



Reading Corner as a Medium for Increasing Interest in Reading in Tenrigangkae Village

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ABSTRACT

The reading interest of Indonesians is still relatively low, especially in rural areas. A similar condition was found in Tenrigangkae Village, where children spend more time with their gadgets than reading books. To address this issue, a reading corner program was designed as an alternative means of improving basic literacy by providing a simple, comfortable, and child-friendly reading space. This study used a qualitative descriptive method with a field research approach, through the stages of preparation, implementation, and evaluation. Data were collected through observation, interviews, and documentation. The results show that the reading corner, which was rearranged with a diverse collection of reading materials, simple decorations, and supported by joint literacy activities, was able to attract children's enthusiasm for reading. The evaluation showed positive behavioral changes, namely an increase in interest, involvement, and reading habits. These findings confirm that reading corners not only function as book storage spaces but also as effective educational tools in fostering a culture of literacy in rural areas. Prospects for developing this program include adding to the reading collection, organizing ongoing literacy activities, and involving teachers and parents so that it can be replicated as a model for community-based literacy empowerment.

1. INTRODUCTION

Reading is a fundamental skill that is essential in supporting the development of science and the quality of human resources. Education in Indonesia refers to the concept of lifelong learning, which emphasizes that the learning process continues throughout life, and one of the tangible manifestations of this concept is reading [1]. Reading itself means translating and interpreting symbols or letters in a language that is understood by the reader. In this context, basic literacy, which includes the ability to listen, speak, read, write, and count, is an important foundation for people to be able to participate in various areas of life [2].

However, reality shows that the level of reading interest among Indonesians is still relatively low. This condition is also evident in Tenrigangkae Village, where children and teenagers spend more time with gadgets than reading books. In fact, literacy is an important foundation for developing critical thinking skills, broadening knowledge, and improving the quality of education [3]. Therefore, a simple literacy platform is needed that can create a comfortable and interesting learning environment for the village community.

One solution that can be implemented is a reading corner. A reading corner is a place that children can use to increase their interest in reading while reducing their tendency to play with gadgets. A reading corner is a space that offers a variety of books to read, borrow, and follow up with literacy activities [4]. Meanwhile, a reading corner is a corner of a room that provides reading materials to support the learning process [5]. Its role is as a reading facility, a source of knowledge, a comfortable space, and a provider of interesting reading material [6].

During the Community Service Program (KKN) in Tenrigangkae Village, students revitalized the reading corner through various measures, such as organizing group reading activities, tidying up the book collection, and decorating the room with stickers and simple decorations. This effort aimed to create a comfortable, enjoyable, and conducive atmosphere for increasing the reading interest of the village

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community. Observations showed that the direct involvement of students and the community could increase the utilization of the reading corner as a center for literacy.

The new value of this study lies in the strengthening of community-based reading corners in Tenrigangkae Village as a model for developing literacy in rural communities. The integration of physical facility improvements with interactive literacy activities makes reading corners not only places for reading, but also a means of sustainable literacy empowerment [7]. Thus, this study is expected to enrich the literature on literacy culture in rural areas while serving as a concrete example of innovation in increasing community interest in reading [8].

2. Method

The reading corner program in Tenrigangkae Village was implemented from June 30 to August 31, 2025, adapting the implementation stages described by Martha et al. [1], namely the preparation, implementation, and evaluation stages.

1. Preparation Stage

The KKN team coordinated with Tenrigangkae Village officials regarding the condition of the reading corner that was already available in the village hall. Since books were already available from the village library, the team did not procure any new books. The main focus of the preparations was to draw up a plan for the layout of the space, prepare stickers, and set up a schedule for reading activities with the children.

2. Implementation Stage

At this stage, the team rearranged the reading corner, organizing the books in a more systematic manner and adding stickers and simple decorations to create a comfortable and inviting reading space. In addition, the team also held regular reading activities with the village children throughout the program.

3. Evaluation Stage

The evaluation was conducted simply through direct observation during the shared reading activity. The focus of the evaluation was to observe the children's enthusiasm and engagement in the reading activity, so that it could be determined whether the layout of the reading corner and the activities carried out were able to attract their interest in reading.

The research technique used was field research with a descriptive qualitative approach, namely by collecting data through observation, interviews, and documentation, which was then analyzed to obtain an overview of the effectiveness of reading corners as a medium for increasing interest in reading in Tenrigangkae Village.

3. RESULTS AND DISCUSSION

Community service in the form of the Reading Corner program in Tenrigangkae Village takes the form of a simple library with a diverse collection of books. The collection includes non-fiction reading materials such as scientific literature and textbooks, fiction such as children's stories and comics, and religious books. The types of books read in the reading corner can include both fiction and non-fiction [9]. This reading corner is permanently located in the Tenrigangkae Village Hall as part of a student work program, with the main objective of fostering an interest in reading among the village children. The reading corner is also expected to be a positive alternative activity that is more beneficial than excessive use of electronic devices.

3.1. Preparation Stage

The initial stage of implementing the reading corner program in Tenrigangkae Village began with coordination with village officials on June 30, 2025, to observe the most suitable location for the reading corner. Based on the results of the observation, the village office was agreed to be the most strategic place to establish the reading corner. This location was chosen based on its accessibility to the community, its proximity to schools in the village, and the availability of a library that provides a variety of books, making it easy for students to stop by and use the facilities.

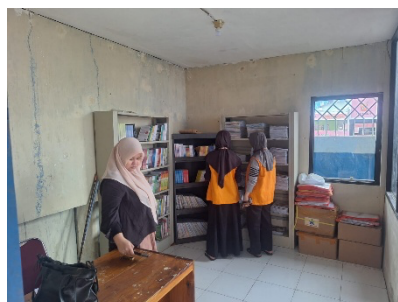


Figure 1. Observation of the reading corner location in Tenrigangkae village

In the next stage, the UNM KKN-T team in Tenrigangkae Village began planning various things to prepare for the reading corner that would be located in the village office library. The planning began with conceptualizing the reading corner and determining the materials needed to beautify it and attract the interest of the village community in reading.



Figure 2. Planning a reading corner

3.2. Implementation Stage

The book compilation and sticker placement took place on July 11, 2025, at the Tenrigangkae Village library corner. The location was recommended by the Tenrigangkae Village Head because it is easily accessible, open to the public, and strategically located for community use. Through this activity, the UNM Tenrigangkae Village KKN-T Team strives to create a child-friendly reading space by providing a variety of age-appropriate reading materials. The presence of the reading corner is expected to foster a culture of literacy, particularly by increasing children's interest in reading, while also serving as a beneficial learning tool outside of school activities. Literacy development, including reading comprehension, is a crucial aspect in the language development of young children as a foundation for their future lives [10].



Figure 3. Book compilation and sticker placement

After the reading corner was neatly arranged, the activity continued with literacy activities with the children of Tenrigangkae Village. The UNM KKN-T team invited the children to read together, listen to stories, and have light discussions about the content of the readings. This activity was not only aimed at introducing various types of books, but also at creating a fun learning atmosphere. Through this direct interaction, the children were encouraged to become more confident in reading, able to understand the content of the reading material, and develop positive habits in utilizing the reading corner as an alternative learning space. A reading corner with proper management can have a positive influence on increasing children's interest in reading, especially at the age of 5–6 years [11].

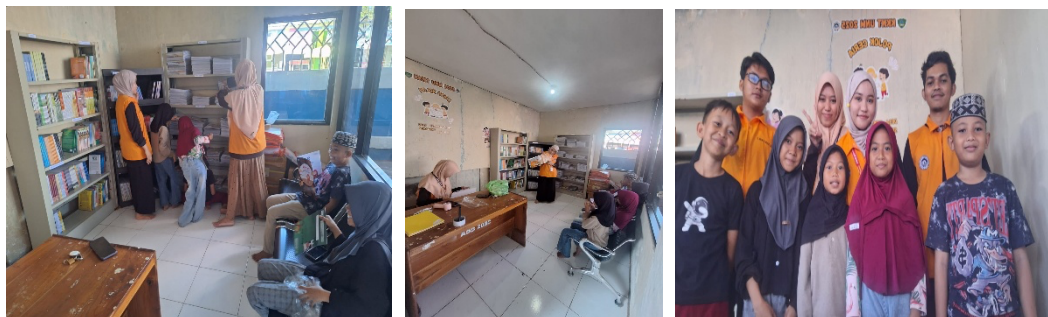


Figure 4. Conducting literacy activities with village children

3.3. Evaluation Stage

The evaluation stage was conducted to determine the extent to which the reading corner was able to impact the children of Tenrigangkae Village. The UNM KKN-T team conducted observations during the activities, paying attention to the children's enthusiasm in choosing books, their seriousness when reading, and their participation during storytelling and discussion sessions. Additionally, the team recorded the children's spontaneous responses, which showed their curiosity and excitement when participating in literacy activities.

The evaluation results show that the reading corner has been positively received, especially by children who previously spent more time on their gadgets. They have begun to show interest in returning, even without being accompanied by the team. It is hoped that this reading corner will create and instill a culture of reading and a love of reading [12]. Fostering children's interest in reading and developing reading habits are efforts that need to be started as early as possible [13]. These findings confirm that the reading corner is not just a place to store books, but also an effective educational tool for fostering a culture of literacy and building reading habits in the Tenrigangkae Village community.

4. CONCLUSION

The reading corner program in Tenrigangkae Village has been successfully implemented as a concrete effort to increase the community's interest in reading, especially among children. Through the provision of a diverse collection of reading materials, the creation of a child-friendly reading space, and the implementation of joint literacy activities, the reading corner has become a positive alternative activity that is more beneficial than the use of electronic devices.

The evaluation results show that the reading corner has received a positive response from the village children, as seen from their enthusiasm in reading and interacting with the reading materials. With this reading corner, it is hoped that a culture of reading and a love of reading can be created and instilled [12]. Fostering children's interest in reading and making reading a habit are efforts that need to be started as early as possible [13]. Thus, the reading corner is not just a space for storing books, but also an educational tool that encourages the growth of a culture of literacy and has the potential to have a long-term impact on improving the quality of human resources in Tenrigangkae Village.

The prospects for developing this program are still wide open, for example through the addition of a more varied collection of reading materials, the organization of ongoing literacy activities, and the involvement of more parties such as teachers and parents in order to create a strong reading ecosystem. In addition, reading corners also have the potential to be developed into a model for empowering rural communities in the field of non-formal education, which can be applied in other villages as part of efforts to support the national literacy movement.

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