

JEs (2025), E-ISSN 3031-4232

**JEs**

**Journal of Educational Studies**

<https://ejournal.baleliterasi.org/index.php/JEs>



## **The Utilization of the Reading Corner as a Learning Resource That Supports Literacy in Elementary School Students**

**Abdul Rokip<sup>1</sup>, Rohini<sup>2</sup>, Lalu Selamat Suwarman<sup>3</sup>, Zahroul Aini<sup>4</sup>, Hidayati<sup>5</sup>, Muawwanah Sholihah<sup>6</sup>, Madinatul Munawaroh<sup>7</sup>, Wiwin Astuti<sup>8</sup>**

<sup>12345</sup>Elementary School Teacher Education Study Program,  
Universitas Hamzanwadi, Indonesia

[abdulrokip034@gmail.com](mailto:abdulrokip034@gmail.com)<sup>1</sup>, [rohini.rohini@hamzanwadi.ac.id](mailto:rohini.rohini@hamzanwadi.ac.id)<sup>2</sup>,

[Iselametsuwarnansdn1pitaik@gmail.com](mailto:Iselametsuwarnansdn1pitaik@gmail.com)<sup>3</sup>, [zahroulspdsd21@guru.sd.belajar.id](mailto:zahroulspdsd21@guru.sd.belajar.id)<sup>4</sup>,  
[h934409@gmail.com](mailto:h934409@gmail.com)<sup>5</sup>, [muawwanahsholihah@gmail.com](mailto:muawwanahsholihah@gmail.com)<sup>6</sup>, [hmmukarramh@gmail.com](mailto:hmmukarramh@gmail.com)<sup>7</sup>,  
[Wiwinastuti774@gmail.com](mailto:Wiwinastuti774@gmail.com)<sup>8</sup>

### **Abstract**

This study examines the utilization of reading corners as learning resources to support student literacy at SDN 3 Labuhan Haji, grounded in the importance of developing a strong literacy culture in elementary education to foster critical, creative, and communicative thinking skills. Using a qualitative descriptive design, data were collected through observations, semi-structured interviews, and documentation involving 17 students in grades IV and V, classroom teachers, and the school principal, and were analyzed using the Miles and Huberman framework. The findings indicate a marked improvement in students' literacy engagement following the systematic implementation of the reading corner, as evidenced by consistent daily reading activities of 10–15 minutes before lessons, increased voluntary reading during break times, and a shift in student participation from low to high. Teachers' active involvement in guiding book selection and facilitating post-reading reflection contributed to a more interactive and literacy-rich classroom atmosphere. Interview data further reveal enhanced reading interest, improved text comprehension, and greater student confidence in retelling reading content. Despite these positive outcomes, challenges such as limited book collections and insufficient variation in literacy activities persist, highlighting the need for stronger school and community support to enrich reading resources and sustain reading corner-based literacy programs.

**Keywords:** *Reading Corner, Learning Resource, Literacy, Elementary School Students*

## 1. Introduction

Literacy is a fundamental competency that underpins learning across all disciplines, particularly at the primary and secondary education levels. Traditionally, literacy has been understood as the ability to read and write; however, contemporary perspectives conceptualize literacy as a multidimensional capacity encompassing the ability to access, interpret, evaluate, and utilize information effectively in diverse social, cultural, and digital contexts (Lessy, 2022). Within formal education, literacy functions not merely as a technical skill but as a critical foundation for academic achievement, cognitive development, and lifelong learning (Rakhmawati & Mustadi, 2022).

From a sociocultural perspective, literacy development is closely connected to students' learning environments and daily practices. Ate and Lede (2022) emphasize that literacy extends beyond decoding texts to include critical thinking, meaning-making, and the application of knowledge in real-life contexts. This view aligns with literacy culture theory, which posits that sustained exposure to print-rich environments and habitual engagement with texts are essential for fostering meaningful literacy practices. Therefore, schools play a strategic role in constructing learning environments that normalize reading as a daily activity rather than an isolated academic task.

One crucial factor influencing literacy achievement is students' reading interest. Reading interest acts as a motivational driver that determines students' willingness to engage with texts voluntarily and consistently. According to motivation theory in reading, learners with strong intrinsic reading interest demonstrate higher persistence, deeper comprehension, and greater academic resilience. Umairah and Amaliyah (2022) argue that without genuine interest, reading activities become mechanical and ineffective, resulting in minimal comprehension and limited knowledge acquisition. Thus, developing reading interest especially at the elementary level is a prerequisite for building sustainable literacy competence.

In response to declining reading habits, the Indonesian Ministry of Education and Culture launched the School Literacy Movement (Gerakan Literasi Sekolah/GLS) through Permendikbud No. 23 of 2015, aiming to cultivate a nationwide literacy culture. One of the key strategies promoted within this policy is the establishment of reading corners in classrooms. Reading corners are designed as accessible, student-centered literacy spaces that function as extensions of school libraries, enabling students to interact with reading materials in a more informal and supportive

environment (Ministry of Education and Culture, 2018). Previous studies have shown that reading corners can enhance students' reading habits and classroom engagement when supported by active teacher facilitation (Indriani et al., 2022).

However, despite growing empirical attention to school literacy programs, most previous studies focus primarily on policy implementation or descriptive outcomes, such as increased reading frequency, without sufficiently examining how reading corners function as transformative learning environments that simultaneously shape literacy culture, reading interest, and classroom practices. Furthermore, limited research integrates theoretical perspectives on literacy culture and learning environment transformation to explain *why* and *how* reading corners contribute to sustained literacy development. This lack of theoretical integration constitutes a significant gap in the existing literature.

Addressing this gap, the present study offers a novel contribution by conceptualizing the reading corner not merely as a physical facility, but as a pedagogical and cultural intervention that transforms the classroom into a literacy-rich learning environment. By integrating theories of literacy culture, reading motivation, and environmental learning design, this study examines how reading corners influence students' reading interest, habitual literacy practices, and teacher engagement in elementary school settings. This theoretical integration distinguishes the study from prior research that treats reading corners as supplementary infrastructure rather than as agents of educational transformation.

Preliminary observations indicate that the implementation of reading corners is associated with increased voluntary reading, higher student participation in literacy activities, and stronger teacher–student interaction during reading sessions. Nonetheless, challenges remain, including limited book collections and inconsistent reading routines, which threaten the sustainability of literacy initiatives. Therefore, this study not only analyzes the impact of reading corners on literacy development but also proposes strategic recommendations for strengthening collaboration among schools, teachers, and parents to ensure a sustainable literacy culture.

In summary, this research advances existing scholarship by providing a theoretically grounded and context-sensitive analysis of reading corners as instruments for fostering reading interest, transforming learning environments, and cultivating a sustainable literacy culture in elementary education.

## 2. Method

### 2.1 Participants

This research involved participants consisting of students, teachers, and principals at SDN 3 Labuhan Haji. The selection of participants was carried out using the purposive sampling technique, which is the selection of subjects based on certain considerations that are relevant to the purpose of the research.

Students A total of 17 students from grades IV, V, and VI were made the main participants. These students were selected because they have actively used *the Reading Corner* in learning activities and school literacy activities. They are the main source of information about how the *Reading Corner* is used as a means of learning and developing reading interests. Homeroom teachers also participated in providing information about the strategy for using the *Reading Corner* in teaching and learning activities, as well as how teachers play a role in fostering a literacy culture in schools.

The principal of SDN 3 Labuhan Haji was also a participant as a key informant to provide views on school policies in supporting literacy programs and the provision of *Reading Corners* as a means of learning. By involving the three groups of participants, the researcher obtained comprehensive data on the role and use of *the Reading Corner* as a learning resource that supports literacy at SDN 3 Labuhan Haji.

### 2.2 Data Collection

#### 2.2.1 Instrument of Collecting Data

The data collection instruments in this study were designed to obtain accurate and comprehensive information regarding the use of the Reading Corner as a learning resource that supports student literacy at SDN 3 Labuhan Haji. Data were collected through semi-structured interviews and documentation. The interview guidelines were employed to gather qualitative data from teachers, the school principal, and students, allowing the researcher to explore participants' perspectives in depth while maintaining focus on predetermined themes. The interview aspects included students' perceptions of the Reading Corner, the frequency and manner of its use in learning activities, teachers' efforts to integrate the Reading Corner into instructional practices, and school support for literacy programs through the Reading Corner. In addition, documentation

techniques were used to complement interview data by examining relevant school records, such as lists of books and reading materials available in the Reading Corner, schedules of school literacy activities, photographs of literacy practices and Reading Corner utilization, and records of students' book-borrowing activities.

### 2.2.2 Techniques for Collecting Data

In this study, multiple data collection techniques were employed to obtain in-depth information regarding the use of the Reading Corner as a learning resource supporting student literacy at SDN 3 Labuhan Haji. Data were gathered through semi-structured interviews, observations, and documentation. Interviews were conducted with the school principal, teachers, and students to collect firsthand insights, allowing the researcher to follow a set of guiding questions while providing participants with the flexibility to express their perspectives freely. Observations were carried out in a non-participatory manner to directly examine the implementation of Reading Corner activities, focusing on students' reading behavior, teacher–student interactions, and the physical condition of the Reading Corner environment. Additionally, documentation techniques were used to complement interview and observational data through the collection of supporting evidence, including photographs of literacy activities, inventories of Reading Corner book collections, student book-loan records, and archived documents related to school literacy programs, thereby strengthening the credibility and completeness of the research findings.

### 2.3 Data Analysis

Data analysis in this study was conducted qualitatively to obtain an in-depth understanding of the use of the Reading Corner as a learning resource supporting student literacy at SDN 3 Labuhan Haji. The analysis process was carried out continuously from the initial stage of data collection through to the completion of the study. Following the qualitative data analysis framework proposed by Miles and Huberman (1994), the analysis involved three interconnected steps: data reduction, data display, and conclusion drawing and verification. During data reduction, the researcher selected, focused, and simplified data obtained from interviews, observations, and documentation to ensure relevance to the research objectives. The reduced data were then systematically presented through narrative descriptions, tables, or matrices to facilitate interpretation and to identify patterns and relationships among data categories. Finally, conclusions were drawn based on emerging

themes, patterns, and trends, and subsequently verified through data triangulation by comparing findings from interviews, observations, and documentation to enhance data validity. Through this systematic qualitative analysis process, the study provides a comprehensive and credible portrayal of the effectiveness of the Reading Corner in supporting literacy development within the elementary school environment.

### 3. Results

Observation and interview data indicate a positive shift in students' reading engagement following the systematic use of the Reading Corner. Classroom observations revealed that most students actively participated in 10–15 minutes of reading activities before lessons began, with several students voluntarily continuing to read during break time. This finding is supported by a teacher's statement: *"The reading corner is open every day, and students are required to use it every morning before lessons start. Over time, they have become more enthusiastic and independent in choosing books"* (Teacher Interview). Similarly, a student explained, *"I like reading here because the books are close to me, and I can choose storybooks with pictures"* (Student Interview). These interview excerpts confirm observational data showing increased reading frequency, improved classroom atmosphere, and higher student motivation toward literacy activities.

**Table 1. Observation Results of Reading Corner Utilization at SDN 3 Labuhan Haji**

Observation Aspect	Before Reading Corner	After Reading Corner
	Optimization	Optimization
Student reading participation	Low; students preferred playing	High; students read voluntarily
Frequency of reading activities	Irregular	Daily (10–15 minutes)
Teacher involvement	Limited	Active guidance and monitoring
Classroom atmosphere	Passive	Lively and interactive
Student interaction with books	Rare	Frequent and independent

The reading corner is the use of the corner of the classroom as a place to collect books from students in each class (Nugroho, 2016: 1045). The introduction of students to the classroom reading corner is expected to instil a reading culture from the beginning of the class. Considering that the reading culture of the Indonesian population is still relatively low, educational institutions should try to create a reading corner as a use of the classroom corner as a place to collect books. The books on the bookshelves of the reading corner in the classroom were taken from the library which was replaced once in three days. Based on the results of an interview with one of the class teachers, he said "this classroom reading corner is open every day, the classroom teacher is obliged to carry out student activities in this reading corner every morning." It is hoped that with this reading corner, students can be more active in other learning.

Figure 1. Students' Literacy Activities in the Reading Corner. This figure documents students' engagement in reading activities within the classroom Reading Corner at SDN 3 Labuhan Haji. The photographs illustrate students independently selecting books, reading during scheduled literacy time, and participating in post-reading activities such as retelling stories. The visual evidence supports observation and interview data indicating that the Reading Corner contributes to a more comfortable, student-centered, and literacy-rich learning environment.

At SD Negeri 3 Labuhan Haji, Labuhan Haji District, East Lombok Regency, the Teaching Assistance Student program contributes to increasing students' interest in reading through the use of reading corners as a learning resource. Before this program was implemented, the reading corner in the classroom was not well organized, the collection of books was still limited, and students rarely used it as a place to read. Many students prefer to play rather than open reading books in their free time. After the activity of using the reading corner was carried out, the learning environment in the classroom became livelier, and students began to show enthusiasm in participating in reading activities before learning began. Teachers also began to actively direct students to choose books, read independently, and retell the content of reading as a form of simple literacy reflection. The change in the learning atmosphere is seen through the increase in students' participation in reading activities and their curiosity about the available book collection. The documentation of the activity of using the reading corner also shows that students are increasingly at home in the classroom and make reading a fun activity.



Figure 1. The Students' Activities in Reading Corner

The reading corner at SDN 3 Labuhan Haji has a very important role in the learning process and in efforts to build a literacy culture in the school environment. Its existence is not only a complement to classroom facilities, but also an alternative learning space that students can use every day. Through the reading corner, students have a wider opportunity to get to know various types of reading, both story books, general knowledge, motivational books, and illustrated literacy materials that are appropriate to their age. This makes students not only learn from the package books but also gain additional knowledge and insights from various sources that are more varied and interesting.

One of the main roles of the reading corner at SDN 3 Labuhan Haji is to foster interest and reading habits in students from an early age. With easy access to books in the classroom, students are more encouraged to read without feeling forced. They can choose books according to their interests and reading ability levels, so that literacy activities feel more fun and not boring. Reading habits that are repeated can help students improve basic literacy skills, such as reading fluently, understanding the content of reading, enriching vocabulary, and rewriting information obtained from books.

The reading corner also plays a big role in supporting the learning process in the classroom. Teachers often use the reading corner as an additional source of reference when the learning process takes place, especially in thematic learning that requires various information from various sources. Students are invited to look for data or simple facts from available books, so that learning becomes

more meaningful, contextual, and not only teacher-centered. This activity also trains students to be more active, independent, and responsible in learning, as they are used to looking for new answers or knowledge on their own initiative.

In addition, the reading corner at SDN 3 Labuhan Haji is a means of developing students' critical thinking skills and creativity. After reading a book, students are often asked to restate the content of the story, write a summary, or discuss the moral message contained in the reading. This activity makes students learn to analyse information, express opinions, and connect the content of reading with daily life. It is not uncommon for reading corners to be used as a place for literacy activities such as storytelling, reading aloud, reading competitions, or writing short stories, all of which aim to improve literacy skills while fostering confidence in students.

The reading corner also plays a role in supporting the School Literacy Movement (GLS) program implemented at SDN 3 Labuhan Haji. Activities such as reading 10–15 minutes before the lesson starts, writing a reading journal, and weekly or monthly literacy activities, can run more purposefully with the support of reading corner facilities. In addition, the reading corner is also a strategic place to get used to positive behaviour in students, such as discipline in reading, responsibility in tidying up books after use, and mutual respect when other friends are reading.

Not only that, but the reading corner also creates a more comfortable, interesting, and child-friendly learning atmosphere. The arrangement of books, colourful decorations, and the relaxed atmosphere of the reading corner make students feel at home reading for a long time. This pleasant learning environment has a great effect on the psychological and academic development of students, as they learn without feeling stressed. The reading corner also allows for differentiated learning, because students can choose reading according to their interests and abilities, so that all students get a learning experience that suits their individual needs.

Therefore, the reading corner at SDN 3 Labuhan Haji has a very big role in building a generation of students who like to read, have broad insights, think critically, be independent, and have character. Through consistent utilization and a supportive literacy environment, the reading corner becomes one of the important elements that not only helps with academic improvement but also forms positive habits that will benefit students' futures.

To ensure the trustworthiness of the findings, this study applied data triangulation by comparing information obtained from interviews, observations, and documentation. Interview data from teachers, students, and the principal were cross-checked with observation records of classroom literacy activities and supporting documents such as photographs and book-loan records.

Credibility was strengthened through prolonged engagement in the research setting and repeated observations of Reading Corner utilization. Transferability was supported by providing rich descriptions of the school context and literacy practices, while dependability and confirmability were ensured through systematic data analysis procedures following Miles and Huberman's (1994) framework.

In conclusion, the findings indicate that the Reading Corner plays a significant role in enhancing students' reading interest, fostering habitual reading practices, and creating a more literacy-rich classroom environment at SDN 3 Labuhan Haji. Supported by observation data, interview excerpts, and documentation evidence, the Reading Corner was shown to encourage active student engagement, strengthen teacher involvement in literacy activities, and support the effective implementation of the School Literacy Movement. Overall, the integration of the Reading Corner as a classroom-based learning resource contributes positively to the development of a sustainable literacy culture in elementary school settings.

#### 4. Discussion

Based on the results of research conducted at SDN 3 Labuhan Haji, the Reading Corner has a very important role in supporting literacy activities and the learning process of students in elementary schools. The existence of the *Reading Corner* is not only a place to read for students, but also a means of learning that encourages students to think critically, improve reading comprehension, and foster an interest in reading from an early age. This shows that *the Reading Corner* has become an integral part of teaching and learning activities at the school.

The findings of this study are consistent with and reinforce previous research on literacy development that emphasizes the importance of print-rich and supportive learning environments in fostering students' reading interest and literacy skills. Like previous studies on reading corner-based learning, the results show that the availability of accessible reading materials within the classroom encourages students to read more frequently, improves reading comprehension, and supports vocabulary development. However, this study extends existing research by demonstrating that the effectiveness of the Reading Corner is significantly strengthened when it is systematically integrated into daily learning activities through active teacher guidance, such as guided reading, storytelling, and post-reading reflection. In line with sociocultural and constructivist theories of learning, particularly those emphasizing social interaction and scaffolding, the findings highlight

the teacher's role as a facilitator in maximizing students' literacy development. Moreover, compared to studies that primarily view reading corners as supplementary facilities, this research shows that reading corners can function as transformative learning spaces that contribute to the formation of a sustainable literacy culture within the school environment. Therefore, the Reading Corner at SDN 3 Labuhan Haji not only confirms prior findings on the benefits of classroom-based literacy initiatives but also provides empirical evidence that structured implementation and collaborative support among teachers, students, and schools are essential for long-term literacy development.

The findings of this study corroborate previous research indicating that print-rich classroom environments, such as reading corners, play a crucial role in enhancing students' reading interest and literacy development (Nugroho, 2016; Indriani et al., 2022). Similar to earlier studies, the results demonstrate that easy access to diverse reading materials encourages frequent reading, supports reading comprehension, and enriches students' vocabulary. However, extending prior findings that often conceptualize reading corners merely as supplementary facilities, this study shows that their effectiveness is substantially amplified when they are pedagogically integrated into daily classroom practices through structured routines and teacher-led activities. In line with sociocultural learning theory and the concept of scaffolding (Vygotsky, 1978), active teacher involvement—such as guiding book selection, facilitating post-reading discussions, and linking reading materials to thematic learning—emerges as a key factor in sustaining students' literacy engagement. Furthermore, consistent with higher-order literacy frameworks emphasizing comprehension, reflection, and expression (Anderson & Krathwohl, 2001), the Reading Corner at SDN 3 Labuhan Haji was found to support not only basic reading skills but also students' critical thinking and simple writing abilities. Therefore, this study contributes to the existing body of literacy research by providing empirical evidence that reading corner-based learning, when systematically implemented and supported by collaborative school practices, can function as a transformative learning environment that fosters a sustainable literacy culture in elementary education.

This study contributes to the body of literacy education theory by extending sociocultural and constructivist perspectives on reading development within elementary school contexts. Consistent with Vygotsky's (1978) concept of scaffolding and Anderson and Krathwohl's (2001) higher-order literacy framework, the findings demonstrate that literacy development is most effective when reading activities are embedded within socially mediated and supportive learning environments.

Unlike previous studies that primarily conceptualize reading corners as static physical facilities, this research reconceptualizes the Reading Corner as a dynamic pedagogical space that facilitates interaction, reflection, and meaning making. By integrating literacy culture theory with classroom-based literacy practices, this study provides empirical evidence that sustained teacher involvement and routine-based reading activities are essential mechanisms for transforming reading corners into agents of literacy culture formation.

From a practical perspective, this study offers actionable insights for schools, teachers, and policymakers seeking to strengthen literacy programs at the elementary level. The findings indicate that reading corners are most effective when systematically integrated into daily instructional routines, such as structured reading time, guided discussion, and post-reading reflection activities. Teachers are encouraged to actively function as facilitators and motivators by guiding book selection, linking reading materials to thematic learning, and encouraging students to retell or summarize texts. For schools, the study highlights the importance of providing diverse and age-appropriate reading materials, organizing literacy-supportive classroom environments, and fostering collaboration with parents to sustain reading habits beyond school. At the policy level, the results support the enhancement of the School Literacy Movement (GLS) by emphasizing not only infrastructure provision but also pedagogical implementation and teaching capacity building to ensure long-term literacy development.

Therefore, this discussion shows that the *Reading Corner* at SDN 3 Labuhan Haji functions effectively as a learning resource that supports the development of student literacy. The use of *the Reading Corner* not only improves reading and writing skills but also fosters a positive attitude towards literacy activities. This success is inseparable from the synergy between students, teachers, and the school who are committed to realizing a reading culture in the elementary school environment.

## 5. Conclusion

By establishing a Reading Corner at SD Negeri 3 Labuhan Haji, the Community Service Program (PKM) activities have contributed significantly to increasing elementary school students' interest in reading. Through systematic stages of observation, planning, implementation, and evaluation—supported by close collaboration between teachers and students—the Reading Corner has become an engaging and educational learning tool. The findings indicate that students demonstrate higher reading engagement, reflected in increased frequency of visits to the Reading

Corner, improved reading comprehension, and greater confidence in retelling stories. Beyond enhancing literacy behaviors, this initiative has fostered a more comfortable, innovative, and literacy-rich learning environment, with program sustainability strengthened by teachers' continuous guidance and the integration of daily reading routines.

Nevertheless, this study has several limitations that should be acknowledged. The implementation was limited to a single elementary school, which may restrict the generalizability of the findings to other educational contexts. In addition, the study relied primarily on qualitative indicators of literacy improvement, such as observed behaviors and participant perceptions, without the support of standardized literacy assessment data. The relatively short duration of program implementation also limits the ability to evaluate long-term impacts on students' literacy development and academic achievement.

Based on these findings, several recommendations can be proposed. At the policy level, schools and education authorities are encouraged to support the systematic integration of Reading Corners into classroom-based literacy programs, accompanied by teacher training and the provision of diverse, age-appropriate reading materials. Sustained institutional support is essential to ensure the continuity and effectiveness of literacy initiatives beyond short-term programs. For future research, it is recommended that studies adopt mixed-methods or longitudinal designs to measure literacy outcomes more objectively and examine the long-term effects of reading corner-based learning across multiple schools and regions. Further investigations may also explore the integration of digital reading resources to complement traditional reading corners and respond to evolving literacy demands.

In conclusion, the Reading Corner at SDN 3 Labuhan Haji is not merely a physical facility but a strategic intervention for cultivating a sustainable literacy culture, improving learning quality, and shaping students' character from an early age. With targeted implementation, supportive policies, and continued research, reading corners can serve as an effective and scalable model for strengthening literacy development in elementary education.

## References

- Anderson, L. W., & Krathwohl, D. R. (2001). *A taxonomy for learning, teaching, and assessing: A revision of Bloom's taxonomy of educational objectives*. Longman.

- Ate, D., & Lede, Y. (2022). Literacy skills as a foundation for critical thinking development in elementary education. *Journal of Education and Learning*, 16(1), 45–54. <https://doi.org/10.11591/edulearn.v16i1.20456>
- Faiz, A., Rahmawati, D., & Suryani, N. (2022). Literacy development and reading comprehension skills among elementary school students. *Jurnal Pendidikan Dasar*, 13(2), 101–112. <https://doi.org/10.21009/JPD.132.05>
- Gipayana, M. (2019). *Pengantar literasi: Konsep, teori, dan implementasi dalam pembelajaran*. Universitas Negeri Malang Press.
- Indriani, R., Suciati, S., & Dewinta, Y. (2022). The effectiveness of classroom reading corners in improving students' reading motivation. *Journal of Literacy Education*, 6(1), 23–34. <https://doi.org/10.17509/jle.v6i1.41235>
- Kurniawan, W., Sari, R., & Prasetyo, A. (2021). Implementation of the School Literacy Movement (GLS) in Indonesian elementary schools. *Cakrawala Pendidikan*, 40(2), 356–368. <https://doi.org/10.21831/cp.v40i2.36872>
- Lessy, Z. (2022). Redefining literacy in the digital era: Challenges and opportunities for education. *International Journal of Literacy, Culture, and Language Education*, 3(2), 89–102. <https://doi.org/10.14434/ijlcle.v3i2.35241>
- Miles, M. B., & Huberman, A. M. (1994). *Qualitative data analysis: An expanded sourcebook* (2nd ed.). Sage Publications.
- Ministry of Education and Culture. (2018). *Panduan gerakan literasi sekolah di sekolah dasar*. Kementerian Pendidikan dan Kebudayaan Republik Indonesia.
- Nugroho, A. (2016). Classroom reading corners as a strategy to foster reading habits in elementary schools. *Jurnal Pendidikan Sekolah Dasar*, 5(2), 1043–1050.
- Rahmawati, Y., & Mustadi, A. (2022). Literacy competence as a foundation for academic achievement in primary education. *Jurnal Prima Edukasia*, 10(1), 1–10. <https://doi.org/10.21831/jpe.v10i1.48912>
- Umairoh, I., & Amaliyah, N. (2022). Reading interests and its influence on students' learning outcomes in elementary schools. *Jurnal Pendidikan Anak*, 8(2), 134–142. <https://doi.org/10.21831/jpa.v8i2.46281>
- Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Harvard University Press.