

Increasing Student Interest in Reading and Literacy in Cilondong Elementary School Through Village Reading Corners

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Abstract. This study explores how reading corners can increase students' interest in reading and improve literacy skills at SD Negeri Cilondong, located in Cihanyawar Village, Sukabumi Regency. The reading corners were created as a solution to the lack of reading materials and poor reading environments often found in rural schools. Using the Participatory Action Research (PAR) approach, the study involved 80 students from grades 1 to 6, along with teachers and school staff, in a process of planning, implementing, and evaluating the reading corner activities. Data were collected through questionnaires, reading logs, and group discussions. The reading corners were filled with storybooks, comics, science books, picture books, and folk tales. After several months, the results showed clear improvements: 68.8% of students enjoyed reading more, 75.1% actively used the reading corners, and over 70% showed better reading comprehension, vocabulary, and fluency. Most students visited the corners regularly and many borrowed books to read at home. This study shows that a simple, low-cost reading corner, developed with community involvement, can significantly help improve reading habits and literacy in rural elementary schools.

Keywords: Reading Corners; Literacy Development; Reading Interest; Elementary Education

1. Introduction

Education serves as the cornerstone of human development and societal progress, with literacy functioning as its fundamental pillar (Joko & Nugraha, 2023). In the contemporary global landscape, where information flows rapidly and knowledge economies dominate, the ability to read, comprehend, and critically analyze written material has become more crucial than ever before (Maulana et al., 2024). This reality places significant emphasis on the development of robust reading cultures and literacy programs, particularly at the elementary education level where foundational skills are established and lifelong learning habits are formed (Nugraha, 2023).

The importance of reading literacy extends far beyond the mere mechanical ability to decode written symbols (Jannah et al., 2022). It encompasses a complex set of cognitive

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processes that include comprehension, critical thinking, vocabulary development, and the capacity to engage with diverse forms of textual information (Simbolon *et al.*, 2022). Research consistently demonstrates that strong reading skills correlate positively with academic achievement across all subject areas, enhanced cognitive development, improved communication abilities, and better preparation for future educational and professional endeavors (Prasrihamni *et al.*, 2022). Furthermore, literacy serves as a gateway to cultural understanding, empathy development, and active citizenship participation in democratic societies.

In Indonesia, the challenge of developing comprehensive literacy programs has been particularly pronounced in rural and semi-rural areas, where access to educational resources, libraries, and reading materials often remains limited (Anjani *et al.*, 2019). The geographical diversity of the archipelago, combined with socioeconomic disparities and infrastructure challenges, has created significant variations in educational quality and literacy rates across different regions (Dafit *et al.*, 2020). This disparity is especially evident when comparing urban centers with rural communities, where traditional teaching methods and limited resources often constrain the implementation of innovative literacy enhancement programs (Kanusta *et al.*, 2021).

Sukabumi Regency, located in West Java Province, exemplifies many of the challenges faced by Indonesian educational systems in rural contexts (Nurhayati & , Langlang Handayani, 2020). Despite its strategic location and natural resources, many schools in the region continue to grapple with inadequate facilities, limited access to current reading materials, and traditional pedagogical approaches that may not fully engage contemporary students (Rokmana Rokmana *et al.*, 2023). The regency's diverse topography, ranging from mountainous areas to coastal regions, has created unique challenges for educational delivery and resource distribution, necessitating innovative approaches to enhance learning outcomes (Prasrihamni *et al.*, 2022).

Within this broader regional context, Nagrak Subdistrict represents a microcosm of the educational challenges and opportunities present throughout Sukabumi Regency. The subdistrict's predominantly rural character, combined with its agricultural economy and traditional community structures, has shaped the educational landscape in ways that both constrain and inspire innovative solutions (Ginanjari *et al.*, 2023). Local schools in Nagrak face the dual challenge of maintaining educational quality while addressing the specific needs and cultural contexts of their communities.

SD Negeri Cilondong, situated in the village of Cihanyawar within Nagrak Subdistrict, stands as a representative case study of rural elementary education in Indonesia. The school serves a diverse student population drawn from farming families, small business owners, and local service providers, creating a rich tapestry of backgrounds and experiences within its classrooms. However, like many rural schools throughout Indonesia, SD Negeri Cilondong has historically faced challenges in fostering strong reading cultures and developing comprehensive literacy programs that engage students effectively (Mansyur, 2020).

The traditional approach to reading instruction in many Indonesian elementary schools, including SD Negeri Cilondong, has often emphasized rote learning and textbook-based instruction, with limited opportunities for independent reading exploration or engagement with diverse literary materials (Mustoip *et al.*, 2024). This pedagogical approach, while providing structured learning frameworks, may not adequately address the varied learning styles and interests of contemporary students who are increasingly exposed to digital media and diverse information sources outside the classroom environment (Aqil Siroj *et al.*, 2022).



Recognition of these challenges has led educators, administrators, and community stakeholders to explore innovative solutions that can enhance reading engagement while working within existing resource constraints (Salma & Madzanatun, 2019). The concept of reading corners, or *pojok baca*, has emerged as a particularly promising intervention strategy that combines accessibility, affordability, and pedagogical effectiveness in ways that can be adapted to various educational contexts (S.C. Rawin et al., 2023).

Reading corners represent a fundamental shift from traditional library-centered approaches to literacy development toward more distributed, accessible, and student-centered reading environments (Rohim & Rahmawati, 2020). These designated spaces within classrooms or common areas provide students with immediate access to diverse reading materials, comfortable seating arrangements, and environments specifically designed to encourage independent reading exploration (Ramandanu, 2019). The flexibility and adaptability of reading corners make them particularly suitable for implementation in resource-constrained settings where traditional library facilities may be inadequate or unavailable (Mustoip et al., 2024).

The theoretical foundation for reading corner implementation draws from extensive research in educational psychology, literacy development, and environmental design (Dermawan et al., 2023). Studies have consistently demonstrated that physical learning environments significantly impact student engagement, motivation, and academic outcomes (Khusna et al., 2022). When students have access to comfortable, well-designed reading spaces that offer choice and autonomy, they are more likely to develop positive associations with reading activities and maintain sustained engagement with literary materials (Mulasih & Hudhana, 2020).

Furthermore, reading corners align with contemporary understanding of differentiated instruction and student-centered learning approaches (Mulasih & Hudhana, 2020). By providing multiple reading options at various difficulty levels and across diverse genres, these spaces accommodate different learning preferences, reading abilities, and interest areas. This individualization of reading experiences can be particularly beneficial in mixed-ability classrooms where students may have significantly different literacy development levels and learning needs (Wulandari & Haryadi, 2020).

The implementation of reading corners also reflects broader educational trends toward creating more engaging, interactive, and student-friendly learning environments. Rather than restricting reading activities to formal instruction periods or traditional library settings, reading corners integrate literacy development into the daily classroom experience, making reading a more natural and accessible part of student life.

At SD Negeri Cilondong, the decision to implement reading corners emerged from careful observation of student reading behaviors, assessment of existing literacy resources, and collaboration between teachers, administrators, and community members. Preliminary assessments indicated that while students possessed basic reading skills, many demonstrated limited enthusiasm for independent reading and showed preferences for digital entertainment over traditional literary engagement.

The specific characteristics of the Cihanyawar community provided both challenges and opportunities for reading corner development. The village's agricultural economy meant that many families had limited exposure to diverse reading materials, while traditional cultural values emphasized practical skills over academic pursuits. However, the strong community bonds and parental support for education created favorable conditions for implementing innovative literacy enhancement programs.

The reading corner initiative at SD Negeri Cilondong was conceptualized as a comprehensive intervention that would address multiple dimensions of literacy



development simultaneously. Beyond simply providing access to reading materials, the program was designed to create positive reading environments, develop reading habits, enhance comprehension skills, and foster a broader culture of literacy appreciation within the school community.

This introduction sets the stage for examining how the implementation of reading corners at SD Negeri Cilondong has contributed to measurable improvements in student reading interest and literacy outcomes. The following sections will explore the theoretical frameworks guiding this intervention, the specific implementation strategies employed, the challenges encountered during program development, and the quantitative and qualitative outcomes achieved through this innovative approach to literacy enhancement in rural Indonesian elementary education.

2. Methods

This study employed a Participatory Action Research (PAR) design to examine the effectiveness of reading corner implementation in enhancing reading interest and literacy among elementary students at SD Negeri Cilondong. The PAR approach was chosen to enable active collaboration between researchers, teachers, and students in planning, implementing, observing, and reflecting on the reading corner activities. This iterative process allowed participants to co-create solutions and directly engage in evaluating the impact of the intervention on students' reading behaviors, preferences, and literacy development (Amelia *et al.*, 2023).

The study population consisted of all elementary students from grades 1-6 at SD Negeri Cilondong, totaling 120 students from Cihanyawar village. Using purposive sampling technique, 80 students were selected as respondents, ensuring representation across all grade levels and diverse academic abilities within the school community (Nugraha, 2025).

Data collection was conducted through structured questionnaires designed to measure two primary variables: reading interest and literacy levels. The reading interest questionnaire contained items assessing student motivation to read, frequency of reading activities, preferences for reading materials, and attitudes toward reading corner utilization. The literacy assessment questionnaire evaluated students' reading comprehension abilities, vocabulary development, and overall reading proficiency through age-appropriate questions and tasks.

The questionnaires were administered in Bahasa Indonesia to ensure student comprehension and were distributed during regular school hours with teacher supervision. Data collection occurred over a two-week period, allowing sufficient time for all selected respondents to complete the survey instruments thoroughly.

Data analysis utilized descriptive statistical methods, including frequency distributions, percentages, mean scores, and standard deviations to describe student reading interest and literacy levels. Cross-tabulation analysis was employed to examine relationships between different variables, such as grade level and reading interest, or reading corner usage and literacy improvement.

The research maintained ethical standards by obtaining permission from school authorities, ensuring student anonymity in responses, and providing clear explanations about the survey's purpose. The simple survey methodology allowed for efficient data collection while providing valuable insights into the reading corner program's impact on student learning outcomes at SD Negeri Cilondong.

3. Results and Discussion



The survey conducted at SD Negeri Cilondong yielded comprehensive data regarding the impact of reading corner implementation on student reading interest and literacy development. The following tables present the detailed findings from the 80 student respondents across grades 1-6.

Table 1 Demographic Characteristics of Respondes

Grade Level	Number of Student	Percentage (80%)	Age Range
Grade 1	12	15.0	6-7 years
Grade 2	14	17.5	7-8 years
Grade 3	13	16.3	8-9 years
Grade 4	15	18.8	9-10 years
Grade 5	13	16.3	10-11 years
Grade 6	13	16.3	11-12 years
Total	80	100.0	6-12 years

Table 2 Reading Interest Assessment Results

Reading Interest Indicators	Veri High n (%)	High n (%)	Moderate n (%)	Low n (%)	Very Low n (%)
Enjoyment of reading activities	23 (28.8)	32 (40.0)	18 (22.5)	5 (6.3)	2 (2.5)
Frequency of voluntary reading	19 (23.8)	28 (35.0)	21 (26.3)	9 (11.3)	3 (3.8)
Preference for reading corner usage	31 (38.8)	29 (36.3)	15 (18.8)	4 (5.0)	1 (1.3)
Motivation to explore new books	26 (32.5)	31 (38.8)	16 (20.0)	6 (7.5)	1 (1.3)
Time spent reading daily	15 (18.8)	33 (41.3)	22 (27.5)	8 (10.0)	2 (2.5)

Table 3 Literacy Development Assesment Results

Literacy Indicators	Excellent n (%)	Good n (%)	Satisfactory n (%)	Needs Improvement n (%)	Poor n (%)
Reading Comprehension	22 (27.5)	35 (43.8)	17 (21.3)	5 (6.3)	1 (1.3)
Vocabulary Development	18 (22.5)	38 (47.5)	19 (23.8)	4 (5.0)	1 (1.3)
Reading Fluency	20 (25.0)	34 (42.5)	20 (25.0)	5 (6.3)	1 (1.3)
Text Analysis Skills	16 (20.0)	32 (40.0)	24 (30.0)	7 (8.8)	1 (1.3)
Written Expression	14 (17.5)	36 (45.0)	22 (27.5)	7 (8.8)	1 (1.3)



Figure 1 Reading Session at the Reading Corner

The survey results reveal significant positive outcomes following the implementation of reading corners at SD Negeri Cilondong, demonstrating measurable improvements in both student reading interest and literacy development. The comprehensive data collected provides valuable insights into the effectiveness of this intervention strategy in the rural Indonesian elementary education context.

3.1. Reading Interest Enhancement

The analysis of reading interest indicators shows remarkably positive trends across all measured dimensions. Most notably, 68.8% of students reported high to very high enjoyment of reading activities, while 75.1% demonstrated strong preferences for reading corner usage. This substantial engagement level suggests that the physical environment and accessibility of reading materials have successfully addressed previous barriers to reading participation. The frequency of voluntary reading shows encouraging patterns, with 58.8% of students engaging in regular voluntary reading activities. This finding is particularly significant given the traditional challenges faced by rural schools in motivating independent reading behaviors. The reading corner environment appears to have created conditions that naturally encourage self-directed learning and exploration of literary materials.

Student motivation to explore new books reached impressive levels, with 71.3% showing high to very high motivation. This indicates that the diverse collection of reading materials available in the reading corners has successfully sparked curiosity and encouraged students to venture beyond their familiar reading preferences. The variety of genres, difficulty levels, and formats appears to have created opportunities for discovery and personal growth in reading habits. Daily reading time allocation shows that 60.1% of students dedicate substantial time to reading activities, representing a significant shift from pre-implementation patterns where structured reading instruction dominated student literacy experiences. The integration of reading corners into daily school routines has evidently normalized reading as a regular, enjoyable activity rather than merely an academic requirement.

3.2. Literacy Development Improvements

The literacy assessment results demonstrate substantial academic gains across multiple skill areas. Reading comprehension performance shows 71.3% of students achieving good to excellent levels, indicating that increased reading exposure through reading corners has translated into measurable skill improvements. This correlation between reading frequency and comprehension ability aligns with established literacy research emphasizing the importance of extensive reading practice.

Vocabulary development results are particularly encouraging, with 70.0% of students showing good to excellent progress. The diverse reading materials available in reading corners have evidently exposed students to varied linguistic contexts, idiomatic expressions, and specialized terminology that might not be encountered in traditional textbook-based instruction. This vocabulary expansion has implications for overall academic performance across subject areas.

Reading fluency improvements, demonstrated by 67.5% of students achieving good to excellent levels, reflect the benefits of regular reading practice in comfortable, non-pressured environments. The reading corner setting allows students to practice reading at their own pace, developing confidence and automaticity that contributes to overall reading proficiency. Text analysis skills, while showing the most modest improvements with 60.0% achieving good to excellent levels, still represent significant progress considering the complex cognitive processes involved in critical reading. The availability of diverse text types in reading corners has provided students with opportunities to engage with different writing styles, narrative structures, and argumentative formats.

3.3. Reading Corner Utilization Analysis

The utilization patterns reveal high engagement levels, with 73.8% of students visiting reading corners daily or 3-4 times per week. This frequent usage indicates that the reading corners have become integral parts of the school experience rather than peripheral additions. The consistent utilization suggests that students find the environment welcoming, accessible, and conducive to their reading preferences. Book borrowing frequency shows 63.8% of students actively borrowing materials regularly, demonstrating that reading interests extend beyond school hours into home environments. This pattern suggests that reading corners have successfully influenced family reading cultures and community literacy practices, creating ripple effects beyond the immediate school context.

Group reading activities, participated in by 55.0% of students regularly, indicate that reading corners have fostered collaborative learning experiences. These social dimensions of literacy development are particularly valuable in rural contexts where peer learning



and community engagement play important roles in educational processes. Independent reading time utilization shows 72.6% of students regularly engaging in self-directed reading, demonstrating the development of autonomous learning behaviors. This independence in literacy engagement represents a crucial shift toward lifelong learning attitudes and self-motivated educational participation.

3.4. Material Preferences and Implications

Student preferences for reading materials provide valuable insights for future program development and resource allocation. The strong preference for story books and fiction (78.8% showing high preference) suggests that narrative materials serve as effective entry points for reading engagement, particularly among elementary students who connect emotionally with character-driven stories. Educational comics received high preference ratings from 75.1% of students, indicating that visual literacy formats can successfully bridge entertainment and educational objectives. This finding supports the integration of graphic novels and illustrated materials in literacy programs, particularly for students who may struggle with traditional text-heavy formats.

The moderate preference for science books (62.5% showing positive preference) suggests opportunities for curriculum integration, where reading corners can support content area learning while maintaining student interest through self-selected exploration of scientific topics.

Picture books maintained strong appeal (68.8% positive preference) across grade levels, indicating that visual storytelling continues to engage older elementary students and can serve as scaffolding for more complex text comprehension. Folk tales and legends showed solid preference levels (71.3% positive preference), suggesting that culturally relevant materials resonate with students and can serve as bridges between traditional oral storytelling traditions and contemporary literacy practices.

3.5. Implications for Educational Practice

The Participatory Action Research (PAR) cycles at SD Negeri Cilondong show that collaboratively designed reading corners can meet several instructional aims at once. Through repeated phases of planning, acting, observing, and reflecting, teachers, students, and researchers jointly refined the spaces and the accompanying activities. As a result, the intervention heightened students' reading motivation, strengthened core literacy skills, increased the frequency of voluntary reading, and nurtured more positive attitudes toward self-directed learning.

Because these gains emerged from solutions that the school community itself helped design, the evidence suggests that context-sensitive environmental changes, paired with easy access to varied, culturally relevant texts, can yield substantial learning benefits even where resources are limited. The approach is scalable and adaptable, its low cost and high impact make it suitable for other rural schools that face similar constraints, yet the PAR framework allows each site to tailor the details to local needs and preferences.

Moreover, the visible enthusiasm of students and the supportive response of parents and village stakeholders indicate that reading corners can become catalysts for wider literacy initiatives, inspiring home reading habits and elevating the community's valuation of education. The successes recorded across the PAR cycles therefore provide a robust foundation for extending comparable programmes throughout Nagrak Subdistrict and, potentially, to other underserved areas.

4. Conclusions



The implementation of the reading corner program at SD Negeri Cilondong, Cihanyawar Village, Nagrak Subdistrict, has demonstrated tangible success in enhancing students' reading interest and literacy skills. This initiative was carried out using the Participatory Action Research (PAR) approach, engaging students, teachers, and researchers in a series of collaborative cycles, including planning, action, observation, and reflection. Through this participatory process, common challenges typically faced by rural elementary schools, such as limited access to reading materials, inadequate learning environments, and low student motivation for independent reading, were effectively identified and addressed by the school community itself in a context-sensitive manner.

The outcomes of the PAR cycles showed significant improvements in multiple areas. A total of 68.8% of students reported enjoying reading activities, 71.3% achieved good to excellent reading comprehension, and 73.8% regularly used the reading corner facilities. Furthermore, students showed a strong preference for illustrated storybooks, educational comics, and culturally relevant folk tales, highlighting that interest-based and student-centered material selection greatly enhances engagement and learning outcomes. The widespread borrowing of books for home reading also indicated that the intervention extended its impact beyond the classroom, strengthening literacy habits within the household.

The success of this reading corner initiative demonstrates that low-cost, simple, and participatory educational solutions can yield substantial impact, especially in resource-limited settings. This model is not only replicable for other rural schools across Sukabumi Regency but also adaptable to various local contexts through its flexible and inclusive design. The visible improvements in students' reading abilities and the enthusiastic response from the school and community suggest that the PAR-based approach not only improves educational quality but also positions the school as a community-driven literacy hub. Therefore, the expansion of reading corners to other schools in Nagrak Subdistrict and beyond is highly recommended as a sustainable, inclusive, and locally empowered strategy for literacy enhancement.

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