

Revitalizing the Pojok Literasi at SDN 1 Mangkujayan: Addressing the Challenges of Reading Interest in the Digital Era

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Abstract: The revitalization of the Pojok Literasi in elementary schools is a crucial effort to increase students' interest in reading, especially in the digital era filled with distractions. This research aims to explore how the revitalization of the Pojok Literasi at SDN 1 Mangkujayan can address the challenge of low reading interest among students. Using a descriptive qualitative approach and a case study method, this study involves interviews with teachers, students, and school administrators, as well as direct observations of activities in the Pojok Literasi. Data analysis includes reduction, presentation, and conclusion drawing. The results indicate that the revitalization efforts include: (1) designing an attractive Pojok Literasi, (2) arranging the bookshelves neatly, (3) providing dedicated time to explore the Pojok Literasi, and (4) adding engaging fiction and nonfiction books. However, several challenges were encountered, such as a lack of parental support and insufficient updates of books from the school. Despite these obstacles, the Pojok Literasi has gradually increased students' interest in reading, particularly through the applied interactive and innovative approaches. This is evident from students' enthusiasm to read independently and joyfully, without prompting. This study concludes that the revitalization of the Pojok Literasi at SDN 1 Mangkujayan effectively addresses the challenge of reading interest in the digital era, though further improvement in collaboration between schools and parents is necessary to maximize students' reading engagement.

Keywords: Pojok Literasi, Reading Interest, Digital Era, Revitalization, Elementary School.

Introduction

Literacy is not limited to reading and writing; it encompasses the ability to acquire, interpret, and communicate information through reading, writing, and arithmetic, as well as critical thinking, analyzing, and problem-solving skills to maximize one's potential and benefit society (Li & Guo, 2021). Education in the era of the Industrial Revolution 4.0 needs to be linked with literacy, as literacy skills can serve as essential provisions for facing challenges in the era of globalization and digital information. Integrating literacy into education equips students not only with academic knowledge but also with the ability to analyze information, solve problems, and make appropriate decisions in

life's dynamics (Nuraini & Amaliyah, 2024). Thus, developing literacy in education provides students with valuable skills that are relevant and important for their future success (Zua, 2021).

Improving literacy is essential for the advancement of individuals and society (Begum, 2020). High literacy contributes to personal well-being, such as the ability to access better health information, communicate effectively with healthcare providers, and engage in preventive measures in the health sector. Additionally, communities with higher literacy levels are better able to participate in social activities, demonstrate cultural diversity, position themselves, and actively engage in their social environment, all of which support the formation of healthier and more

prosperous communities. Besides its role in health and social aspects, literacy also plays a significant role in supporting economic development. Skilled and educated human resources can contribute to technological advancement and economic productivity. Therefore, efforts to improve literacy are crucial for creating a more inclusive and highly competitive society (Reid Lyon & Chhabra, 2020).

Based on the results of the global PISA and TIMSS studies conducted by the OECD and IEA, the 2018 PISA study revealed that Indonesia ranked 74th out of 79 countries, while the 2015 TIMSS placed Indonesia at 44th out of 49 countries (OECD, 2024). This illustrates that Indonesia has a low literacy level. Therefore, efforts to improve literacy are needed, one of which is by increasing reading interest. Indonesia is a country where the public's interest in reading is still low, and the culture of reading is rarely seen. This is very different from developed countries such as Japan, Finland, the Netherlands, Sweden, Australia, and others, where the reading culture is easily observed, such as in public transportation, while waiting in line, and from the large number of libraries available (Hamzah, 2012). According to UNESCO research, the reading interest of the Indonesian population is only at a percentage of 0.001%, which means that out of 1,000 people, only 1 person enjoys reading (Kompasiana, 2024).

There is a profound process for each individual when reading a book, through the introduction of new vocabulary and the process of understanding information word by word. Books remain an important medium, although many people now switch to reading digital books in PDF format. In an era increasingly influenced by technology and a fast-paced lifestyle, the phenomenon of declining interest in reading, especially among children and adolescents, has become a major concern. This phenomenon of low reading interest should prompt the government to take immediate action to boost the reading interest of the Indonesian population (Anindya, 2024).

To address this issue, the Ministry of Education and Culture has developed and implemented Gerakan Literasi Sekolah (GLS) aimed at creating schools as learning organizations. This program is carried out to foster and increase students' reading

interest so that knowledge acquisition can be improved (Syawaludin, 2024). Gerakan Literasi Sekolah is expected to strengthen students' character, as stated in the Minister of Education and Culture Regulation No. 23 of 2015. One of the programs implemented by the government is the "15-minute reading activity of non-academic books before learning time begins." The reading material includes character values such as local, national, and global wisdom delivered according to students' educational levels (Islami & Ferdianto, 2024).

Previous research on reading interest has been conducted by several researchers. (Islami & Ferdianto, 2024) stated that Gerakan Literasi Sekolah has been proven to increase the reading interest of 4th-grade elementary school students. Another study conducted by (Prasrihamni, Zulela, & Edwita, 2022) explained that the implementation of literacy activities, if optimized, can increase students' reading interest in elementary schools. The difference between this study and previous research lies in the research subject, which only focused on optimizing Gerakan Literasi Sekolah. Therefore, the aim of this research is to reveal efforts to increase students' reading interest through the revitalization of the Pojok Literasi.

Materials and Methods

Study Area

This study was conducted at Mangkujayan Public Elementary School 1, located at Jl. Bali, Mangkujayan Village, Ponorogo Subdistrict, Ponorogo Regency, 63413. The study took place from August to October 2024. The subjects of this research were the teacher of class 2A and the students in that class.

Procedures

This study employs a qualitative research approach with a case study research method. A case study is a type of research in which the researcher explores a specific phenomenon, gathering detailed and in-depth information using multiple data collection techniques and procedures over a set period (Poltak & Widjaja, 2024). In other words, a case

study examines particular objects, situations, and conditions associated with an individual or group. The procedures in this study follow the stages of research proposed by Moleong, which include the pre-field stage, field research stage, and data analysis process (Moleong, 2013).

In the pre-field research stage, the researcher identified elementary schools in Ponorogo with reading corners. An initial observation was conducted through a visit to Mangkujayan Public Elementary School 1, where the researcher noted that the reading corner is referred to as a "Pojok Literasi." The researcher then prepared the necessary research materials, including observation and interview instruments for data collection. In the field research phase, the researcher observed the conditions of the Pojok Literasi at Mangkujayan Public Elementary School 1, using the pre-designed research instruments. Subsequently, an interview was conducted with a teacher class at the school, Mrs. Sulis Setyowati, S.Pd., the homeroom teacher for class 2A.

The data obtained in this study will be analyzed using data analysis techniques by Miles and Huberman, as modified by Sugiyono: data reduction, data display, and conclusion drawing (Sugiyono, 2022). Additionally, data triangulation is applied, specifically technique triangulation, which uses different data collection methods to obtain data from the same source (Yasin, Garancang, & Hamzah, 2024). Data collection in this study was conducted through interviews, observation, and documentation.

1. Interviews

Table 1 Interview Questions List

Aspects	Description	Reference
Revitalization Efforts of the Pojok Literasi to Enhance Students' Reading Interest	1. What types of books are available in the Pojok Literasi?	Teacher Class of 2A,
	2. Where do the books in the Pojok Literasi come from?	Mrs Sulis Setyowati, S.Pd., Gr.
	3. How can students be encouraged to visit the Pojok Literasi and read the books?	
	4. Is there a specific time allocated for students to read books in the Pojok Literasi?	
	5. Based on your observations, do students show enthusiasm for visiting the Pojok Literasi?	
	6. Do students communicate about the books they read in the Pojok Literasi?	

7. Has there been any noticeable improvement in students' knowledge with the presence of the Pojok Literasi?
8. What are the challenges in increasing students' reading interest in the Pojok Literasi?

2. Observation

Table 2 Observation Indicators List

Aspects	Indicator	Sub-Indicators
Revitalization Efforts of the Pojok Literasi to Enhance Students' Reading Interest	Revitalization of the Pojok Literasi	1. A large number of books
		2. A comfortable space
		3. An attractive and organized design
	Students' Reading Interest	4. Students are enthusiastic about reading
		5. Students have an awareness of the importance of reading
		6. Students show enthusiasm for reading
		7. Students use their free time to read
		8. Students have self-motivation in choosing reading materials

3. Documentation

Documentation is included as a secondary data source, consisting of files, photos, and relevant documents related to the research that cannot be obtained through interviews and observations. Documentation data serves to complement other data and to analyze events to gain more thorough results and deeper understanding (Fadli, 2021). In this study, the data obtained through documentation includes photos of the Pojok Literasi setup in the classroom.

Data Analysis

The qualitative data analysis technique used in this study is the Miles and Huberman interactive analysis model. The data analysis techniques follow the steps based on Miles and Huberman, which are data reduction, data display, and conclusion drawing. The purpose of this is to

determine the benefits of revitalizing the Pojok Literasi in improving the reading interest of 2A grade students at Mangkujayan Public Elementary School 1.

Results and Discussion

Description of Interview Results

Based on the information provided by Mrs. Sulis Setyowati, S.Pd., on September 28, 2024, the Pojok Literasi contains a variety of books, including both fiction and non-fiction. Examples of fiction books available in the Pojok Literasi include comic books, legends, folktales, and bilingual storybooks. The non-fiction selection includes encyclopedias, magazines, juz amma (Qur'anic text), atlases, and others. These books are sourced from the school library. To attract students to the Pojok Literasi, the teacher and students arranged it neatly and attractively, adding simple decorations for a more colorful look. The school also provides a dedicated reading time at the Pojok Literasi every day from 6:45 a.m. to 7:00 a.m.

The revitalization efforts for the reading corner have begun to yield results, particularly in increasing students' reading interest. Many students enjoy visiting the Pojok Literasi after completing their assignments or during free time. They visit the corner to read, browse books, or even organize the books. Students are also able to discuss the content, often asking about the meaning of certain words or the context of sentences. Some students initiate discussions about the content they have read. The benefits of their reading interest are evident during lessons, as many students can answer questions, claiming they had read about the topic in books from the Pojok Literasi.

However, there are challenges in fostering this reading interest. While some students are deeply engaged during reading time, others quickly become bored and frequently swap books. This behavior may stem from their habit of quickly accessing information without thoroughly reading. It was discovered that these students are not accustomed to intensive reading at home and often spend time playing games or on TikTok, which affects their focus and makes them easily

distracted. Another challenge is the limited addition and updating of books, causing some students to express boredom with the available selection after reading them multiple times.

Description of Observation Results



Figure 1 The Bookshelf in the Pojok Literasi

During the observation conducted by the researcher on September 2, 2024, it was noted that each classroom in the elementary school had a bookshelf designated as the Pojok Literasi for storing reading materials. It is referred to as a Pojok Literasi because it is located in the corner of the classroom and serves as a literacy resource for the students. The placement of the Pojok Literasi varies in each classroom; some are situated at the front left, while others are at the back, either on the right or left side. The arrangement and organization of the Pojok Literasi are based on the classroom teacher's policy and are adjusted according to the classroom conditions. In class 2A, the Pojok Literasi is located at the front left. The bookshelf in the Pojok Literasi contains a variety of books, including both fiction and non-fiction, as well as materials that support the curriculum and broaden students' knowledge. Essentially, these books are intended to enhance students' understanding. The bookshelves are organized neatly by category, and students who borrow books are required to return them to their original places. This practice aims to facilitate students in finding the books they want, as well as to keep the area looking attractive and orderly.

On September 19, 2024, during another observation, the researcher witnessed a moment when a student did not understand the meaning of a sentence from their book and asked the class teacher for clarification. The teacher then posed a question to the other students to see if anyone else

could explain the sentence's meaning. Another student raised their hand and answered the teacher's question, prompting the teacher to reinforce that student's response. This interaction led to a communicative exchange between the students and the teacher. The researcher also observed another interesting moment when a supporting wire on the bookshelf of the Pojok Literasi came loose, causing several books to fall. Students quickly rushed to pick up the fallen books, while others attempted to fix the support for the Pojok Literasi shelf. This behavior indicates that the students show attention and concern for the presence of the Pojok Literasi.

In the subsequent observation on September 20, 2024, the researcher noted a moment when students had finished their daily assessment tasks. The first student to finish submitted their work and asked the teacher for permission to read a book from the Pojok Literasi. The teacher granted permission and allowed them to read as long as they did not cause a disturbance to their classmates. The student utilized their free time while waiting for recess to read. Soon after, another student who had also completed their assessment followed suit, asking for permission to read a book. As more students turned in their answers, they similarly asked the teacher for permission to borrow and read books from the Pojok Literasi. Some students chose picture storybooks, while others looked at atlases and encyclopedias. This pattern continued as more students finished submitting their assessment sheets.

In another observation on September 30, 2024, it became evident that reading activities in the Pojok Literasi were on the rise. The researcher discovered that the bookshelves had been reorganized, with books neatly arranged according to size and type. The reading area appeared more colorful with the addition of attractive decorative ornaments made from students' craft assignments. This time, the researcher observed that students were not only interested in reading but also took part in organizing the bookshelves to make the Pojok Literasi more beautiful and tidy.

On October 14, 2024, the researcher found that the Pojok Literasi bookshelf remained well-organized, attractive, and clean. This condition

indicated that the students had developed a sense of care and responsibility towards the Pojok Literasi in their classroom. This sense of care stemmed from their feelings of ownership and affection for the bookshelf, leading them not only to read books but also to take responsibility for maintaining the neatness and cleanliness of the Pojok Literasi.

Data Reduction

Based on the research, it is evident that the revitalization efforts of the Pojok Literasi have successfully increased the reading interest of students in class 2A at SDN 1 Mangkujayan. The teacher's initiatives to revitalize the Pojok Literasi included inviting students to organize and arrange the reading corner neatly, as well as adding simple decorations to make it more colorful. Additionally, support from the school administration has been instrumental, providing a dedicated reading time for students to visit the Pojok Literasi and read books from 6:45 a.m. to 7:00 a.m. The collection includes both fiction and non-fiction illustrated books, as well as several books presented in two languages. However, there are challenges in these revitalization efforts, such as a lack of support from parents to encourage students' reading interests at home. Furthermore, there is also a deficiency in the updating and addition of books provided by the school.

Data Display

1. The revitalization efforts of the Pojok Literasi aimed at increasing students' reading interest include:
 2. Organizing and arranging the bookshelf in the Pojok Literasi neatly according to the types of books.
 3. Decorating the Pojok Literasi to make it more visually appealing.
 4. Providing dedicated time for students to read books.
 5. Offering engaging fiction and non-fiction books.
- The challenges faced in enhancing students' reading interest are:
1. Insufficient parental support to encourage children to read at home.

2. A lack of updates to the book collection provided by the school.

Drawing Conclusion

Based on the data collected, it can be concluded that the revitalization efforts of the Pojok Literasi have effectively increased students' reading interest. The revitalization initiatives included organizing the bookshelf in the Pojok Literasi neatly, decorating the reading corner to enhance its visual appeal, providing dedicated time for reading, and offering engaging fiction and non-fiction books. However, challenges in improving reading interest include a lack of parental support at home and insufficient updates to the book collection provided by the school.

Discussion

The research findings indicate that the revitalization efforts of the Pojok Literasi play a significant role in increasing the reading interest of students in class 2A at SDN 1 Mangkujayan, despite the challenges posed by the current digital era. Some students have developed an interest in reading textbooks, while others have become more engaged with non-academic books. This aligns with the understanding of reading interest, which refers to an individual's tendency to have the desire or interest in engaging in reading activities, along with a sustained effort. According to (Nuraini & Amaliyah, 2024), reading interest is also seen as an internal drive that compels individuals to pay attention to reading activities with enjoyment, motivating them to read willingly.

Furthermore, the teacher has made every effort to enhance students' reading interest in the classroom by revitalizing the Pojok Literasi. This includes organizing and arranging the bookshelves neatly according to the types of books, adding simple decorations to capture students' attention, providing a variety of both fiction and non-fiction books, and allocating dedicated time for students to read. This approach aligns with other research suggesting that the availability of diverse books and the provision of dedicated time—such as 15 minutes before lessons—can encourage students' reading interest (Kurniawan et al., 2020). The organization and improvement of the Pojok

Literasi are intended to create a pleasant reading environment that can attract students' interest, as highlighted by Dinihari.

The research also reveals that the revitalization of the Pojok Literasi has led students to develop intrinsic reading interest. Several students show enthusiasm for reading after completing their assignments or during their free time. This indicates that students feel motivated to read even outside the designated reading time of 15 minutes before lessons begin. These findings align with research stating that the Pojok Literasi is not only utilized during mandated times but can also be accessed during breaks or free time after lessons (Khasanah, Miyono, Utami, & Rachmawati, 2023).

The efforts to revitalize the Pojok Literasi to enhance students' reading interest are closely linked to the support of the classroom teacher. The teacher plays a dual role as both a facilitator and a motivator. During the required reading time, the teacher supervises students as part of the school's literacy movement program. The teacher accompanies students in reading activities, providing explanations when students ask about the meanings of words or phrases. Additionally, the teacher encourages discussions about the content of the books that have been read. Outside the mandated reading time, the teacher reminds and motivates students to make use of the Pojok Literasi for reading (Prasrihamni et al., 2022).

With the teacher's active role in fostering an environment that supports students' reading interests, the Pojok Literasi can function effectively as a platform for enhancing students' reading enthusiasm. The active involvement of the teacher, combined with the revitalization of the Pojok Literasi, has a significant impact on students' reading interest. In addition to enhancing students' reading interest, the Pojok Literasi also assists teachers in the learning process. This is evident when teachers explain certain materials; some students respond to the teacher's explanations and questions because they have already acquired information from the encyclopedias they read. This gives students a head start in understanding upcoming subjects. Thus, the revitalization of the Pojok Literasi not only broadens students' horizons

but also facilitates their learning (Baroroh, Yuliani, Arum, & Fuaida, 2021).

The Pojok Literasi is expected to be a pleasant place that attracts students to visit. However, the challenges that arise cannot be overlooked. For instance, the lack of updated books is an issue. While students will experience a refreshed Pojok Literasi with different books when they advance to the next grade, within a year in the same class, many books may have already been read. Updating the book collection is essential to prevent boredom and to maintain students' enthusiasm for visiting the Pojok Literasi (Fathoni & Murtiningsih, 2021).

To enhance and sustain students' reading interest, support from their parents is also crucial (Aysah & Maknun, 2023). At school, students are encouraged and motivated to develop an interest in reading. However, these efforts will not be fully effective if similar measures are not taken at home. Parents should support these positive efforts by monitoring their children's activities and creating an optimal learning and reading atmosphere. Unfortunately, many parents believe that since children learn at school, home is for resting. While this statement holds some truth, it can have negative consequences if parents allow their children unrestricted access to entertainment, such as scrolling through TikTok for hours or playing video games without limits (Isma, Rohman, & Istiningsih, 2022). Excessive engagement in these activities can harm children if boundaries are not established. Parents need to supervise their children's activities and set limits on gaming to ensure that their children can maximize their time for studying or reviewing school materials. Research has shown that excessive smartphone use can reduce students' reading interest (Yuniarti, n.d.).

Conclusions

The revitalization of the Pojok Literasi in class 2A at SDN 1 Mangkujayan has proven effective in increasing students' reading interest, despite the challenges of the digital age. This effort includes organizing bookshelves neatly, adding attractive

decorations, providing dedicated reading time, and ensuring a varied selection of both fiction and non-fiction books. The practical implications of these findings indicate that teacher support as facilitators and motivators is crucial for creating an enjoyable reading environment, which contributes to enhancing students' understanding of the subject matter. This research adds insight into the importance of the Pojok Literasi in supporting the learning process while demonstrating that this revitalization can sustainably strengthen students' reading interest. However, challenges such as the lack of parental support in fostering reading habits at home and the need for updates to the book collection must be addressed to maintain students' enthusiasm. Recommendations for future research include further exploring the role of parents in supporting reading interest and expanding the implementation of Pojok Literasi in various educational contexts, so that the benefits can be more widely felt. Thus, the results of this study provide a solid foundation for the development of literacy programs in other schools.

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