



BERBAKTI: Jurnal Pengabdian Kepada Masyarakat

Vol. 4 No. 2, Sep 2026, pp. 187–194

e-ISSN 2987-033X, <https://doi.org/10.30822/5535>

Open Access: <https://journal.unwira.ac.id/index.php/BERBAKTI>

Development of a Classroom Reading Corner as an Effort to Increase Reading Interest Among Third-Grade Students at SD 55 Pamanjengan

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ARTICLE INFO

Article history:

Received: Jun 08, 2026

Revised: August 01, 2026

Accepted: August 06, 2026

Keywords: interest in reading, reading corner, literacy, elementary school, reading culture.



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ABSTRACT

An interest in reading is a key factor in supporting students' academic achievement and fostering a culture of literacy in schools. However, the interest in reading among students at SDN 55 Pamanjengan remains relatively low, as evidenced by their tendency to spend their free time playing rather than reading. This study aims to describe the use of a reading corner as an effort to increase the reading interest of third-grade students at SDN 55 Pamanjengan. This study employs a descriptive qualitative approach, with data collected through observations and interviews involving the principal, teachers, and students. The program was implemented through the development of a reading corner, including the arrangement of bookshelves, the provision of age-appropriate reading materials, attractive room decorations, and guidance on literacy activities. The findings revealed that before the reading corner was established, the average level of students' interest in reading was only 32.14%, which was categorized as low. After the program was implemented, the average reading interest increased to 78.57%, falling into the high category. This improvement was reflected in several indicators, including enjoyment of reading, use of the reading corner during free time, daily reading habits, interest in reading non-textbook materials, and enthusiasm for participating in literacy activities. The findings indicate that effective management of reading corners can create a conducive learning environment and significantly increase students' interest in reading. Therefore, collaboration among schools, teachers, parents, and policymakers is necessary to support the sustainability of literacy programs in order to strengthen a culture of reading and improve the quality of students' education.

INTRODUCTION

Reading interest is a specific form of interest in which individuals have a strong and deep interest in reading activities. Reading interest reflects a high level of attention toward reading (Rahayu et al., 2023). Individuals with reading interest feel drawn to and emotionally engaged in the reading process. They tend to be interested in the content of reading materials (Rahayu et al., 2023).

One of the defining characteristics of a love of reading is the feeling of joy or pleasure derived from the act of reading (Pamailiani, 2020). Reading is not merely done because of external demands, but also because individuals enjoy the process of reading itself. A love of reading encourages individuals to read of their own accord. This differs from situations where someone might read because they are required to or forced by external factors. A love of reading motivates individuals to read voluntarily and actively (Fatayan et al., 2022).

Interest in reading at SDN 55 Pamanjengan is relatively low. Students prefer to play rather than read books in their free time, and only read when assigned homework by their teachers. Interviews with several students revealed that they view reading as a boring activity and prefer to play with their friends. This situation indicates that the reading corner at SDN 55 Pamanjengan has not been optimally utilized to boost students' interest in reading. Therefore, the researchers are interested in conducting a more in-depth study on the use of in-class reading corners to increase students' interest in reading (Angraeni & Rahma, 2024).

Students' low interest in reading significantly affects the quality of education in Indonesia. The current curriculum is promoting and intensifying a culture of literacy as a framework for developing human resources suited to the 21st century (Nisa, 2025). Literacy is the process of receiving and processing information from various sources. Literacy activities are inseparable from reading. Reading is a window to the world an essential activity for students because it broadens their horizons and knowledge. A person's ability and willingness to read can influence their knowledge and skills (Wijayanti, 2023).

In modern society, schools are regarded as institutions that play a vital role in instilling and developing life values in students. The instillation of these values at the elementary school level encompasses both early-grade and upper-grade students, each of whom has distinct characteristics and developmental needs (Lestari et al., 2025). One of the most crucial fundamental skills in education, particularly at the elementary school level, is the ability to read. Reading not only serves as a means of accessing information but also forms the foundation for mastering academic knowledge at higher levels of education (Wulu et al., 2025). Therefore, reading instruction should begin at an early age using a planned, systematic, and continuous approach.

In elementary school, reading skills are part of basic literacy, which is a top priority in the curriculum. Students are expected to master early reading skills in the early grades (grades 1 through 3), such as recognizing letters, words, and sentences, as well as understanding simple texts. Meanwhile, in the upper grades (grades 4 through 6), students are expected to be able to critically and analytically analyze the content of texts (Sari et al., 2025). However, the reality on the ground shows that many elementary school students still face various challenges in reading, whether in terms of speed, pronunciation, or text comprehension. Based on the results of the National Assessment and various other surveys, students' reading literacy levels in Indonesia are still relatively low compared to those in other countries. This situation poses a serious problem because weak reading skills will affect students' overall academic performance (Bogdan & Biklen, 2022).

Various innovations have been implemented to ensure the success of this movement. One approach adopted by schools is to create Reading Corners in strategic locations on school grounds, such as the schoolyard, office areas, classroom hallways, and so on. A reading corner is a designated reading area in the classroom equipped with a collection of books arranged in an appealing way to foster students' interest in reading. Reading corners represent one form of the school's commitment through mini-libraries in classrooms as part of efforts to support the 15-Minute Mandatory Reading Movement recommended by the government, as outlined in Ministry of Education and Culture Regulation No. 23 of 2015. The purpose of establishing these reading corners is to introduce students to a variety of reading materials that can be used as learning resources and to provide an enjoyable reading experience. With the reading corner in place, it is hoped that the (Reading Corner) can help instill in students the ability to create and enhance a culture of reading (Nuswantari & Manik, 2023).

Based on observations made by the researcher while working at SDN 55 Pamanjengan, the researcher learned from several students that they more often spent their recess playing rather than

reading books. As the library manager, the researcher felt challenged by this situation. Therefore, coinciding with the library accreditation process scheduled for 2026, the researcher proposed to the school that it collaborate with the class associations to jointly strive to increase students' interest in reading by facilitating their access to reading materials through the creation of reading corners in each classroom (Ikrom et al., 2024).

Research shows that reading corners have a significant impact on increasing students' interest in reading. According to the study, the higher the quality of the reading corner, the greater the students' interest in reading (Sinaga et al., 2022). The quality of a reading corner is determined, among other things, by how it is managed in terms of layout, decoration, book collection, and collection updates. Several obstacles in the implementation of reading corners include inadequate facilities and infrastructure, a lack of book collections, book shelf arrangements that interfere with reading activities, and a lack of wall decorations in the reading corner that reduce students' interest in reading there (Zuliyana, 2024).

Other studies that have also implemented reading corners such as our own research indicate that by creating a reading corner to address the problem of damage to the school library, the benefits of this initiative include increased student enthusiasm for reading, the development of students' abilities to analyze reading materials and write summaries, greater active participation in learning, and the expansion of students' general knowledge, religious knowledge, and scientific knowledge. The effectiveness of the reading corner at SDN 55 Pamanjengan in increasing students' interest in reading can be demonstrated by the attendance sheet created and filled out to track student participation in reading activities (Andriana & Rokmanah, 2023).

This study provides a foundation for policy-making and helps schools and educators understand the importance of literacy as a factor in students' intellectual and social development. It is hoped that the findings of this study can be implemented not only at UPT SDN 55 Pamanjengan but also at other elementary schools throughout Indonesia. This study also aims to encourage the government and educational institutions to strengthen literacy policies by providing books, training library staff, and offering additional facilities, such as libraries that meet students' needs. Community participation, especially from parents, is also essential to support literacy activities at home, thereby fostering a strong culture of reading (Ahyana & Fihayati, 2025).

This explanation shows that literacy activities in schools are very important to implement because they can support students' development, particularly in fostering an interest in reading (Sulistiyowati et al., 2025). The implementation of the school literacy movement takes the form of participatory activities involving schools to help students develop the habit of reading (Martiningsih, 2019). Low reading interest indicates that the educational process has not yet been able to optimally develop students' reading competencies and interest. In fact, Indonesia has 1,095 hours of instruction per year, while Japan has only 712 hours of instruction per year (Mardianah et al., 2025).

Overall, a love of reading is an inner drive that motivates a person to read on their own and enjoy the activity. However, at SDN 55 Pamanjengan, students' interest in reading remains relatively low because they tend to prefer playing and only read when assigned tasks by their teachers. This indicates that the culture of literacy at the school has not yet developed properly, so various efforts are needed to improve it through a more supportive school environment, such as the use of reading corners. A well-managed reading corner has been shown to increase students' interest in reading because it provides interesting and easily accessible reading materials. Thus, collaboration between the school, teachers, and parents, along with supportive educational policies, is essential to foster reading habits from an early age in order to improve students' literacy skills (Mardhatila et al., 2024).

METHOD

This community service activity focused on developing a reading corner as an effort to increase the reading interest of the 28 third-grade students at SDN 55 Pamanjengan. The program was prompted by the results of initial observations, which showed that the students' reading interest was still low and that the use of literacy facilities at the school was not yet optimal. Therefore, the reading corner was renovated and reorganized to make it more comfortable,

attractive, and suited to the characteristics of elementary school students. This was achieved by providing neatly organized bookshelves, an age-appropriate book collection, and educational decorations using colorful paint to create a conducive, aesthetically pleasing, and easily accessible literacy environment that fosters a sustainable reading habit.

This program was implemented at SDN 55 Pamanjengan, Maros Regency, South Sulawesi, based on the results of a school needs assessment that indicated the need to strengthen literacy resources. The entire series of activities was carried out in stages from preparation, implementation, and mentoring to evaluation and centered on the area developed as a reading corner. The materials and tools used included colored paint, bookshelves, children's books, and supporting supplies such as paintbrushes, paint containers, writing utensils, observation sheets, and interview guidelines. These materials and tools were used to create an attractive and comfortable reading corner that would spark students' interest in reading.

The program was implemented through systematic stages, beginning with the identification of needs through observation of the school's literacy conditions and students' reading interests, followed by program planning and coordination with school officials. The implementation stage included painting the reading corner, arranging bookshelves, grouping books by age, and raising awareness about the importance of a culture of literacy. This was followed by mentoring through shared reading sessions, storytelling, and simple discussions. The final stage consisted of evaluation and follow-up to assess the program's success and formulate plans for further development.

Data collection was conducted through interviews and observations. Interviews were conducted with school principals, teachers, and students to gather information regarding literacy levels, facility needs, and the program's impact. Observations focused on the condition of the reading corners before and after activities, student participation, and the frequency of use of literacy facilities. The evaluation instruments used included observation sheets and interview guidelines to assess physical changes, student participation, and perceptions of the program.

The data collected were analyzed qualitatively through the stages of data reduction, descriptive-narrative data presentation, and drawing conclusions. This analysis was used to assess the program's effectiveness in increasing the use of reading corners and students' interest in reading at SDN 55 Pamanjengan, while also serving as a basis for the development of more sustainable literacy activities.

RESULTS AND DISCUSSION

Interest is an activity undertaken with dedication to achieve the best possible results, driven by a desire to accomplish something. Interest contributes to the learning process because it significantly influences students' readiness and commitment to learning. Reading is a fundamental skill that a person needs to acquire information or ideas; this activity requires a desire to gain knowledge and skills (Resitaningrum & Saptono, 2024).

The learning process in third grade uses children's literature to help students improve their reading comprehension skills. According to the teacher, teaching Indonesian with the help of children's literature makes it easier for the teacher to present the material. Thus, when students are presented with story-based questions, they are able to analyze and answer them effectively (Maghfiro & Liansari, 2024). Teachers assume that students who are capable of critical thinking must possess strong reading comprehension skills, a view that aligns with researchers' findings. The following is documentation of reading comprehension activities during Indonesian language instruction and test administration (Resitaningrum & Saptono, 2024).

An analysis of the interviews revealed that students generally set aside little time for reading at home. They prefer to spend their free time watching television and playing games on their cell phones. Many students view reading as a boring activity, so they tend to prefer books with pictures and illustrations to alleviate boredom while reading text. Although some students occasionally read during free time in class, there is little encouragement from peers to engage in reading outside of the teacher's instructions. Most students prefer to relax in the cafeteria during recess. Interestingly, the school has a policy prohibiting students from bringing cell phones onto school

grounds to limit distractions from digital media. Additionally, there are no organized reading or writing activities before classes begin (Diana & Markhamah, 2024).

One factor that can hinder the implementation of reading corners is the role of parents, since activities in the classroom reading corner can only take place for a limited time. Most of the students' activities occur at home, so the increase in reading interest at school may decline again if parents do not support their children at home. Unfortunately, many parents are not yet fully able to serve as good role models for their children in early literacy development activities. Based on the results of observations in this study, it was noted that parents more often watch television and use electronic devices than they read books. In addition, some students are still not fluent readers. Therefore, activities can be conducted by asking students to collect books so that parents pay more attention to their children's reading needs (Wijaya et al., 2022).

The research results show the impact of the reading corner on third-grade students. The percentage of field observations before the reading corner was established in the third-grade classroom was 32.14%; this figure is still relatively low.

Table 1. Results of the reading interest questionnaire for third-grade students (28 students)

No	Reading Interest Indicators	Number of Students	Percentage (%)	Category
1	Enjoys reading books in their free time	9	32.14%	Low
2	Visiting the library	11	39.9%	Low
3	Reading books other than textbooks	8	28.57%	Low
4	Has a habit of reading every day	7	25.00%	Low
5	Eager to participate in literacy activities	10	35.71%	Low
Average		9 students	32.14%	Low

The results of the study indicate that reading interest influences student learning outcomes. The relationship between reading interest and learning outcomes is evident from the significant correlation between these two variables, allowing the findings to be generalized to the study population. The results of the study found that the independent variable (reading interest) accounted for 74.7% of the variance in the dependent variable (academic achievement). Based on these findings, it can be concluded that there is a relationship between reading interest and student academic achievement at SDN 55 Pamanjengan (Komsil et al., 2024).

Table 2. Results of students' reading interest after the establishment of a reading corner (28 students)

No	Reading Interest Indicators	Number of Students	Percentage (%)	Category
1	Enjoys reading in the reading corner	24	85.71%	Very high
2	Using the reading corner in my free time	22	78.57%	High
3	Reading books other than textbooks	21	75.00%	High
4	Has a habit of reading every day	20	71.43%	High
5	Enthusiastic about participating in literacy activities	23	82.14%	High
Average		22 students	78.57%	High

Figure 1 illustrates the sequence of steps in implementing the classroom reading corner development program. The activity begins with an observation of the classroom's initial conditions to identify needs and potential for development. The next step is to arrange and organize the reading corner area to make it more attractive and comfortable for students. Once the development process is complete, the reading corner is utilized as a resource to support reading literacy activities. The results of the program show an increase in student participation, marked by more active engagement and greater enthusiasm in participating in reading activities in the classroom.



Figure 1. Stages of Activity Implementation.

Based on the results of the research and discussion conducted, it can be concluded that the development of reading corners in the classroom has a positive impact on increasing students' interest in reading. The presence of a reading corner creates a more engaging and comfortable learning environment, boosts students' enthusiasm for reading, and encourages the development of independent reading habits. Therefore, the use and development of reading corners should continue to be promoted as a sustainable strategy for strengthening a culture of literacy in elementary schools.

CONCLUSION

Based on the research findings, it can be concluded that the development and optimization of the reading corner in third grade at SDN 55 Pamanjengan significantly contributed to increasing students' interest in reading. Before the development program was implemented, students' reading interest levels were still in the low category, with an average percentage of 32.14%, as reflected by their low reading habits, minimal interest in non-textbook books, and lack of involvement in literacy activities. After improving the reading corner by providing reading materials appropriate for the students' age, creating a more attractive and comfortable space, and implementing various literacy support activities, the average reading interest among students increased to 78.57% and fell into the "high" category. This improvement was evident in various aspects, including enjoyment of reading, use of the reading corner during free time, regular reading habits, interest in reading materials other than textbooks, and active participation in literacy activities. These results indicate that reading corners are an effective literacy tool for creating a supportive learning environment and fostering a culture of reading at the elementary school level. Therefore, ongoing collaboration between schools, teachers, parents, and other stakeholders is essential to strengthen the implementation of literacy programs so that students' interest in reading can continue to grow and contribute to improved academic achievement.

ACKNOWLEDGMENTS

The author would like to express his deepest gratitude to the principal of SDN 55 Pamanjengan, as well as all the teachers and staff, for their permission, support, and cooperation

throughout this research. Thanks are also extended to the third-grade students of SDN 55 Pamanjengan for their active participation in every research activity. The highest appreciation is extended to the parents' association for supporting the development of the reading corner through their contributions and participation. Furthermore, the author would like to thank all parties who have assisted, either directly or indirectly, in the conduct of this study, ensuring that the activities proceeded smoothly and achieved the intended objectives. The support, cooperation, and contributions provided have played a vital role in efforts to enhance the culture of literacy and students' interest in reading at SDN 55 Pamanjengan.

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