

Analysis of the Implementation of a Classroom Reading Corner in Improving Fifth-Grade Students' Reading Interest in Basic Education: A Study at SDN 116 Percontohan

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Abstract: Reading interest is a foundational element of literacy success among elementary school students, yet its cultivation in classrooms is often constrained by limited access to reading materials. This study analyzes the implementation of a classroom reading corner (*pojok baca*) in fostering fifth-grade students' reading interest at SDN 116 Percontohan and identifies its supporting and inhibiting factors. A descriptive qualitative approach was employed, involving 21 fifth-grade students (14 boys, 7 girls), a homeroom teacher, and a school principal as informants selected through purposive sampling. Data were collected through non-participant observation, semi-structured interviews, and documentation, validated through method triangulation, and analyzed using the Miles and Huberman interactive model. The results show that the implementation of the reading corner took place through six interrelated aspects: provision of the reading corner, availability of facilities and book collections, implementation of the literacy program, utilization in the learning process, teacher motivation, and independent use by students. Supporting factors included principal support, active teacher involvement, adequate facilities, student enthusiasm, and ease of access, while limited book collections and suboptimal supervision were the main obstacles. These findings extend prior research by showing that the success of reading corners depends more on institutional synergy than on the availability of physical facilities alone. The findings imply that, at the basic-education level, cultivating reading interest requires schools and teachers to treat the reading corner not as a facility to be provided once but as a pedagogical practice to be actively managed: for teachers, this means embedding guided reading routines into daily instruction, and for schools, aligning budgeting and supervision policies so that collections stay fresh and the corner is consistently used. Accordingly, this study recommends strengthening book-procurement budgets and establishing a rotating literacy-duty supervision system, and it invites future research to examine how such institutional synergy shapes students' long-term reading behaviour.

Keywords: reading corner; reading interest; elementary literacy; qualitative research

INTRODUCTION

Basic education plays a strategic role in shaping students' foundational competencies, particularly reading ability, which is a prerequisite for mastering all subjects (Ambarita et al, 2021). Yet the mastery of reading depends not only on whether students can read but on whether they want to read: without a genuine interest in reading, students rarely engage with texts often enough to develop the fluency and comprehension that later learning demands. Reading interest the internal drive that moves a child to pick up a book voluntarily is therefore increasingly regarded as the affective foundation on which reading ability and broader literacy are built (Kusumarini et al., 2026). In the elementary classroom, this interest is shaped less by abstract policy than by concrete conditions: whether

reading materials are physically close at hand, varied enough to match children's preferences, and embedded in daily routines that make reading a normal, enjoyable habit. It is precisely these classroom conditions, rather than literacy in the abstract, that the present study examines.

The urgency of nurturing reading interest early is underscored by Indonesian students' persistently low performance on international reading assessments. In the Programme for International Student Assessment (PISA) 2022, whose results were released in December 2023, Indonesian 15-year-olds attained a mean reading score of 359, well below the OECD average of 476 (OECD 2023). While such assessments measure reading literacy the capacity to understand and use written information rather than reading interest directly, the two are closely linked, since sustained engagement with texts is a precondition for developing the proficiency these tests capture. It is important, therefore, to keep separate three related but distinct constructs that this study treats independently: reading ability (the decoding and comprehension skills a student possesses), reading literacy (the functional use of those skills to process information), and reading interest (the affective disposition to read voluntarily). A reading corner speaks most directly to the third. Because low national reading-literacy scores reflect, in part, a weak reading culture rooted in limited and unappealing access to books, an intervention that places attractive, varied reading materials within arm's reach of students in the classroom is theoretically well suited to strengthening the affective disposition—reading interest that underlies literacy growth. The reading corner (*pojok baca*) is one such intervention: a classroom corner equipped with a book collection intended to bring reading materials closer to students so as to foster reading interest (Suragangga, 2017). It functions as an extension of the school library into the classroom, making it easier for students to obtain reading materials without travelling to a central library and thereby helping to create a literate learning environment (Sutarno, 2020).

International research helps clarify how physical access translates into reading interest, but it also cautions against conflating related outcomes. Studies show that the volume of reading students undertake correlates with their reading achievement, so that an adequate quantity and variety of accessible reading material is an important precondition for reading development (Franzen, 2021). Availability of books, reading volume, and reading achievement are not, however, the same as reading interest: making books available does not guarantee that students will want to read them, and higher achievement does not automatically imply stronger intrinsic motivation. What bridges physical availability and genuine interest is the way reading is arranged and mediated (Springer et al., 2017) identify four research-based principles through which reading interest is cultivated individual interest, situational interest, text-based interest, and interest regulation each of which corresponds to a concrete feature of a well-run reading corner. Individual interest is served when the corner offers a variety of genres that let students choose according to personal preference; situational interest is stimulated by the physical arrangement and by classroom routines such as scheduled reading time that make reading momentarily engaging; text-based interest depends on the range and appeal of the collection itself; and interest regulation is supported by teacher involvement and by the autonomy students are given to select and pursue their own reading. Viewed this way, the reading corner is not merely a shelf of books but a structured

environment in which these four principles can operate, which is why it offers a plausible mechanism for converting access into sustained reading interest.

At the national level, research on reading corners has grown steadily, and read together these studies point to a consistent conclusion with a recurring blind spot. Collectively, they establish that reading corners can foster elementary students' reading interest across grade levels: they do so for fifth-graders (Zulfa Nuraini, 2024) , for elementary students generally (Kurniawan et al, 2019)), and for lower-grade students such as second-graders (Khasanah et al, 2023), while related work shows that active teacher involvement is central to this effect (Sukriadi et al, 2022). Where these studies converge is on the existence and short-term benefit of the facility; where they remain largely silent is on how that benefit is produced and sustained in daily practice. Most describe whether a reading corner is present and whether interest appears to rise, but they seldom trace the ongoing management that keeps a corner functioning how the collection is replenished, how reading time is scheduled and supervised, and how the principal, teacher, and students each contribute to (or undermine) its use over time. Nor do they examine how these actors interact simultaneously: teacher-focused studies isolate the teacher (Sukriadi et al, 2022), facility-focused studies isolate the physical provision (Kurniawan et al, 2019). and grade-specific studies rarely compare how the same intervention behaves as reading demands grow more complex in the upper grades. Findings from an adjacent context reinforce why these interactions matter: among madrasah ibtidaiyah students, learning interest is strongly shaped by positive perceptions of the learning process, internal motivation, and teachers' support and educational background (Hanida et al, 2022). suggesting that the reading corner's effect on reading interest is likely mediated by the same web of actor-driven, classroom-level factors that existing reading-corner studies leave unexamined.

Conceptually, this study treats reading interest as an internal drive to read that becomes visible through five indicators: reading frequency, the variety of reading materials chosen, focus during reading, engagement with reading content, and the initiative to read independently without needing to be directed (Rahim, 2008). Consistent with the study's descriptive qualitative design, these five indicators are used not as a scale for measuring effectiveness but as analytical categories that guide observation and interviewing: they specify what to look for when watching students use the reading corner and what to ask teachers and students about, and they organise the subsequent thematic analysis of the data. Framed in this way, the indicators allow the study to describe how and to what extent signs of reading interest appear alongside the reading corner, rather than to quantify a causal increase, which the qualitative approach does not attempt. The classroom environment, and especially the ready availability of appealing reading materials, is understood as an external condition that can encourage the emergence of these five indicators (Darmono, 2021). while continuous habituation in a literate learning atmosphere helps consolidate them into durable reading habits among elementary-age children (Ama, 2020). The reading corner is therefore examined as one such environmental condition whose relationship to the five indicators is the empirical focus of the study.

Building on this synthesis, the present study addresses a specific gap: although prior research establishes that reading corners can raise reading interest,

comparatively little of it examines how the implementation is sustained through the interacting roles of school leadership, teachers, and students within a single classroom over time. This study takes SDN 116 Percontohan in Panyabungan Subdistrict, Mandailing Natal Regency, as its locus, and its contribution lies not in the use of triangulation a standard qualitative practice nor in the study of a single classroom as such, but in the process it uncovers: how the reading corner is managed as an interacting system of policy support, pedagogical guidance, physical design, and literacy habituation, and how this institutional synergy, rather than the mere presence of facilities, accounts for its effect on reading interest. The objectives of the study are: (1) to describe the implementation of the reading corner in improving the reading interest of fifth-grade students at SDN 116 Percontohan; (2) to identify the factors supporting this implementation; and (3) to identify the factors inhibiting it. Theoretically, the study aims to enrich elementary-school literacy scholarship by articulating the reading corner as an interacting system rather than a single facility variable; practically, it aims to help schools manage reading corners in a more sustainable way.

METHODOLOGY

This study employed a descriptive qualitative approach. This design was chosen because the research questions concern processes and meanings that are not readily reducible to numbers: how the reading corner is actually used in the fifth-grade classroom at SDN 116 Percontohan, what activities surround it, how the teacher directs and motivates reading, how students participate and gradually take initiative, and which contextual factors support or inhibit its use. Each of these aspects the situated activities of reading-corner use, the pedagogical interaction between teacher and students, the students' evolving participation, and the supporting and inhibiting conditions requires close, contextual observation and the participants' own accounts to be understood, which a descriptive qualitative design is well suited to provide and which an experimental or purely quantitative design would obscure (Sugiono, 2022). The researcher acted as the primary data-collection instrument, gathering information from several sources and techniques simultaneously so that findings could be cross-checked, and interpreting the data inductively moving from specific patterns observed in the field toward more general conclusions rather than testing predefined hypotheses or measuring statistical relationships between variables.

The study was conducted at SDN 116 Percontohan, Panyabungan Subdistrict, Mandailing Natal Regency, North Sumatra Province, selected because the school has provided reading-corner facilities in every classroom as part of the School Literacy Movement. Participants and informants were determined through purposive sampling, in which cases are chosen deliberately for their relevance to the research focus rather than at random. On this basis, Class V A was selected as the observed classroom because it was an upper-grade class with an established, actively used reading corner, and its 21 students 14 male (66.7%) and 7 female (33.3%) (see Table 1 and Figure 1) were included through total sampling of that class. The fifth-grade homeroom teacher and the school principal were selected as key informants because their roles gave them direct knowledge of the policy, management, and constraints of reading-corner implementation; the teacher

provided detailed accounts of classroom practice, while the principal provided information on school-level policy and budgeting.

Data were collected through three techniques over the course of the fieldwork. First, non-participant observation, in which the researcher observed without intervening, focused on five aspects: the physical condition of the reading corner, the availability and type of reading materials, patterns of student use, the teacher's role in directing reading activities, and student behaviour while reading; observations were recorded in field notes using an observation guide derived from the five reading-interest indicators. Second, semi-structured interviews with the homeroom teacher, the principal, and several students, conducted using an interview guide developed from the same indicators and from the study's research questions, explored participants' experiences, motivations, and the obstacles they encountered; interviews were recorded and transcribed for analysis. Third, documentation, comprising photographs of the reading corner and of students' literacy activities together with supporting records such as Indonesian-language grades, was used to corroborate what was observed and reported. To ensure credibility, the data were validated through method (technique) triangulation, in which each finding was cross-checked across observation, interview, and documentation, and only findings consistently supported by all three sources were treated as confirmed (Fiantika et al, 2022). Data were analysed using the interactive model of (Miles & Huberman, 2014) comprising data reduction, data display, and conclusion drawing/verification, carried out cyclically and continuously throughout data collection: raw data were reduced and coded against the five reading-interest indicators and the study's guiding aspects, displayed in matrices and narrative summaries, and progressively interpreted into the conclusions reported below.

RESULTS AND DISCUSSION

General Overview of the Research Site

SDN 116 Percontohan has operated since 2009 on Jalan Prof. Dr. Andi Hakim Nasution, Pidoli Lombang, Panyabungan Subdistrict, Mandailing Natal Regency, and is currently led by Eva Mustika Roza, M.Pd. The school has 315 students distributed across 12 study groups from grades I to VI, with a vision of becoming a trusted school for the community in supporting the compulsory-education program. Reading corners have been provided in every classroom as part of implementing the School Literacy Movement, including in Class V A, the focus of this study.

Characteristics of the Research Subjects

The research subjects numbered 21 fifth-grade (Class V A) students, consisting of 14 male students (66.7%) and 7 female students (33.3%), as presented in Table 1 and visualized in Figure 1. This composition provides an important context for understanding students' reading preferences, given that the observation results show that male students tended to choose books about the stories of prophets and general knowledge, while female students more often chose storybooks.

Table 1. Characteristics of the Research Subjects

No	Category	Number
1	Male students	14 students
2	Female students	7 students
	Total	21 students

Figure 1. Composition of Class V A Research Subjects at SDN 116 Percontohan (n = 21)

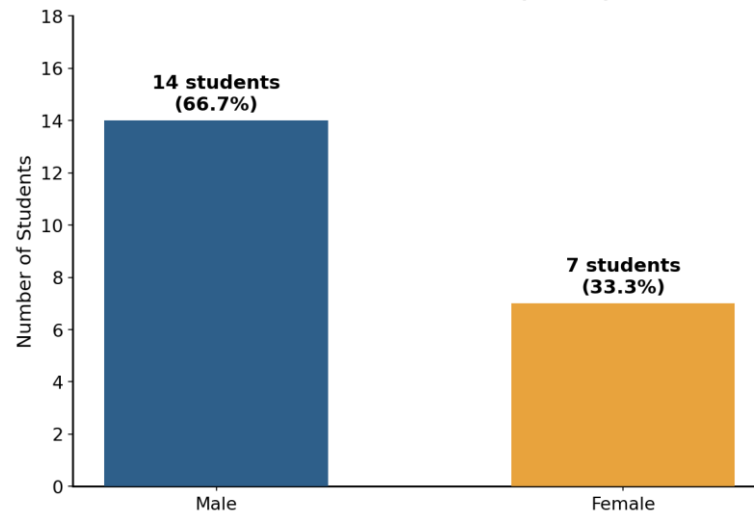


Figure 1. Composition of Class V A Research Subjects at SDN 116 Percontohan

Implementation of the Reading Corner in Improving Students' Reading Interest

Triangulation of interviews, observation, and documentation revealed that implementation of the reading corner in the fifth-grade classroom at SDN 116 Percontohan took place through six interrelated aspects, as summarized in Table 2 and visualized in Figure 2. All six aspects were consistently confirmed across the three data-collection methods, so the findings can be regarded as methodologically accountable.

Table 2. Summary of Findings on Reading Corner Implementation

No	Implementation Aspect	Key Findings	Triangulation
1	Provision of the reading corner in the classroom	Available in every classroom, neatly arranged, easily accessible, equipped with bookshelves and a carpet.	I, O, D
2	Facilities and book collection	The collection consists of textbooks, storybooks, general-knowledge books, and stories of prophets/companions; in good condition and neatly arranged.	I, O, D
3	School literacy program	Habituated reading before lessons, silent reading, the SABA (Saturday Talent Showcase) activity, retelling stories, student rewards, and parental cooperation.	I, O, D
4	Utilization in learning	Used by students who have finished their assignments, before lessons, and during breaks as an alternative learning resource.	I, O, D

No	Implementation Aspect	Key Findings	Triangulation
5	Teacher motivation and guidance	Teachers actively direct reading time, help students select books, and accompany them.	I, O, D
6	Independent use by students	Students use the reading corner on their own initiative because the collection is appealing and the location is close by.	I, O, D

Figure 2. Method Triangulation for Each Aspect of Reading Corner Implementation at Class V, SDN 116 Percontohan

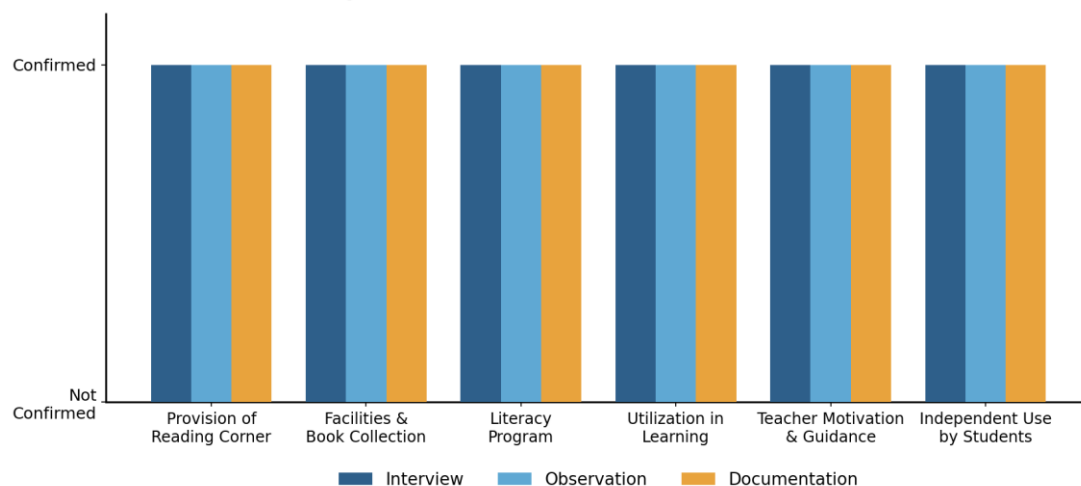


Figure 2. Method Triangulation for Each Aspect of Reading Corner Implementation

The principal affirmed that the reading corner was provided to make it easier for students to obtain reading materials without having to go to the central library: “We provide a reading corner in every classroom so students can more easily get reading books. That way they can use their free time to read without having to go to the library.” This statement is consistent with the observation results, which show that the reading corner was placed in an easily accessible part of the classroom without disrupting the learning process. The school’s literacy program further reinforced use of the reading corner through habituated reading before lessons, silent reading every Saturday, the Saturday Talent Showcase (SABA) activity, and rewards for students able to retell what they had read. On the students’ side, interest emerged intrinsically, as one student put it: “The books are interesting, and they are also located nearby,” a statement affirming that ease of access and the appeal of the collection are the two main drivers of reading interest at the individual level.

In terms of facility availability, the observation results show that the reading corner’s bookshelves and carpet were in good condition and neatly arranged, with a collection covering textbooks, storybooks, stories of prophets and companions, and general-knowledge books suited to the developmental level of upper-grade students. This diversity of reading materials matters because variety in reading materials is one indicator of healthy, growing reading interest, as emphasized in Dalman’s reading-interest indicator framework. In terms of utilization in the learning process, teachers used the reading corner as a differentiation strategy: students who had finished their assignments were directed to read at the reading corner while the teacher accompanied other students who still needed guidance, so that learning time was used more productively without sacrificing attention to students who were lagging behind.

The aspect of teacher motivation and guidance shows that the presence of facilities alone is not enough to foster reading interest without accompanying pedagogical intervention. The fifth-grade homeroom teacher explained: “If there is only a reading corner but it isn’t directed by the teacher, usually not all students want to read. So I invite them to read before the lesson starts or after they finish their assignments.” This statement confirms that the teacher’s role as a literacy facilitator is a determining variable among the six identified aspects, because without teacher direction the reading corner’s potential to increase reading interest would not be optimally utilized by all students. In terms of independent use, observation recorded that some students began showing initiative to read without direction, choosing books according to their interests, and even discussing reading content with peers an indication that the indicators of independent initiative and engagement with reading content in the reading-interest framework were beginning to grow visibly among Class V A students.

Supporting and Inhibiting Factors in Reading Corner Implementation

In addition to describing the implementation process, this study identified five supporting factors and two inhibiting factors, as presented in Table 3 and Figure 3.

Table 3. Supporting and Inhibiting Factors in Reading Corner Implementation

Category	Factor	Brief Description
Supporting	Principal’s support	Provision of facilities and implementation of various school literacy programs.
Supporting	Active teacher role	Guiding, motivating, and directing students to use the reading corner.
Supporting	Facilities and book collection	Availability of shelves, a carpet, and a variety of books suited to student needs.
Supporting	Student enthusiasm	Students’ interest in the book collection and initiative for independent reading.
Supporting	Ease of access to reading materials	The reading corner’s in-classroom location makes it easier for students to reach the books.
Inhibiting	Limited book collection	The school budget is divided among 12 study groups, limiting book variety.
Inhibiting	Suboptimal supervision	Teachers have teaching schedules in other classes, so the reading corner is not always supervised.

Figure 3. Supporting and Inhibiting Factors in Reading Corner Implementation at Class V, SDN 116 Percontohan

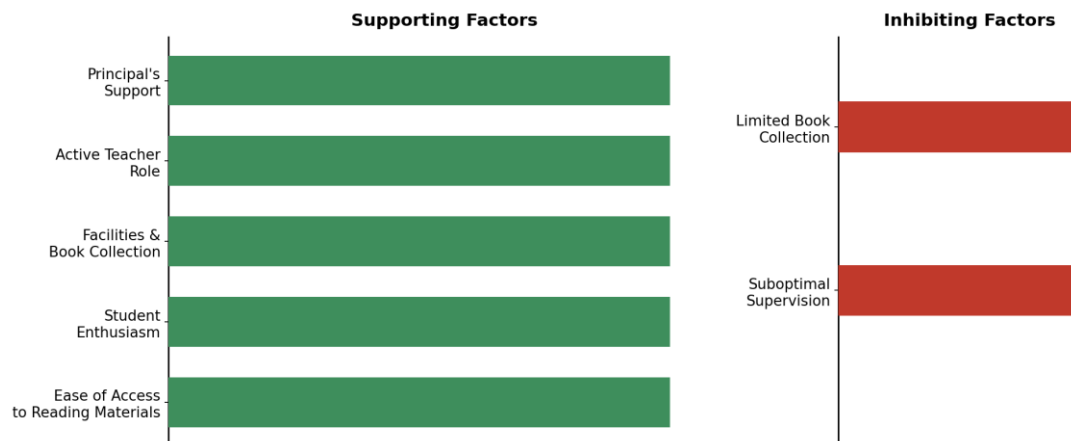


Figure 3. Supporting and Inhibiting Factors in Reading Corner Implementation

The main inhibiting factor is the limited book collection, resulting from a school budget that must be divided evenly among 12 study groups. The principal explained: “We have 12 study groups, so we are short of reading books; we can’t buy every book we want because we only have a limited budget.” In addition, the fifth-grade homeroom teacher revealed that supervision of the reading corner is not yet optimal because of the teacher’s teaching schedule in other classes: “I’m not always in the classroom because I have a teaching schedule for other subjects. So the reading corner can’t be supervised at all times.” This condition affects the tidiness of the bookshelves and the completeness of the collection when there is no direct teacher supervision.

Integrated Discussion: Grand Theory, Findings, and Prior Research

The findings are interpreted primarily through Thorndike’s Law of Effect, the grand theory underpinning this study, which holds that behaviour followed by a satisfying consequence tends to be repeated while behaviour followed by an unsatisfying one tends to be abandoned (Rahim, 2008). Applied to reading, the theory predicts that when reading produces a pleasant experience through comfortable surroundings, appealing books, and encouraging guidance students will voluntarily return to it, so that reading interest strengthens through repetition. This behavioural foundation is complemented by a socio-cultural, constructivist reading of the data in which the teacher functions as a mediator who scaffolds students’ engagement, and by the four-principle framework of reading-interest cultivation (Springer et al, 2017). Together these provide the lens through which the six implementation aspects and their supporting and inhibiting factors are explained below.

The findings of this study align with the conception of the reading corner as a classroom corner that brings reading materials closer to students so as to foster reading interest (Suragangga, 2017). while also reinforcing the view that the reading corner is part of developing a classroom library that creates a literate learning environment (Sutarno, 2020). The successful implementation of the reading corner at SDN 116 Percontohan does not rest solely on the availability of physical facilities but on management that encompasses spatial arrangement, reading-time

scheduling, collection maintenance, and teacher involvement in guiding students (Uswatun Hasanah, 2020). It is this synergy among the principal, teachers, and students that distinguishes this study's findings from prior reading-corner research, which tends to stop at merely describing the existence of facilities (Kurniawan et al, 2019). From the perspective of learning psychology, an enjoyable reading experience encourages students to repeat reading activities so that reading interest develops gradually (Rahim, 2008), and consistent reading habituation in a conducive atmosphere can increase elementary students' reading interest (Harianto, 2020). These findings confirm Thorndike's Law of Effect: the comfort of the reading corner and the appeal of its collection generate a positive experience that encourages students to keep reading. Within an international framework, this pattern aligns with the four principles of building reading interest individual interest, situational interest, text-based interest, and interest regulation which emphasize the importance of providing reading materials relevant to students' preferences and creating a social culture that supports reading (Springer et al, 2017). The principle of situational interest is clearly visible in the practice at SDN 116 Percontohan through the SABA program and the retelling activity, while individual interest is evident in students' tendency to choose reading genres according to their personal preferences.

Not all theoretical positions align equally with these findings, however. A purely access-based view echoed in print-richness and free-voluntary-reading arguments that treat the mere availability of books as sufficient to generate reading (Franzen, 2021) is only partially supported here. The data show that access is necessary but not sufficient: where the reading corner was well stocked and easily reached but left unsupervised, use was uneven, and it was the addition of teacher direction and scheduled routines that consistently activated reading interest. This tension refines rather than rejects the access hypothesis, indicating that physical availability sets a ceiling on possible engagement while pedagogical mediation determines how much of that ceiling is reached an interpretation more consistent with socio-cultural and Law-of-Effect accounts than with access-only models.

Compared with research at other levels and locations, these findings show a consistent pattern while also offering new elaboration, as summarized in Table 4. Research on fifth-grade students at another elementary school confirms the important role of the reading corner in fostering reading interest (Zulfa Nuraini, 2024), but that study did not detail the daily management mechanisms uncovered here, such as the explicit division of roles between the principal and the homeroom teacher. A study on lower grades shows that use of a reading corner effectively fosters second-grade students' reading interest (Khasanah et al, 2023). which, compared with the fifth-grade findings of this study, indicates that the reading corner's effectiveness is cross-level, even though the complexity of reading needs increases as students grow older. Meanwhile, research on teachers' role in utilizing reading corners (Sukriadi et al, 2022) highlights only a single actor, whereas this study broadens the scope to the roles of the principal, teachers, and students simultaneously, producing a more holistic picture of the classroom literacy ecosystem.

Table 4. Comparison of Findings with Relevant Prior Research

Researcher (Year)	Focus & Location	Key Finding	Difference from This Study
Nuraini & Amaliyah (2024)	Role of the reading corner, fifth-grade elementary students	The reading corner plays an important role in fostering fifth-grade students' reading interest.	Did not detail the daily management process or apply consistent triangulation to every finding.
Kurniawan et al. (2019)	Role of the reading corner, general elementary schools	The presence of a reading corner fosters reading interest.	Focused on the existence of facilities rather than on supporting and inhibiting factors simultaneously.
Khasanah et al. (2023)	Utilization of the reading corner, second-grade elementary students	The reading corner is effective at the lower-grade level.	The upper-grade context, with greater reading complexity, was not examined.
Sukriadi et al. (2022)	Teachers' role in utilizing the reading corner	Teachers play an active role in fostering reading interest.	This study broadens the scope to the roles of the principal, students, and the literacy program together.
Springer et al. (2017)	Principles of reading interest, international context	Reading interest is shaped by individual interest, situational interest, text-based interest, and self-regulation.	Provides a universal theoretical framework empirically confirmed by this study's reading-corner findings.
This study (2026)	Comprehensive reading-corner implementation, Class V A at SDN 116 Percontohan	Six implementation aspects and supporting/inhibiting factors identified through consistent triangulation.	Broader scope than prior research.

Regarding inhibiting factors, the limited book collection found in this study underscores the importance of a diverse range of reading materials as one key factor in increasing reading interest (Sutrianto et al, 2016). When a book collection is dominated by a single type of reading material, student interest may decline because the available reading choices are less varied. Likewise, the issue of suboptimal supervision shows that the successful management of a reading corner cannot be separated from the availability of teachers' time and energy to accompany students continuously (Uswatun Hasanah, 2020), Schools with a large number of study groups, such as SDN 116 Percontohan with its 12 groups, face structural challenges in distributing budgets and supervisory personnel evenly a challenge rarely discussed explicitly in prior reading-corner research, which has generally been conducted in smaller-scale schools.

The relevance of these findings can also be viewed from the perspective of Islamic-values-based education, which forms the institutional context of STAIN Mandailing Natal. Research on learning interest among madrasah ibtidaiyah students shows that student interest is strongly influenced by positive perceptions of the learning process, motivation, and teachers' adequate educational background (Hanida et al, 2022). This principle is relevant to the findings of this study, in which teacher motivation and guidance proved to be an important aspect of reading-corner implementation; when teachers consistently provided direction and support, students showed more active participation than when the reading corner was left unsupported. Thus, the success of the reading corner is not merely the result of a physical intervention but the product of sustained pedagogical interaction between teachers and students.

Overall, the synthesis of field data and theoretical review shows that an effective reading-corner implementation model requires four main pillars: (1) policy and budgetary support from school leadership, (2) active teacher involvement as facilitator and companion, (3) a comfortable and easily accessible physical design of the reading corner, and (4) a scheduled and sustained literacy-habitation mechanism. The absence of any one of these pillars such as budget limitations or weak supervision, as found at SDN 116 Percontohan may hinder the optimization of the reading corner's benefits even when the other three pillars are well fulfilled.

Contribution to the Advancement of Knowledge

This study advances reading-corner scholarship in three ways. Empirically, it moves beyond documenting whether a reading corner exists to tracing how it is sustained, showing that its effect on reading interest is produced through the interacting roles of principal, teacher, and students rather than through facilities alone. Theoretically, it reframes the reading corner as an interacting four-pillar system policy and budgetary support, active teacher mediation, comfortable and accessible physical design, and scheduled literacy habituation and demonstrates empirically how the internationally derived principles of reading-interest cultivation (Springer et al, 2017), are enacted in a concrete classroom. Methodologically, by cross-checking every reported finding across observation, interview, and documentation, it offers a transparent account of how such qualitative claims can be warranted. Taken together, these contributions extend prior work that stopped at facility description (Kurniawan et al, 2019)(Khasanah et al, 2023) and provide a transferable model for schools operating under comparable resource constraints.

Theoretical and Practical Implications

Theoretically, these findings enrich the conceptual framework of the reading corner by showing that its effectiveness needs to be understood as a function of the interaction among four pillars policy, teacher role, physical design, and literacy habituation rather than merely a single variable of facility availability, as widely assumed in prior research (Kurniawan et al, 2019) (Khasanah, 2023) This four-pillar model also aligns with the principles of situational interest and interest regulation found in international studies (Springer et al, 2017) which affirm that reading interest is dynamic and needs to be continuously managed rather than

formed once and sustained on its own. Practically, schools with characteristics similar to SDN 116 Percontohan having many study groups but a limited budget can adopt a gradual, rotation-based book-procurement strategy across classes, so that collection variety is maintained without requiring a drastic budget increase. A literacy-duty system involving senior students or parents as volunteer companions can also serve as a short-term solution to the supervision constraints caused by teachers' limited time.

Research Limitations

This study has a limitation in that its subject scope involved only one study group (Class V A), so generalizing the findings to all fifth-grade students or other grade levels at SDN 116 Percontohan should be done cautiously. In addition, the descriptive qualitative approach used did not quantitatively measure the magnitude of increased reading interest before and after the reading-corner intervention, so follow-up research using a quasi-experimental or mixed-methods design could strengthen the external validity of these findings.

CONCLUSION

Implementation of the reading corner in the fifth-grade classroom at SDN 116 Percontohan has been carried out well as part of the School Literacy Movement through six interrelated aspects provision of the reading corner, availability of facilities and book collections, implementation of the literacy program, utilization in learning, teacher motivation, and independent use by students and triangulation of observation, interviews, and documentation indicates that these aspects together were associated with stronger reading interest, evident in more frequent use of the reading corner, growing initiative for independent reading, and the emergence of reading habits among most students; the principal supporting factors were principal support, an active teacher role, adequate facilities and book collections, student enthusiasm, and ease of access to reading materials, while the main inhibiting factors were a limited book collection arising from budget constraints and suboptimal supervision arising from teachers' limited time, so that the success of the reading corner is best understood as the product of institutional synergy among the principal, teachers, and students rather than of physical facilities alone; on this basis, the study recommends that schools allocate book-procurement budgets gradually and proportionally across study groups and establish a literacy-duty system to optimise supervision without overburdening teachers, and it contributes theoretically a comprehensive four-pillar model policy support, teacher mediation, physical design, and literacy habituation that can guide future research and practice in managing elementary-school literacy.

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