



READING CORNER ASSISTANCE TO OVERCOME THE DIFFICULTY OF READING AND GROWING INTEREST IN READING NOODLES

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Abstract:

Abstract, read-based reading activities based on Asset Based Community Development (ABCD) are held at MI Khalafiyah Syafi'iyah to overcome the difficulty of reading and growing students' interest in reading. This activity utilizes the assets owned by schools, including reading corners, book collection, teacher roles and students' participation. The subject of activity consists of students who experience difficulty reading and students who already have interest in reading, with the classroom teacher as a companion. Data collection was conducted through observation, interviews, and documentation, then analyzed using a qualitative descriptive method. The results of activities show that there is a positive change, although not yet significant, in the form of increasing students' reading ability, such as letter introduction, syllables, and simple sentences, as well as increasing students' confidence. In addition, students' reading interest began to grow characterized by increased corner reading. This activity is an initial step in building reading and literacy habits in the madrasa environment, so that the sustainability of programs and school support is needed so that the results are more optimal.

Key word: read corner, difficulty reading, interest in reading, ABCD

A. INTRODUCTION

Reading corner is one of the facilities provided by schools to help students develop reading habits. The existence of a corner reading in the classroom or school environment can be used as a means of learning support, especially in improving students' reading skills. Through the corner of the read, students have easier access to reading materials that are in accordance with their age and understanding rate (Sari & Kurniawan, 2021). Reading skills become an important part of students' learning activities in elementary school because it is related directly to the understanding of subject matter. Students with good reading skills will be easier to follow the learning process and absorb the information conveyed by the teacher. Therefore, strengthening the reading ability needs to be gained special attention from the school since the primary education level (Anugrah and saufa and irnadianis: 2022: 94).

Nevertheless, conditions in the field show that there are still Madrasah Ibtidaiyah students who experienced obstacles in reading. The obstacle is not only ketidaklancaran reading, but also low understanding of reading content. Lack of refracted reads and limitations of supporting facilities in schools are several factors that influence the condition. Schools need to provide facilities that can help students practice regular and purposeful reading. One of the facilities that can be used is reading corners placed in a classroom or school area. The corner read gives students an opportunity to interact

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directly with the book in a more relaxed and easy reach atmosphere (Hidayat & Anwar, 2022). With the high reading ability, it has a big influence on the ability to obtain information. The larger the information received and obtained, the human resource ability they have will increase automatically (Nuraini & Amaliyah: 2024: 2789)

The problem of reading ability is still often found in students from MI Khalafiyah Syafi'iyah, especially students who have not read smoothly and are not used to interacting with reading materials. This condition is influenced by several factors, including the limitations of the availability of reading materials, lack of assistance in reading activities, as well as the low interest of students' interest in literacy activities. Therefore, the problem needs to be cared for through providing facilities and environments that are able to support and get used to reading activities at school (Rahmawati, 2020). But the corner of reading can be one solution to help deal with reading problems to students. With good management, reading corners can be used regularly in learning activities or outside class hours. Repeated reading activities can help students increase their reading skills and better understand the content of the reading (Hidayat & Anwar, 2022).

Based on the observations and studies against various sources, the use of their corner reading in the school is proven to have a positive impact on students' reading habits and abilities. The existence of a reading corner that is used regularly encourages students to interact more often with books and reading activities (Nurjanah, 2019). In addition, reading corners can also support students' learning activities in class and help teachers in creating a more literacy-literate learning atmosphere (Prasetyo & Lestari, 2021). Therefore, the activities of devotion to the Community (PKM) through optimizing the corner reading are an important step as a form of mentoring to schools in improving students' reading skills. Through this activity, schools are assisted in managing and utilizing corners of reading so that they can be used optimally by students (Utami et al., 2023).

B. METHOD

Reading corner assistance activities at MI Khalafiyah Syafi'iyah was carried out using the Asset Based Community Development (ABCD) approach. This approach focuses on the utilization of assets and potential that already in schools, such as the existence of read corners, book collections, teacher roles, and student participation. This strategy allows activities to not only be oriented towards addressing problems, but also in strengthening the available resources, so that the reading corner can be used optimally and become an active literacy space.

The subject of the activities consists of two student groups. First, students who have difficulty reading, namely those who are not fluent read and need intensive assistance in order to increase smooth, accuracy, and understanding of reading. Second, students with reading interest, namely students who are well able to read and are actively involved in reading corner activities. Class teachers play a role as well as partners, provide direction, correction and motivation according to their respective abilities and needs. The presence of teachers personally helps students feel more confident and comfortable in the learning process.

The implementation of activities follows ABCD stage, which is adjusted according to the conditions of the field and the characteristics of students. Stage Discovery begins with observing and identifying the corner of the reading, availability of reading material, as well as the ability and habits of students' reading. At Dream stage, the implementing team with the school formulated hopes to create an active, comfortable reading corner, and support improved reading skills and student reading interests. Stage Design involves

compiling activities, such as grouping students based on reading skills, scheduling routine reading activities, and reading corner management to make it more interesting and varied for students.

The Define stage is the implementation of reading assistance activities, especially for students who have not been fluent in reading, as well as regular use of reading corners to foster reading interest and positive literacy habits. This activity includes individual guidance, reading independently, and small group discussions that adjust to students' abilities. The last stage, namely Destiny, is focused on evaluating the implementation of activities, teacher reflection, and planning the sustainability of reading corners. This evaluation includes changes in reading skills, improved reading interest, and active student involvement in literacy activities (Nurjanah, 2019; Prasetyo & Lestari, 2021).

Data collection is conducted through observation, interviews, and documentation. Observations aim to observe students' reading skills experiencing difficulties and involvement in the corner reading activity. Interviews with class teachers are used to obtain information about the development of students' reading skills and changes in reading interest during activities. Documentation in the form of photos, implementation records, and the list of students' attendance is used as additional evidence and supports data validity.

Data were analyzed using qualitative descriptive analysis, through three main stages. First, reduce the data, namely choosing and sorting relevant data according to research focus. Second, the presentation of data, where data is arranged in the form of descriptive narratives to be easy to understand. Third, the withdrawal of conclusions, was carried out to assess the impact of reading corner assistance activities on changes in students' reading abilities and interest in reading students. This analysis allows researchers to fully understand students' literacy processes in a reading corner, including student interactions, learning motivation, and development of literacy culture in the madrasa environment.

C. RESULT

The results showed that reading corner assistance at MI Khalafiyah Shafi'yah was able to improve students' reading skills which previously had difficulty in reading letters and simple sentences. The activities carried out intensively using the reading literacy approach are proven to improve the smoothness and reading skills of students through personal guidance and repeated workouts in the corner of school reading. This finding is in line with research that states that literacy assistance reads through a corner of reading is effective in improving the literacy skills of elementary school students through structured learning guidance (Karno et al., 2024).

In addition to the technical aspects of reading skills, the research results also show that corner reading assistance has a positive impact on student motivation and reading interest. Students were more enthusiastic in reading because the corner reading atmosphere is enjoyable and because of direct support from the thesis advisor. This aligns with the findings that indicate that the movement of school literacy and regular literacy activities can increase the reading interest of elementary students significantly, either through scheduled reading activities or facilitating literacy at school (Riyanti & Rahmi, 2024).

Furthermore, assistance in reading literacy carried out in the corner also contributes to growing independent reading habits outside of formal learning hours. After mentoring activities, students tend to visit more frequently and choose reading corners

as their interests, indicating the formation of reading culture among students. This finding is supported by research that states that interactive literacy assistance and compelling literacy activities can foster interest in sustainable reading interests in elementary schools.

DISCUSSION

Reading Corner Assistance Activity for Overcoming Difficulty Reading and Growing Reading Interest at MI Khalafiyah Syafi'iyah showed positive results from both aspects of the reading ability and reading students. Changes that seem not only technical, but also touch aspects of students' affirmative, such as confidence and attraction to reading activities. Based on the results of assistance, students who had previously had difficulty reading began to show gradual progress, ranging from introducing letters, reading syllables, and being able to read simple sentences. This shows that assistance carried out regularly and is directed through the use of corners of reading can be an effective means in overcoming the difficulty of reading in the ibtidaiyah madrasah students. In addition, increasing students' confidence in reading is an important indicator that a comfortable and learning environment does not press a big role in supporting the development of early literacy skills.

From the interest of reading, the increase in the frequency of student visits to the reading corner and their involvement in independent reading activities shows that reading corners not only serves as a facility, but also as a literacy space that is able to attract students' attention. Interesting reading corner stylization and additional book collections that correspond to age and the needs of students are proven to be a supporting factor in growing interest in reading.

This finding is in line with the "Use of Corner Reading in Growing Interest in Reading Students of Elementary School" by Sapri, A. E., & Rochmiyati, S. (2024). Which stated that the existence of a corner reading in the classroom environment or schools can increase students' interest in reading activities. The study emphasized that well-run reading corners, equipped with varied books, and supported by teacher assistance able to create reading habits in students from an early age. The similarity of results is seen in increasing student participation in reading activity and the growth of a positive attitude towards books.

In addition, the results of this assistance also support the research "Increase in Elementary School Students' Interest in Corner Read" by Rahayu, A., Wow, A., & Besari, A. (2023). Which concludes that the reading corner plays an effective learning medium in increasing reading interest if it is designed in an attractive and used in a sustainable manner. The research emphasized that the atmosphere of a comfortable reading corner and access to books that are easy to encourage students to read independently. This is in line with the conditions at MI Khalafiyah Syafi'yah, where students begin to show initiatives to read without having to always be directed by teachers or caregivers.

Thus, it can be concluded that corner mentoring activities at MI Khalafiyah Shafi'yah not only succeeded in addressing students' difficulty reading, but also effective in growing interest in reading. The alignment of these activities along with previous research shows that reading corners is a relevant and applicative strategy in improving the basic literacy of elementary school/madrasah/ibtidaiyah students when accompanied by consistent assistance and interesting management.

1. Overcome Reading Difficulties

Based on the results of assistance we did at MI Khalafiyah Syafi'yah, there are still several students, especially in low class, who have not been fluent to read. Difficulties

experienced by students include letter introduction, syllables, and reading simple sentences. So far, the class teacher has been working to help students through additional guidance and reading training, but limited time and means making the results not optimal. The corner reading before assistance has also not been used optimally due to the limitations of book collection and the absence of reading (Prasetyo & Lestari, 2021).

Through mentoring activities, reading corners began to be optimized as a means of supporting lessons to read. Students who have difficulty reading gradually are accompanied by using simple reading books and illustrated books that have been provided by the teacher. Reading activities are carried out regularly and in a more relaxed atmosphere so that students feel comfortable. Class teachers are also involved in the mentoring process so that activities can continue on a sustainable manner (Utami et al., 2023). The corner of reading also plays an important role in increasing student reading interest in MI Khalafiyah Shafi'iyah. Interesting reading corner compilation, add reading book collections that are appropriate to student age, and providing simple rewards can attract students' attention to come and utilize reading corners. The results of observations show that students become more frequent in the reading corner, both in their free time and during assistance activities (Maryanah & Maknun: 2023: 21: 29).

Furthermore, the activity of reading corner assistance helps form gradual reading habits. Although the increase in read interest has not been significant, positive changes have begun to be seen from students' enthusiasm in choosing books and participating in reading activities. This shows that the reading corner has a strategic role as an initial step in building a literacy culture in schools. Therefore, the sustainability of teachers' active programs and engagement is necessary so that reading corners can have a more optimal impact in the long term (Siregar & Symbol: 2023: 1123: 1132.)

The results of the evaluation indicate a positive change, although it is not yet significant. Some students have begun to show an increase in their reading ability, such as knowing letters and reading syllables more smoothly. In addition, students' confidence in reading also begins to rise. Nevertheless, there are still students who still need further assistance. Therefore, program sustainability is needed through routine readinguations in the corner of reading and support from teachers and parents (Nurjanah, 2019).

2. Kissing Student Interest Reading Students

At the early stage of the activity, the observation results show that students' interest in reading is still relatively low. Students are not used to reading independently and tend to think reading as learning activities alone. This condition was influenced by the limitations of book collection and the formation of literacy culture at school (Rahmawati, 2020).

To grow interest in reading, literacy breeding is carried out through optimization of reading corners. Reread corners are rearranged to make them more attractive and equipped with additional book collections through reading book grants appropriate to age and interest in students. The availability of interesting reading materials has proven to be able to increase students' interest in reading activities (Nurjanah, 2019). In addition, the provision of simple reward is praise and appreciation for students who are active in reading is also applied. This strategy is effective in increasing student motivation to take advantage of reading corners. The results of the activity indicate an increase in the frequency of student visits to the corner of reading and their involvement in reading activities. Although literacy culture has not been optimally formed, this activity is an initial step in growing reading habits in a madrasa environment (Prasetyo & Lestari, 2021).

The use of reading corners in MI Khalafiyah Syafi'iyah was carried out as a means of supporting students' literacy activities, especially in improving reading and interest in reading. The corner of reading is actively used through mentoring activities that involve direct interaction between teachers and students. In this activity, students read books according to their level of ability, then the teacher gives guidance related to pronunciation, understanding of the content of the reading, and introducing new vocabulary. The use of punctuation corners such as this makes reading activities more contextual and fun, so students do not only learn to read technically, but also understand the meaning of reading more deeply.

Apart from being a means of assistance, reading corners are also used by students for independent reading activities in free time. Interesting reading corner structuring and the availability of reading books that vary encourage students to visit more frequently and take advantage of the punctuation corner. The results of observations show an increase in students' interest in reading activities, although not yet significant. The use of read corners in a sustainable manner with teacher support is expected to be able to form positive reading habits and grow literacy cultures in the school environment.



Image 1.1 Corner Activities

Shows that the activities of reading assistance carried out through direct guidance between teachers and students in the corner reading area designed to be comfortable and conducive. In this activity, the teacher guides students gradually starting from knowing letters, reading syllables, to recite simple sentences according to students' abilities. This such approach allows teachers to adjust learning materials with the needs of each student and immediately provide feedback on the pronunciation and ketidaktekunan reads, so that the learning process becomes more effective.

Several studies of literacy assistance reading show that direct reading activities like this have a positive impact on the development of students' basic literacy skills. For example, research on the initial literacy reading program in grade 1 students shows that intensive guidance from teachers can improve students' reading skills which initially experience difficulties in reading letters and syllables, there is an increase in ability after mentoring session runs several times (Igo, Fono, & Noge, 2023). In addition, other research on the effect of offline assistance on initial reading skills found that assistance carried out outside class hours by teachers has a significant impact on improving the

initial reading ability of 7 elementary school students (Suryaningsih, Witarsa, & Daulay, 2023).

Through the direct interaction between these teachers and students, not only the technical skills of improved reading but the motivation and confidence of students also developed. This is in line with findings in various journals that say refractor reads and provision of personal support by educators can strengthen reading interest and smooth reading students because they feel more confident and motivated (Naila, Kusumajanti, & Ridlwan, 2024). Thus, mentoring activities in punctuation corners not only helps students overcome their reading difficulties, but also contributing to increased fluency, accuracy, reading understanding, and positive attitudes towards sustainable literacy processes..



Figure 1.2 Mentoring reads

Show the individual reading activities carried out by teachers at MI Khalafiyah Shafi'iah. In this activity, the teacher sits in dealing with the students satusatu, provides direct instructions, fixing how to read, and gives encouragement to make students more confident. Such an approach makes students feel cared for specifically and more comfortable to try to read without fear of being wrong. Every error in the pronunciation or merger of direct word is corrected in a soft way, so that students can understand and fix it gradually. This is in accordance with the research that states that individual guidance allows teachers to adjust learning strategies to their respective students' needs so that the results are more effective (Irma, Witarsa, & Masrul, 2023).

During guidance, the teacher also observed the student response, for example, whether they were confused by certain words, or paused due to difficulties in understanding the sentence. This way, the teacher can provide additional explanations or examples of sentences that are easier to understand. This condition makes students not only smooth reading, but also really understand the content of reading. A relaxed and attentive atmosphere makes students dare to try reading out loud, even if in advance they tend to be ashamed or hesitant. Research shows that guidance from one such is very helpful in improving literacy skills and building a sense of children's confidence (Irma, Witarsa, & Masrul, 2023).

In addition, individual guidance also has an impact on students' motivation and reading interests. Children who initially rarely read began to show enthusiasm more, often asked for extra time in the corner of reading, or were willing to read an interesting book to them. Personal interactions with teachers make them feel supported and appreciated, so they will continue to learn to read. This finding is in line with other research that states that intensive and interactive guidance can grow literacy culture in

schools, as children study while experiencing fun reading experiences (Nila, Kusumajanti, & Ridlwan, 2024).

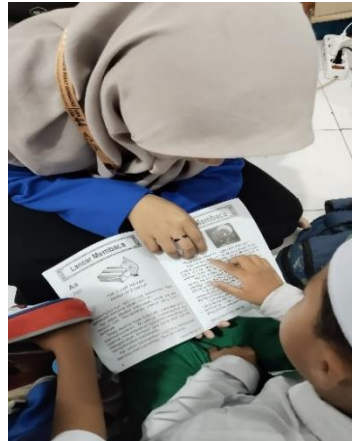


Figure 1.3 Advisory To Students

This guidance can show independent reading activities that use reading corners as an active and fun literacy room at MI Khalafiyah Shafi'yah. In this activity, students are free to choose books according to their interests and read in their spare time, without any direct pressure or directives from teachers. This approach makes students feel that they have control over their own learning process, so that reading activities become a fun and not boring experience. This kind of activity is in line with research showing that freedom of choosing reading material can significantly increase students' motivation and reading interest (Fitriani & Syria, 2021).

In addition to increasing reading interest, self-read activities also encourage learning independence. Students learn to set their own time and focus, choose books that suit their ability, and understand the content of the reading independently. A comfortable reading corner environment and is interesting in encouraging students to visit these areas more often, even outside formal class hours. These findings align with research results that stated that giving the opportunity to read independently can form positive literacy habits among elementary school students (Hidayat & Prasetyo, 2022).

Furthermore, self-read activities also help the formation of literacy culture in madrasas. Students who are used to reading independently tend to be more active in discussing books they read, recommend reading each other to friends, and show high enthusiasm for various literacy activities. This supports research that emphasizes that the development of an interactive and fun reading corner plays an important role in growing sustainable literacy culture in schools (Aminah, 2023).

In addition, reading corner activities also serve as a means of fun and contextual learning for students. Through direct interaction between teachers and students, the reading process not only focuses on the initializing ability, but also on understanding reading content, introducing new vocabulary, and the development of students' critical thinking abilities. The presence of reading corners at MI Khalafiyah Sosyafi'yah is expected to be a sustainable literacy culture in the school environment. With adequate teacher support and facilities, this activity is able to create positive reading habits and instill the importance of literacy from an early age. In the long term, reading corners not only improve students' academic abilities, but also form characters who like to learn, be independent, and insightful.

CONCLUSION

Asset Based reading assistance Based Community Development (ABCD) at MI Khalafiyah Sosyafi'iyah shows positive results in overcoming reading difficulties and growing student reading interests. Optimizing reading corners through reading assistance, spatial planning, addition of book collection, and reward provision is able to improve students' reading ability and encourage their interest in reading activities. Although the increase gained has not been significant, this activity is an important first step in building habits and literacy culture in the madrasa environment and requires program sustainability so that the results are more optimal.

SUGGESTION

Schools are expected to be able to continue and develop the use of reading corners in a sustainable manner through routine reading practices as well as active support from the teacher. The addition of book collections that are based on age and interest of students need to continue to be carried out so that the corner of reading is still attractive. In addition, parental involvement and further mentoring programs are advised to support improving students' reading abilities and more optimal reading interest.

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