

Reading Corner as an Alternative Solution for Literacy Facilities at SDN 2 Pojok

Muhammad Aditya An Naufal

University of Wisnuwardhana Malang
annaufaladitya7@gmail.com

Abstrak

Literacy challenges in elementary schools are often associated with limited supporting facilities, particularly the absence of a library as a central learning resource. This condition occurred at SDN 2 Pojok, where the former library room was converted into a School Health Unit and an examination room, resulting in restricted student access to reading materials. This community service activity aimed to describe the implementation of the Reading Corner program as an adaptive alternative literacy facility in response to spatial limitations at the school. The program was conducted using an Asset-Based Community Development (ABCD) approach through the stages of inculturation, discovery, dream, design, define, and destiny. The initial stage involved coordination and observation to identify literacy-related issues and map the school's internal assets. Participatory planning and technical design were then carried out prior to program implementation and collaborative evaluation with school stakeholders. The results indicate that optimizing a multifunctional corner of the room as a School Health Unit, examination space, and Reading Corner improved students' access to reading materials. During the mentoring period, an increase in reading frequency and student enthusiasm in utilizing free time for literacy activities was observed. Program sustainability requires consistent management and periodic addition of reading collections.

Keywords: asset-based community development, educational facilities, elementary school, literacy, reading corner

Received: 04-02-2026

Accepted: 03-04-2026

Published: 30-04-2026

INTRODUCTION

Education plays a very important role in encouraging quality progress and development. Through education, individuals can develop their full potential, both as a person and as a member of society, so that they are able to become superior human resources. The low competitiveness of human resources is generally influenced by the lack of information literacy and the weak reading ability (Faza Putri Pryzam, 2024).

Literacy is an individual's social attitude in accessing, understanding, and utilizing information related to language, knowledge, and culture through various activities, such as listening, reading, writing, observing, and speaking, in order to realize superior life and civilization welfare. Literacy is also seen as a social event accompanied by a set of abilities to construct and interpret meaning through text. In practice, literacy requires skills in conveying and receiving information in written form. Literacy activities are carried out to develop reading skills so that knowledge can be mastered more optimally. The reading materials used generally contain moral values, both sourced from local, national, and global

wisdom, and are adjusted to the stage of development of students (Muslim & Salsabila, 2021).

According to UNESCO in Lestari et al., 2021, Literacy is the embodiment of real skills, especially cognitive skills in reading and writing, which do not depend on the context of acquisition, who teaches them, or how these skills are acquired. The meaning of literacy in each individual can be influenced by various factors, such as academic studies, institutions or institutions, national contexts, cultural values, and personal experiences. Literacy is defined as basic reading and writing skills, literacy, and ability to understand written texts. In the context of its use, literacy is an integration of reading, writing, and critical thinking skills (Purwati in Lestari et al., 2021).

One of the effective efforts to improve literacy skills is through the use of books. The presence of books can bring individuals closer to the source of knowledge and gradually foster a love for knowledge through reading activities. Reading itself is a language skill that needs to be practiced on an ongoing basis. The more often a person reads, the wider the insight and experience gained (Rustandi et al., 2021).

According to Nurhadi in Aswinarko, 2013, Reading is a complex and complicated process. It is called complex because reading activities involve various factors, both from within and outside the individual. Internal factors include intelligence level, interests, talents, motivation, reading goals, and other personal aspects. Meanwhile, external factors include the availability of reading facilities, the type and quality of reading materials, the environment, socio-economic conditions, and reading habits and traditions that develop in the community.

Reading is often also referred to as a window of knowledge because through these activities a person can expand their horizons and increase knowledge. The process of acquiring knowledge is basically inseparable from reading activities, in fact, around 80-90% of knowledge is obtained through these activities. Therefore, the habit of reading is important and fundamental to be instilled from an early age to support the improvement of the quality of education implementation (Aswat & Nurmaya in Lestari et al., 2021)

According to Rustandi et al., 2021, The problem faced today is the low interest of students in reading activities. This condition causes their reading interest to not develop optimally. Based on the results of the UNESCO survey, the level of reading interest of the Indonesian people is still very low, which is around 0.001 percent. This means that out of a thousand people, only one has an interest in reading. This condition shows that reading literacy ability in Indonesia is still relatively low. This is also reflected in the results of the Programme for International Student Assessment (PISA) which shows an international average score of 493, while Indonesia is at 396. Currently, efforts to foster interest in reading, especially in elementary school students, are still not optimal. The low interest is influenced by the lack of desire, willingness, and encouragement from within the students to read (Saadati & Sadli in Rahma Aulia Nisa, 2025).

According to Merlin Tamat et al., n.d. School libraries have a strategic role as a learning resource as well as a conducive literacy space for students. Its existence not only provides access to various reading materials, but also serves as a means of supporting students in growing and developing students' interest

in reading. A comfortable and well-organized library environment can encourage students to do independent reading activities outside of formal learning activities

However, this condition is no longer found at SDN 2 Pojok. This school initially had library facilities, but the space that was previously used as a library has been converted into a School Health Unit room and an exam room. The transfer of functions has an impact on the elimination of library facilities as learning resource centers. As a result, students' access to reading materials is limited, so alternative literacy facilities that are adaptive to the limited space in the school environment are needed

In response to the problem of the lack of library facilities at SDN 2 Pojok, Group of 10 Real Work Lectures of Wisnuwardhana University of Malang who carried out service in Kedawung Hamlet initiated the Pojok Baca program as an alternative literacy facility. According to Sukriadi et al., 2022, A reading corner is a corner or part of a certain space that is specifically provided for placing books and other reading resources. This facility is used by students to read, borrow, and use it as a learning resource, especially in between learnings. The presence of a reading corner aims to foster and increase students' interest in reading as well as learning interests

This program is designed taking into account the limitations of school facilities and infrastructure, so its implementation does not require the provision of new spaces. The Reading Corner is placed in the same room which currently functions as a School Health Unit and an exam room. Thus, the room has three functions in an integrated manner. The arrangement is carried out systematically in certain parts of the room so that the existence of the Reading Corner does not interfere with the main function as a UKS or exam room. This multifunctional space optimization is expected to be an adaptive, efficient, and sustainable solution in supporting the strengthening of literacy culture and increasing students' interest in reading at SDN 2 Pojok.

IMPLEMENTATION METHOD

The method of implementing real work lectures in the Pojok Baca program at SDN 2 Pojok uses the approach of inculturation, discovery, dream, design, define, and destiny. This approach is oriented towards Asset-Based Community Development, which emphasizes the identification of potential and optimization of resources already owned by the target community (Jarlah et al., 2023).

The implementation stage begins with inculturation, which is the process of building communication and cooperation with the principal and teachers of SDN 2 Pojok. At this stage, an initial survey was conducted to identify the condition of literacy facilities, students' reading habits, and obstacles faced in the implementation of the school literacy movement. In addition, approaches were made to students to introduce program plans and foster enthusiasm for reading activities.

The discovery stage is carried out by identifying the assets and potential that the school has. Through observation and discussion, it was found that schools still have spaces that can be used multifunctionally, teacher support for literacy programs, and a number of book collections that are still suitable for use. This finding became the basis for designing a reading corner without the need for the construction of a new space.

The dream stage is a participatory planning stage that involves the school in formulating program objectives. At this stage it was agreed that the reading corner would be placed in the corner of the room that currently functions as a School Health Unit and exam room, without interfering with its main function. The development target set is the availability of simple but effective literacy facilities to increase students' interest in reading.

The design stage is related to the technical design of activities. At this stage, the concept of arranging reading corners, grouping books, and preparing a mechanism for using books is determined. The design is carried out simply and efficiently to suit the space conditions and student needs.

The define stage is the stage of implementation of the work program. The activities carried out include arranging the corner of the room into a reading corner, installing shelves or book holders, compiling reading collections, and socialization to students about the procedures for use. In addition, assistance is provided to teachers and students in the application of reading corners as part of reading literacy activities.

The last stage is destiny, which is evaluation and reflection on the implementation of the program. Evaluation was carried out through observation of the use of reading corners by students and discussions with teachers about the impact of the program on reading interest. The results of the evaluation are used as the basis for the preparation of sustainability recommendations so that the reading corner will continue to be managed independently by the school after the service period ends.

Operationally, the implementation of activities is divided into three main stages, namely the preparation stage, the implementation stage, and the evaluation stage. The preparation stage includes coordination with the principal, planning the concept of the reading corner, collecting and grouping books and determining placement locations. The implementation stage includes the arrangement and installation of a reading corner in the School Health Unit room or exam room, introduction to students, and assistance in reading activities. The evaluation stage was carried out to see the impact of the program on students' reading interests and the effectiveness of the management of reading corners in the school environment.

RESULTS OF ACTIVITIES AND DISCUSSIONS

SDN 2 Pojok is a basic education institution that initially had library facilities to support literacy activities. However, the library room has undergone a change of function to become a School Health Unit as well as an exam room. This change in the function of the space has an impact on reducing students' access to reading resources in the school environment.

Based on the results of initial observations and interviews with educators, information was obtained that students did not have a special space that could be used for reading activities outside of learning hours. Literacy activities that have taken place so far tend to be limited to the use of package books in the learning process in the classroom. This condition indicates that external factors, especially the availability of literacy facilities and infrastructure, have not been optimally met, thus affecting the low frequency and intensity of reading among students.

The implementation of the Reading Corner program begins with the inculturation stage which is realized through intensive coordination and communication with the principal. This stage aims to build a collective understanding on the importance of providing alternative literacy facilities as an effort to strengthen the reading culture in schools. Through participatory dialogue, all parties are involved in identifying problems as well as formulating needs that are relevant to school conditions.



Figure 1. Coordination with the principal of SDN 2 Pojok

Furthermore, observations were made on the physical condition of the available space and the pattern of use of free time by students. The results of the observation and the initial approach show that the school has a strong commitment to supporting the strengthening of literacy, but faces limitations in the aspects of supporting facilities and infrastructure. On the other hand, students basically show interest in reading materials, especially picture story books. However, limited access to reading resources is the main inhibiting factor in optimizing reading habits in the school environment.



Figure 2. Observation of the physical condition of the available space and the pattern of use of free time by students

At the discovery stage, a process of identification of the school's assets and potential is carried out as a basis for program development. This stage aims to map internal resources that can still be optimized to support the implementation of the Reading Corner. The identification results showed that although the school no longer had a formal library, there was still a space that could be used in a multifunctional manner, a large collection of reading books that were suitable for use, and active support from educators.

The findings indicate that the literacy problem at SDN 2 Pojok is not solely caused by the absence of facilities, but also by the lack of optimal utilization of

the potential and resources that have been available. Therefore, the asset-based approach in this program is directed to shift the paradigm from an orientation on limitations to strengthening the capacity and internal potential of schools as the main capital in the development of literacy culture.



Figure 3. Identification of the assets and potential that the school has

The dream stage is carried out through discussions with teachers to formulate hopes, visions, and program goals collectively. This process becomes a reflective space to imagine the ideal conditions to be achieved in strengthening literacy culture in schools. Based on the results of the deliberations, it was agreed that the provision of an integrated Reading Corner in the School Health Unit room and exam room is an alternative solution that is realistic, contextual, and adaptive to the limitations of existing facilities.

The main hope formulated is the availability of simple but functional literacy facilities, which are able to increase students' interest in reading while building reading habits in their free time in the school environment. This stage shows the active involvement of the school in the planning process, so that the program designed is not unilateral, but is born from collaboration and mutual understanding between the program implementer and school residents.



Figure 4. Discussion with teachers to formulate hopes, visions, and program goals collectively

The design stage is focused on the technical design of the Reading Corner arrangement in a systematic and functional manner. One corner of the room was chosen as a strategic location while still considering the sustainability of the main

function of the room as a School Health Unit and exam room, so that there was no overlap in utilization. The selection of the location was carried out based on the principles of space efficiency and ease of access for students.



Figure 5. Technical design of the reading corner

The define stage is realized through the implementation of participatory actions which include spatial planning, procurement and preparation of reading collections. At this stage, the implementation team not only optimizes the available book collection, but also procures books through the purchase of new reading materials to add variety and attractiveness to the collection. The selection of books is adjusted to the characteristics and needs of elementary school students, such as picture story books, popular knowledge readings, and other enrichment books.

After the Reading Corner is available and the reading collection is systematically arranged, students begin to use it during breaks and after the learning activities end. Teachers also take a strategic role by directing students to read before the learning process begins as part of school literacy habituation. Based on the results of observations during the mentoring period, there was an increase in the frequency of students' access to reading materials. The presence of a new book collection also encourages students' curiosity and interest in choosing reading. Students showed higher enthusiasm and a tendency to do reading activities independently compared to conditions before the availability of Reading Corner facilities.



Figure 6. Space arrangement, procurement, preparation of reading collections and use of reading corners by SDN 2 Pojok students

The destiny stage is carried out through collaborative monitoring and evaluation activities with teachers to assess the effectiveness and sustainability of the program. The evaluation was carried out by observing the intensity of the

use of the reading corner, the response of students, and its integration in daily learning activities.



Figure 7. Evaluation and Monitoring of the Utilization of Reading Corners by SDN 2 Corner Students

The results of the evaluation show that the Reading Corner is regularly used by students and gradually begins to be internalized as part of the school learning environment. Although the impact of the program has not been measured using standardized quantitative instruments, changes in students' behavior in utilizing free time to read can be used as an early indicator of positive influence. In addition, the teacher said that the existence of the Reading Corner also created a more active literacy atmosphere compared to the conditions before the program was implemented.

The success of this program is supported by the commitment of the principal and teachers in supporting the strengthening of literacy culture, the availability of space that can be optimized in a multifunctional manner, and the high enthusiasm of students for new reading collections. The synergy between these elements is the main supporting factor in the program implementation process. However, there are several obstacles faced, including the limitation of the number and variety of books and the relatively short duration of mentoring. Therefore, follow-up is needed in the form of adding regular reading collections and strengthening the management system so that the sustainability and effectiveness of the program are maintained in the long term.

Conceptually, the results of the implementation of the Reading Corner program show that the availability of easily accessible literacy facilities is an external factor that plays a significant role in encouraging an increase in students' interest in reading. The optimization of the available space without the construction of new facilities proves that simple participation-based innovations can be an effective solution to the limitations of educational facilities. Thus, this program not only provides an alternative reading room, but also becomes a strategic step in building a more inclusive, participatory, and sustainable literacy culture at SDN 2 Pojok.

CONCLUSION

Based on the results of the implementation of the Reading Corner program at SDN 2 Pojok, it can be concluded that the absence of library facilities as a result of the conversion of the space to School Health Unit and exam rooms has an impact on students' limited access to reading resources. This condition has implications for the implementation of literacy activities in the school environment

is not optimal, especially in building reading habits outside of formal learning activities.

Through an asset-based approach (*Asset-Based Community Development*), with the stages of inculturation, *discovery*, *dream*, *design*, *define*, and *destiny*, the Reading Corner program was successfully designed and implemented in a participatory manner with the school. The optimization of one corner of the room that functions multifunctionally as a School Health Unit, exam room, as well as a Reading Corner shows that the limitation of facilities is not the main obstacle if the school's internal potential can be identified and utilized to the maximum.

The results of observations during the mentoring period showed an increase in the frequency of students' access to reading materials and the growth of enthusiasm in reading activities, both during breaks and before learning began. The existence of the Reading Corner also creates a more conducive literacy atmosphere and encourages the involvement of teachers in getting used to reading activities as part of school culture.

Thus, Pojok Baca can be stated as an adaptive, efficient, and contextual alternative solution in the provision of literacy facilities at SDN 2 Pojok. This program not only presents a simple reading room, but also contributes to strengthening the school literacy culture through space optimization and participatory collaboration. To ensure the sustainability of the program, a continuous commitment from the school is needed in the aspect of management and the addition of reading collections on a regular basis so that the benefits obtained can continue to grow in the long term.

BIBLIOGRAPHY

- Aswinarko. (2013). 59 | *Peranan Membaca Pemahaman sebagai Sarana Menyerap Informasi dan Mempelajari Dunia PERANAN MEMBACA PEMAHAMAN SEBAGAI SARANA MENYERAP INFORMASI DAN MEMPELAJARI DUNIA.*
- Faza Putri Pryzam. (2024). *Pendirian Pojok Baca : Mewujudkan Budaya Literasi Berkelanjutan di SDN Purwodadi 1.*
- Jariah, A., Wida, N., Amalia, M., 'Izzatul, Ramadhan, M. Z., Permana, M. Z., Arum, S. S., Hartini, S., & Mulyani, M. (2023). Pendampingan Inovasi Rasa dan Pengemasan Keripik Pisang Masyarakat Desa Tandilang dalam Meningkatkan Nilai Jual. *Jalujur: Jurnal Pengabdian Masyarakat*, 2(2), 79–88. <https://doi.org/10.18592/jalujur.v2i2.11180>
- Lestari, F. D., Ibrahim, M., Ghufon, S., & Mariati, P. (2021). Pengaruh Budaya Literasi terhadap Hasil Belajar IPA di Sekolah Dasar. *Jurnal Basicedu*, 5(6), 5087–5099. <https://doi.org/10.31004/basicedu.v5i6.1436>
- Merlin Tamat, Golung, A. M., & Runtuwene, A. (n.d.). *PERAN PERPUSTAKAAN SEKOLAH DALAM MENINGKATKAN MINAT BACA SISWA KELAS 3 JURUSAN AKUNTANSI SMK N 1 MANADO.*
- Muslim, I. F., & Salsabila, F. (2021). Gerakan Literasi Di Kalangan Mahasiswa Sebagai Pengaruh Pembelajaran Daring (Online). *Research and Development Journal of Education*, 7(2), 424. <https://doi.org/10.30998/rdje.v7i2.10224>
- Rahma Aulia Nisa. (2025). *ANALISIS RENDAHNYA MINAT BACA SISWA SEKOLAH DASAR NEGERI KARANGWIDORO 1 KECAMATAN DAU*

- KABUPATEN MALANG. *Jurnal Citra Pendidikan Anak*, 4(1), 49–56.
<https://doi.org/10.38048/jcpa.v4i1.4757>
- Rustandi, A., Harmaen, D., Pasundan, U., & Triandy, R. (2021). Jurnal Ilmiah Pendidikan Bahasa. In *Sastra Indonesia dan Daerah* (Vol. 15, Number 1).
- Sukriadi, Asrafiani Arafah, A., Muhlis, & Emilia Maulida, R. (2022). *UPAYA GURU DALAM MEMANFAATKAN POJOK BACA DALAM MENUMBUHKAN MINAT BACA SISWA*.