not allow it but asked for help from the KKN group to improve the literacy of students at SDN Karang Asem 1. So the principal and the KKN group came up with a concept to create a reading corner in one of the rooms that used to be the kitchen.

A reading corner is a corner created in a room equipped with shelves filled with a collection of fiction and non-fiction books. After carrying out the concept related to the reading corner, the principal, teachers, and KKN group renovated the former kitchen into a reading corner by making changes to the paint color and room arrangement. As well as providing decorations made from paper written by the students containing their names, classes and aspirations and then hung from the ceiling of the room. Socialization regarding the reading corner was carried out by the KKN group to students at SDN Karang Asem 1 during break times or when class time was free. This activity is carried out in front of the reading corner area or in the classroom by providing games and ice breaking to attract students' interest in improving literacy. The hope of the KKN group is that the reading corner activities can be continued by the school so that student literacy can increase as expected.

3. Conclusion

Reading literacy can be a means for students to recognize, understand and apply the knowledge gained at school. Basic literacy, including reading literacy, should be instilled from elementary education. This is necessary so that students can improve their abilities in accessing information or knowledge. The importance of literacy embedded in students influences the level of success and students' ability to understand information analytically, critically and reflectively. The ABCD approach is a theory or method for analyzing assets to be developed, to become an effective work program in development, some of which are physical assets,

individual assets, social assets and historical assets. Physical assets are the main basis for building a reading corner related to student literacy development. Individual assets include the school principal and staff as well as teaching teachers as well as 64 students from grades 1-6. Social assets in the form of school committees that relate to the community, scout activities held on Saturdays and dance extracurriculars on Fridays. Historical assets in the form of the history of the founding of SDN Karang Asem 1. Initially the school still had the status of a people's school which was founded in 1950. Utilization of assets in the form of physical assets, namely reading corners, to improve available facilities and use them to increase students' potential so that their interest in reading continues to increase. The stages of the ABCD method are continued with several methods including discovery, design, define. Discovery is a stage of the ABCD approach to explore the assets or potential that exist at SDN Karang Asem 1. This discovery stage process also invites school parties to take part in the discovery process which is carried out formally and informally, such as through observation activities, discussions and unstructured interviews. At this stage the design is also formulated based on the approval and presence of the school including the principal, teachers and teaching staff. The concept of the room and the implementation of the reading corner went through discussions with the principal, teachers and KKN 93 friends, so it was decided to create a reading corner room which was renovated from an empty room which was originally a kitchen room into a reading corner. The define stage is the stage of realizing every plan in the design section where every person must have a strong will and commitment to be able to work together and try hard to make it happen. The development of physical assets, especially the reading corner room from renovation to finishing, in this activity is fully supported and guided in terms of morals and energy by the school. Meanwhile, developing individual assets, especially for students at SDN Karang Asem 1, there are several activities provided by KKN 93 friends, namely, literacy education games, adding three-language vocabulary and ice breaking related to literacy education which received enthusiasm from students at SDN Karang Asem 1 .

4. Reference

- Fikri, N., & Bonang, W. (2018). Pemberdayaan Taman Pendidikan Al-Quran (TPQ) melalui. 10(2), 175–195.
- Mumti, B., Yuwafi, A. S., & Ekivalen, F. (2023). Pendampingan Optimalisasi Aset untuk Pengembangan Pariwisata Berkelanjutan. 5(1), 53–63.
<https://doi.org/10.24235/dimasejati.202351>
- Maulana Mirza, "Asset-Based Community Development : Strategi Pengembangan Masyarakat Di Desa Wisata Ledok Sambu Kaliurang", Jurnal Pengembangan Masyarakat Islam 4, https://syekhnurjati.ac.id/jurnal/index.php/empower/article/download/4572/pdf_16&cd=1&hl=id&ct=c lnk&gl=id
- Riyanti Chika, Dan Santoso Tri Raharjo, 2021, Asset Based Community Development Dalam Program Corporate Social Responsibility (CSR), Jurnal Kolaborasi Resolusi Konflik 3 No. 1, <http://jurnal.unpad.ac.id/jkrk/article/view/32144/14974>
- Sudigdo, A. (2017). Penguatan literasi siswa sekolah dasar melalui kunjungan perpustakaan. 2015, 24–30.
- Tendi, 2016, Sosiologi Digital: Suatu Paradigma Baru dalam Kajian Ilmu Sosial, Social Science Education Journal 3. No. 2
- Tim Penyusun KKN ABCD UINSA, 2015, "Panduan KKN ABCD UIN Sunan Ampel Surabaya" LP2M UINSA
- Wulanjani, A. N., & Anggraeni, C. W. (2019). Meningkatkan Minat Membaca melalui Gerakan Literasi Membaca bagi Siswa Sekolah Dasar. 3, 26–31.