

Building a Reading Culture Through the School Reading Corner Program

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Abstract

This study aims to describe the implementation of the Reading Corner as part of the School Literacy Movement program in fostering reading interest among Grade IIIB students at MI Al Wathoniyah 22, Bekasi City, during the even semester of the 2024/2025 academic year. The research was conducted from April to June 2025 using a qualitative descriptive method. Data were collected through observation, interviews, documentation, and field notes. The data were analyzed using the Miles and Huberman model, consisting of data reduction, data display, and conclusion drawing, while triangulation was used to ensure validity.

The findings show that the Reading Corner program has been quite effective in increasing students' reading interest. This is supported by the availability of interesting reading materials, teacher involvement, and student participation in managing the corner. A comfortable reading environment also contributes to a positive literacy culture. However, some challenges remain, including limited human resources, a small book collection, and students' tight schedules. Overall, the Reading Corner has positively impacted students' reading interest, academic achievement, and literate character development. Continuous support is needed to sustain and strengthen literacy activities in daily school life.

Kata kunci: interest in reading, reading corner, school literacy movement.

1 INTRODUCTION

Indonesia is in a literacy emergency. Why not, The current state of Indonesian literacy is quite alarming. Data from the Progress in International Reading Literacy Study (PIRLS) shows the average literacy score for the general public is 405, while the ideal average score is 500 (Ratri & Senen, 2020). This means that the literacy skills of the Indonesian people are still below the world average.

Furthermore, according to the 2022 Programme for International Student Assessment (PISA), Indonesia scored 366 in mathematics, 359 in reading, and 383 in science. Indonesia's reading score declined, ranking only 68th out of 81 countries (Ulfa, Oktaviana, & Hasanah, 2024). From PISA it is also known that Indonesia is a country with a low literacy rate.

The above data shows that Indonesia's literacy rate still falls short of the government's expectations. Literacy has yet to become a habit and part of Indonesian culture. Everything related to literacy remains unfamiliar to the Indonesian public at large.

Yet, the world is now entering the 21st century. A century of increasingly fierce competition and challenges, requiring skills that will be useful for facing the future. The skills often associated with 21st century education in a global context are the "6Cs", namely Critical Thinking, Communication, Collaboration, Creativity, Character, and Citizenship. (Vioreza, Utami, & Nugraheny, 2025).

One way to improve the quality of human resources and prepare them for global development is to foster a culture of reading in society, a process that requires a long-

term commitment. The process of fostering a reading culture begins in childhood and within the family environment, and is then supported and developed in schools, social settings, and the workplace (Khalifatussalam, 2024).

The results of the literature study show that there are several factors that cause low reading literacy among children in Indonesia, such as low interest in reading, limited access to reading materials, lack of support from the family environment, and less effective teaching methods (Mu'alimah, Niwangtika, Nuriana, & Wulandari, 2024). In addition, it is caused by environmental factors, low purchasing power of books due to economic factors, lack of libraries, the detrimental effects of the development of electronic media and technology, lack of education in general, and inadequate reading instruction systems (Aryani, & Purnomo, 2023). This condition causes interest and reading skills to be low or poor.

This is related to UNESCO data in January 2020, Indonesia was ranked second from the bottom in world literacy (Sutopo, Wasliman, Mulyanto, & Noval 2025). Apart from that, UNESCO data also states that only 0.001% of Indonesian people have an interest in reading (Sibuea, Lubis, & Aziz, 2024). This means that only 1 in 1,000 Indonesians enjoys reading. Based on this data, the low reading interest in Indonesia is very concerning. To address this low reading interest in Indonesia, the government has launched the School Literacy Movement (GLS) program.

The School Literacy Movement (GLS) Program is a government effort to introduce, familiarize, develop, and improve literacy comprehensively and sustainably, especially among students (Burhan, Nurchasanah, & Basuki, 2020). The school literacy program encompasses a wide range of activities, including the creation of reading corners in every classroom.

A reading corner is a corner of a room equipped with a variety of books, neatly arranged and attractively designed to encourage students to read regularly and in a structured manner, thus developing good reading habits. A reading corner is not intended to replace the library. However, it is equipped with a variety of books to help extend the library's function. This corner is expected to facilitate students' access to reading materials at any time and to foster their interest in reading.

Findings from the findings of class IIIB students at MI Al Wathoniyah 22 indicate that literacy still requires attention. A questionnaire survey revealed that only 4 out of 26 students admitted to enjoying reading. Furthermore, 22 of the 26 students were more interested in visual activities and play, such as watching videos or playing games, than reading books.

Based on these conditions, alternative efforts are needed to bring students closer to reading resources and foster their interest in reading, namely through reading corners provided in each classroom. Therefore, research is needed to further examine "Reading Corners as a School Literacy Movement Program to Cultivate Reading Interest" and to identify more effective strategies for fostering sustainable reading interest in students.

2 RESEARCH METHODS

The research method employed in this study is qualitative research with a descriptive approach. Qualitative research is an approach used to gain an in-depth understanding of social, legal, and policy-related phenomena through the exploration of experiences, meanings, and patterns of interaction involved (Dewi, 2025). The descriptive approach aims to describe and explain the meanings of words as well as phenomena that occur in the field based on naturalistic evidence (Salsabila, Wardatussa'diah, & Yudha, 2025). This study seeks to provide a comprehensive overview of the implementation of the School Literacy Movement (Gerakan Literasi Sekolah/GLS) through reading corners in enhancing the reading interest of Grade III students at MI Al Wathoniyah 22.

The research was conducted in a natural setting by utilizing primary data sources, including students, classroom teachers, and the school principal, as well as secondary data sources such as documents and records supporting the literacy program. Data collection

techniques included unstructured observation, interviews, questionnaires, and documentation to ensure comprehensive data collection. To ensure data validity, source triangulation was applied by comparing information obtained from various sources so that data consistency could be ensured and the credibility of the research findings enhanced. Through this method, the study is expected to produce an objective descriptive account of the implementation of reading corners as part of the School Literacy Movement, while also identifying supporting and inhibiting factors as well as its impact on increasing students' reading interest.

3 RESULT AND DISCUSSION

3.1 Results

3.1.1 Implementation of Reading Corner in Class IIIB as a School Literacy Movement Program at MI Al Wathoniyah 22, Bekasi City, West Java

The reading corner program at MI Al Wathoniyah 22 was initiated in the 2023/2024 academic year following a school directive requiring all homeroom teachers to provide a reading corner in each classroom. During the initial stage of implementation, the program had not yet functioned optimally, as it was limited to the provision of a table with a small number of books and was not supported by attractive arrangement or decoration. As a result, the reading corner was not fully utilized by students. Entering the 2024/2025 academic year, the school conducted evaluations and improvements, marked by the addition of a more diverse book collection and a more appealing classroom layout. These changes reflect continuous improvement efforts in implementing the reading corner program as part of the School Literacy Movement (SLM).

The reading corner program represents the school's commitment to supporting the SLM and fostering a reading culture among students. The main objectives of the program are to increase students' reading interest, provide easy and engaging access to reading materials within the classroom, and encourage students to use their free time for reading. This aligns with the statement of the school principal during an interview on April 17, 2025, who expressed that the reading corner is expected to cultivate students' love for books and accustom them to seeking information through reading activities.

Based on observations conducted on April 22, 2025, the book collection in the Grade IIIB reading corner was obtained through donations from students or their parents, as well as from the school library, with books exchanged on a weekly basis. The book exchange activities were carried out directly by students under the guidance of the homeroom teacher and the supervision of library staff. Each student took turns exchanging books according to a schedule determined by the teacher. This activity was met with high enthusiasm, as students were able to choose reading materials that they found interesting, such as illustrated storybooks, history books, natural science books, and readings related to Indonesian customs and culture.

The homeroom teacher recorded the books selected by students as a simple form of data collection. In addition, students were involved in organizing the books on the shelves and decorating the reading corner area. This involvement aimed to foster students' sense of responsibility, ownership, and care toward literacy facilities in the classroom.

The Grade IIIB reading corner was designed in a simple yet functional manner, utilizing small shelves, floor mats for seating, and decorations in the form of child-friendly stickers. The use of a floor-seating system was chosen due to limited classroom space and was considered more effective than using chairs and tables. The relaxed reading atmosphere allowed students to read together, share stories, and strengthen peer relationships. Pedagogically, this design supports students' learning comfort and encourages positive social interaction during reading activities.

Observations also indicated that students had become accustomed to maintaining the tidiness of the reading corner, as reflected in their habit of returning books neatly to the shelves and handling reading materials carefully. This condition suggests that the reading corner program not only enhances students' reading interest but also contributes to the development of discipline and responsibility.

The neat arrangement of the reading corner, the availability of attractive book collections, and the active role of teachers in providing reading motivation further encouraged students to engage in reading. This is consistent with questionnaire results showing that all students perceived teachers as playing a role in motivating reading activities. However, observations also revealed that reading activities in the reading corner had not yet been scheduled in a structured manner and were still carried out during free time between lessons, such as after completing assignments or during breaks. As a result, the utilization of the reading corner has not yet been evenly and consistently implemented.

3.1.2 Obstacles in Implementing the Reading Corner Program in Class IIIB MI Al Wathoniyah 22 Bekasi City, West Java

The implementation of the reading corner program in Grade IIIB at MI Al Wathoniyah 22 faced several challenges arising from both internal and external factors. The primary internal challenge was related to limited human resources, particularly the availability of library staff. The librarian, who was expected to assist students during the book exchange process, also served as a junior high school teacher and therefore was not always present in the library. As stated by the librarian during an interview:

"I am not always in the library. In addition to serving as a librarian, I also teach at the junior high school level."

As a result, the book exchange schedule, which was ideally conducted twice a week, could only be carried out once a week. This irregularity affected the smooth implementation of the reading corner program, particularly in terms of book circulation, which became less optimal and led to limited variation in reading materials available to students during certain periods.

In addition to internal challenges, external challenges were related to students' limited time for reading in the reading corner. Before formal lessons began, students had approximately 30 minutes, which were allocated to 15 minutes of Qur'an recitation and 15 minutes of congregational Dhuha prayer. During lesson hours, students' time was fully occupied with academic activities, leaving almost no additional time for reading. During recess, students tended to use their time for eating and playing with peers.

The Grade IIIB homeroom teacher stated that the dense academic schedule and routine activities constituted the main obstacles to providing dedicated time for reading in the reading corner, even though students' interest in reading was relatively high. This condition was further supported by students' statements indicating that the time available for reading in the reading corner felt very limited, leading them to read only after completing assignments while waiting for their classmates to finish their work.

Based on the research findings, it can be concluded that the challenges in implementing the reading corner program in Grade IIIB as part of the School Literacy Movement at MI Al Wathoniyah 22, Bekasi City, West Java, stem from two main factors. Internal challenges are associated with limited human resources, particularly library staff who also serve as teachers, resulting in irregular book exchange schedules. External challenges are related to students' limited time for reading due to dense religious activities, academic schedules, and recess activities.

3.1.3 The Impact of the Reading Corner on the Reading Interest of Grade IIIB Students at MI Al Wathoniyah 22, Bekasi City, West Java

Based on data obtained through observation, interviews, questionnaires, and documentation, the presence of a reading corner in Grade IIIB at MI Al Wathoniyah 22,

Bekasi City, has proven to bring a positive impact on fostering students' reading interest. These impacts can be explained as follows:

1) Increased Students' Reading Interest

The reading interest of Grade IIIB students increased after the reading corner was improved with a more attractive appearance and a more diverse book collection. Questionnaire results showed that 20 out of 26 students stated that they enjoyed reading in their free time, 4 students responded neutrally, and 2 students disagreed. These findings were reinforced by observational data indicating an increase in the number of students visiting the reading corner each day.

Based on the class visit log from the first semester of the 2024/2025 academic year, only 2–3 students visited the reading corner per day. However, in the second semester, following improvements to the facilities and the addition of more varied reading materials, the number of daily visits increased significantly to approximately 10–20 students.

The Grade IIIB homeroom teacher reported that after the reading corner was established in the classroom, students became more enthusiastic about reading due to the comfortable atmosphere and engaging books. Some students were even able to complete three or more books in a single day. Questionnaire results also indicated that students visited the reading corner voluntarily. This was further supported by students' statements expressing their enjoyment in visiting the reading corner whenever they had free time, either during recess or while waiting for classmates to complete their assignments.

In addition to increasing reading interest, improvements to the reading corner also had a positive impact on students' academic achievement. Based on an interview with the teacher on April 29, 2025, the average score in the Indonesian language subject increased from 82.42 to 90.08. This improvement indicates a positive relationship between reading habits fostered through the reading corner and students' literacy skills.

2) Increased Curiosity and Reasoning Skills

Initially, students were more interested in illustrated storybooks. However, over time, they began to show greater interest in informative books, such as readings on Indonesian customs and culture, types of waste, and other knowledge-related topics. This shift in reading preferences indicates that students no longer read solely for entertainment but also to gain knowledge and broaden their perspectives.

Questionnaire results showed that all students expressed interest in reading more of the books available in the reading corner. A total of 18 students agreed, 5 responded neutrally, and 3 disagreed that they visited the reading corner to deepen their understanding of previously read materials. Interview results also revealed that students enjoyed reading materials that provided knowledge beyond the classroom curriculum.

3) Enhanced Social Interaction and Reading Discussions

The reading corner program not only influenced students' reading habits but also encouraged social interaction among students. Students began sharing stories, discussing the content of books, and recommending their favorite books to peers. Observational findings indicated that reading discussions helped students better understand the content of the books and increased their motivation to read more.

3.2 Discussion

3.2.1 *Implementation of Reading Corner in Class IIIB as a School Literacy Movement Program at MI Al Wathoniyah 22, Bekasi City, West Java*

Based on the research findings, the implementation of the reading corner in Grade IIIB as part of the School Literacy Movement (SLM) program at MI Al Wathoniyah 22, Bekasi City, can be categorized as fairly effective. The program has successfully fostered students' reading interest through the provision of engaging reading materials, teacher support, and students' involvement in managing the reading corner, such as organizing and decorating the reading area. In addition, the comfortable design of the reading corner creates a pleasant literacy environment and supports the development of a reading culture in the classroom. In practice, students utilize their free time to read, indicating that the reading

corner has implemented the core principles of the SLM, namely reading habituation, the provision of a literate environment, and active participation of classroom members.

These findings are consistent with the study by Islam and Adela, which states that an attractive reading corner design can enhance students' reading interest and bring them closer to reading resources (Islam & Adela, 2022). Similar results were also reported by Mansyur et al., who explained that reading corners are used for pre-learning reading activities, student literacy practices, and filling spare time (Mansyur, Rusdiah, Hidayat, & Annisa, 2024). Furthermore, research by Mardhatila et al. shows that the implementation of reading corners conducted regularly before learning activities, accompanied by stages of planning, implementation, evaluation, and renewal, can support the success of literacy programs in elementary schools (Mardhatila, Khoirunnisa, Ismiati, Azhara, & Jannah, 2024).

3.2.2 Obstacles in implementing the IIIB reading corner program at MI Al Wathoniyah 22, Bekasi City, West Java

The research findings indicate that the challenges in implementing the reading corner program in Grade IIIB consist of internal and external factors. Internal constraints are related to limited human resources, particularly the librarian who also serves as a junior high school teacher. This dual role results in the book exchange schedule, which is intended to be conducted twice a week, being reduced to once a week, thereby limiting the effectiveness of book circulation.

External constraints are associated with students' limited time to read in the reading corner. Time before lessons is allocated for Qur'an recitation and congregational Dhuha prayer, instructional hours are filled with academic activities, and break times are mostly used for eating and playing. Consequently, many students feel that they do not have sufficient time to engage in reading activities optimally.

These findings are consistent with the study by Nuraini and Amaliyah, which identifies challenges in reading corner implementation, including limited access to relevant book collections and low reading motivation among some students (Nuraini & Amaliyah, 2024). Similarly, Mardhatila et al. reported obstacles such as an insufficient number of reading materials, the absence of dedicated time for literacy activities, and suboptimal teacher involvement in facilitating reading activities (Mardhatila, Khoirunnisa, Ismiati, Azhara, & Jannah, 2024). Furthermore, Seniani et al. found that limited book variety and low student initiative in utilizing free time were major barriers to the effective use of reading corners in elementary schools (Seniani, Numertayasa, & Sudirman, 2023).

3.2.3 The impact of the reading corner on the reading interest of IIIB students at MI Al Wathoniyah 22, Bekasi City, West Java

Based on the research findings, the impact of the reading corner on the reading interest of class IIIB students at MI Al Wathoniyah 22, Bekasi City, West Java, is highly positive and significant. The reading corner program has produced tangible effects on the improvement of literacy within the class IIIB environment, benefiting students, teachers, and the school as a whole.

For students, the positive impacts include a significant increase in reading interest, as reflected in regular and voluntary visits to the reading corner, improved academic achievement particularly in literacy-related subjects such as Indonesian Language enhanced curiosity and reasoning abilities, as well as the development of discussion habits and social interaction through literacy activities.

For teachers, the reading corner program helps create a more active learning environment, as students become better prepared, possess broader knowledge, and demonstrate greater interest in learning materials.

For the school, the presence of the reading corner reflects the institution's commitment to supporting the School Literacy Movement (SLM). It contributes to the development of a literacy culture within the school environment, improves the quality of learning, and

creates a conducive, active, and enjoyable learning atmosphere. This program also serves as an indicator of the school's ability to provide supporting facilities for fostering students' character development and literacy skills.

These findings are consistent with the study by Sukriadi et al., which stated that reading corners contribute to increasing the reading interest of second-grade students at SD Negeri 021 Sungai Kunjang, as well as fostering responsibility in maintaining cleanliness, enhancing self-confidence, and encouraging students to read aloud in front of others (Sukriadi & Maulida, 2022).

According to Rizky Novia Saputri et al., reading corners have four main functions: serving as reading facilities, providing up-to-date reading materials, creating a comfortable reading atmosphere, and acting as an attractive space that encourages students to read (Saputri, Pradana, Apriliyanto, & Wahyudi, 2022).

Ujang Jamaludin also stated that reading corners have a positive impact on shaping students into literate individuals who are able to understand information and respond appropriately, as they develop an understanding of phenomena occurring in their surrounding environment (Jamaludin, Setiawan, Nisa, Qorina, & Maulida, 2023).

Thus, the reading corner functions not only as a reading facility but also as a pedagogical strategy that positively affects students' cognitive, affective, and social aspects.

4 CONCLUSION

The implementation of the reading corner in Grade IIIB at MI Al Wathoniyah 22 has proven to be effective in fostering students' reading interest and cultivating a literacy culture in the classroom. Students have become accustomed to reading during their free time without any coercion, indicating that literacy activities have become a part of their daily routine. A comfortable atmosphere, engaging reading materials, and the active involvement of both teachers and students are key factors behind the program's success.

However, several challenges remain, both inside and outside the classroom. Internal challenges include limited library staff, suboptimal teacher involvement, and varying levels of student motivation. External challenges, such as students' busy schedules and the limited collection of books, also affect the smooth implementation of the program.

This conclusion highlights the importance of strengthening institutional support and developing the reading corner program sustainably. The program not only impacts students' reading interest but also contributes to the development of positive character traits and the improvement of academic achievement. Therefore, the reading corner has great potential to be more widely implemented to strengthen literacy in primary schools.

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