The Reflective Reading Corner: Enhancing Literacy and Critical Thinking in Elementary Schools

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A R T I C L E   I N F O

A B S T R A K

Salah satu tantangan utama dalam pemerataan mutu pendidikan di tingkat sekolah dasar adalah rendahnya kemampuan literasi baca siswa. Penelitian ini bertujuan untuk menganalisis efektivitas pojok baca dalam meningkatkan kemampuan literasi dan berpikir kritis siswa. Penelitian ini menggunakan desain kualitatif dengan metode pengumpulan data berupa wawancara, observasi, dan dokumentasi. Instrumen penelitian yang digunakan meliputi tes dan dokumentasi. Data dikumpulkan melalui wawancara dengan guru dan siswa, observasi aktivitas pojok baca, serta pengumpulan dokumen terkait kegiatan literasi di sekolah. Analisis data dilakukan menggunakan metode analisis tema untuk menemukan pola dan kategori yang relevan dengan fokus penelitian. Hasil penelitian menunjukkan bahwa pojok baca efektif dalam meningkatkan kemampuan literasi dan berpikir kritis siswa. Siswa yang memanfaatkan pojok baca lebih aktif dalam kegiatan literasi, memiliki minat baca yang lebih tinggi, serta menunjukkan perkembangan kemampuan berpikir kritis dalam proses pembelajaran. Guru juga memainkan peran penting dalam mengelola pojok baca dan menciptakan kegiatan yang mendukung pengembangan literasi siswa. Penelitian ini menyimpulkan bahwa pojok baca dapat menjadi strategi yang efektif dalam meningkatkan kemampuan literasi dan berpikir kritis siswa di sekolah dasar. Oleh karena itu, sekolah dan guru disarankan untuk mengembangkan pojok baca secara berkelanjutan agar dapat memberikan dampak positif yang lebih luas bagi siswa.

A B S T R A C T

One of the primary challenges in achieving equitable education quality at the elementary school level is students' low reading literacy skills. This study aims to analyze the effectiveness of reading corners in improving students' literacy and critical thinking skills. The research employed a qualitative design with data collected through interviews, observations, and documentation. The research instruments included tests and documentation. Data collection involved interviews with teachers and students, observations of reading corner activities, and documentation of literacy programs conducted by the school. Data analysis was carried out using thematic analysis to identify patterns and relevant categories. The findings revealed that reading corners effectively enhance students' literacy and critical thinking skills. Students who regularly visited the reading corner were more active in literacy activities, demonstrated higher reading interest, and showed improved critical thinking abilities during learning sessions. Teachers also played a crucial role in managing the reading corner and creating supportive literacy activities. The study concludes that reading corners are an effective tool for improving literacy and critical thinking skills in elementary students. Therefore, schools and teachers are encouraged to continuously develop reading corners to achieve broader positive impacts on student learning outcomes.

1. INTRODUCTION

Education is an activity that aims to improve individual abilities. Without realizing it, education has an important role in shaping a person into a smart and knowledgeable individual (Kudinov et al., 2020; Sorenson & Hanson, 2021). Education in the current era refers to four main pillars, namely: 1) learning to know, where learners learn various things to gain knowledge, 2) learning to do, where learners use knowledge to develop skills, 3) learning to be, where learners use knowledge and skills to find self-identity,

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and 4) learning to live together, where learners learn about interconnectedness and dependence among others, so that they can appreciate human relationships (Nurcholis & Hidayatullah, 2019; Utami et al., 2023). The implementation of education accessibility policies remains a top priority that needs to be resolved by the government. The link between accessibility and the issue of education equity is very real. Issues of education equity can affect the level of school quality. One of the main obstacles in the effort to equalize the quality of education is the challenge of reading literacy (Fedorov & Mikhaleva, 2020; Gould, 2017). This government initiative aims to involve all members of the school community (teachers, students, parents/guardians) and the broader community, considering them integral parts of the educational ecosystem (Hsieh et al., 2011; Juliyantika & Batubara, 2022). As a result, it is mandatory for all elementary school children to engage with reading materials comprising local stories and folktales that embody indigenous wisdom, setting the stage for their learning journey in elementary schools (Caemmerer & Hajovsky, 2022; Fuadi et al., 2017). This practice emphasizes the importance of incorporating local cultural elements into the reading materials before the commencement of classroom instruction 6.

The American Speech-Language-Hearing Association (ASHA) formulated a position statement on the roles and responsibilities of speech-language pathologists in relation to reading and writing in children. The statement states that speech-language pathologists have an important role in developing literacy for children and adolescents with communication disorders, as well as participating in community literacy efforts for the same age group (Dudu & Vhurumuku, 2012; Gupta et al., 2022). In addition, they are also tasked with preventing written language problems by encouraging the development of language and emergent literacy skills before conventional literacy skills are established. Despite this, only 25% of speech-language pathologists report postgraduate training in literacy intervention and less than half of clinicians in public schools with five years or less experience feel prepared to address written language problems in children with literacy needs (Liu et al., 2021; Stuart & Yates, 2018).

In 2015, the Ministry of Education paid special attention to two international studies, PIRLS and PISA, as Indonesia achieved low performance in both. Data from 2011 PIRLS showed that the reading ability of Indonesian fourth grade students ranked 45th out of 48 countries studied (Pratiwiningtyas et al., 2017). Meanwhile, PISA research in 2009, 2012, and 2015 showed that Indonesia ranked 57th out of 63 countries, 64th out of 65 countries, and 64th out of 72 countries, respectively (Potter, 2018). Seeing this low achievement, the Ministry of Education then issued Ministerial Regulation No. 23/2015 on the cultivation of character, which includes the habituation of literacy culture. The regulation became the basis for creating the School Literacy Movement (GLS), a program that aims to create a school environment with literate community members (Liansari et al., 2021; Wahab & Amaliyah, 2021). Literacy is a person's ability to write, read and think with the intention of improving understanding of information in a reflective, critical and creative manner (Parvathamma & Pattar, 2013; Potter & Thai, 2019). Therefore, literacy becomes the main foundation in the learning process at school. According to previous study in the context of 21st century development, literacy is considered the foundation for creating productive and effective learning activities (Parvathamma & Pattar, 2013). By engaging in literacy activities, learners can develop the skills to seek and process information that they encounter in their daily lives. High interest in reading will result in reading activities that have quality and meaning. Reading activity is one form of literacy that is key to educational progress, because the assessment of educational success does not solely lie in the academic achievements of students (Keefe, 2020; Wang et al., 2022). However, not all learners show a high interest in reading, which is often caused by limited vocabulary mastery. This condition can affect learners' speaking skills due to a lack of vocabulary understanding (Hashim et al., 2018; Prasetya, 2021). An increase in learners' interest in reading can be triggered by the ability to read, while a reading culture can grow from the habit of reading. The importance of instilling interest in reading from an early age can be the basis for the development of a reading culture in learners (Gilmanova, 2018; Liansari et al., 2021).

Because a high level of education can easily produce quality human resources, these human resources are the key to making a country progress in various sectors and compete globally with other countries. Currently, there are three leading international studies used to assess a country's level of education, namely PIRLS (Progress in International Reading Literacy Study), TIMMS (Trends in International Mathematics and Science Study), and PISA (Program for International Student Assessment). PIRLS focuses its research on the comprehension of elementary school students when faced with various readings and their involvement in the reading process. Meanwhile, TIMMS examines student achievement in Math and Science, while PISA examines reading literacy, Math literacy, and Science literacy (Piotrowska et al., 2022; Supandi & Senam, 2019). High interest in reading will result in reading activities that have quality and meaning. Reading activity is one form of literacy that is key to educational progress, because the assessment of educational success does not solely lie in the academic achievements of students (Ambarsari et al., 2021; Sumaryanti, 2020). However, not all learners show a high interest in reading, which is often caused by limited vocabulary mastery. This condition can affect learners' speaking skills due to a lack of vocabulary understanding (Prasetya, 2021; Setyaningsih, 2015). An increase in learners' interest in reading can be triggered by the ability to read, while a reading culture can grow from the habit of reading. The

importance of instilling interest in reading from an early age can be the basis for the development of a reading culture in learners.

The introduction of this reading corner can be explained as an effective method to optimize students' free time in reading books. Students do not need to go to the library, and they can read books on their own initiative without direct orders from the teacher when they have free time. To assess students' literacy levels, the assistant or teacher can ask questions about the key points of the reading that the students have accessed, and evaluation can also be done by noting the extent to which students can read fluently (Buhagiar & Tanti, 2011; Lampropoulos et al., 2019). The implementation of the reading corner is scheduled regularly, either after the morning prayer before starting the lesson or flexibly. According to the schedule, the reading corner lasts for 15 minutes, during which students read.

In the 21st century, modern technological advances such as podcasting and blogging have an impact on teaching and learning methods, as shown by (Rajandiran, 2022). Education today goes beyond traditional concrete media, and learning can also be facilitated through educational video games, an area that has been studied extensively to explore the effects of recent educational video games, as stated by other study collaboration between peers can give rise to challenges for students, especially those with social motivation vulnerabilities and reading difficulties (Parvathamma & Pattar, 2013). The emotional aspects of such collaborations are not well understood. In a learning environment, teachers and fellow students interact and influence each other in a dynamic system, as highlighted in research (Tseng et al., 2020; Weiwei et al., 2021). Reading comprehension plays an important role in young students' ability to acquire knowledge and apply it effectively in their studies and future careers, underscoring its importance (Moats, 2019; Nurbaya & Rahayu, 2019). This study aims to analyze the effectiveness of the reading corner in improving students' literacy and critical thinking skills at the Indonesian Primary School in Jeddah. The novelty of this research can focus on the "Reflective Reading Corner" method as an innovative reading environment in the classroom that encourages literacy and critical thinking skills. This method is different from conventional reading corners because it provides reflection, discussion and activities that stimulate students to analyze and understand the material read in depth.

2. METHOD

This research uses descriptive qualitative methods, observation, and interviews to collect data. In addition, this research also used the literature study method to analyse the data (Vaismoradi et al., 2016). The data used was obtained from various sources, including textbooks, research reports, theses, and research journals. After the data was collected, this research conducted a process of collecting, analysing, and summarising to reach conclusions relevant to the literature study. Researchers used a qualitative descriptive method to collect data. Qualitative descriptive method is a research method that utilises qualitative data and is described descriptively. This type of research aims to describe and illustrate existing phenomena, both natural and human-made, with more attention to the quality, characteristics, and interrelationships between activities. Data collection was carried out using observation and interviews. The subjects of this study were 6 teachers who have been teaching for 10 years and 21 grade 4 students selected by random sampling technique. Researchers must use the data collected appropriately and in accordance with the research objectives. The data and information used in this study were obtained through literature studies, observations and interviews. The classroom reading corner is organized in such a way as to create a comfortable environment, with a good arrangement of books and easy access for students. The implementation of the reflective reading corner aims to provide opportunities for students to read with critical thinking and reflection, integrating critical thinking skills into aspects of Indonesian language learning. Critical thinking skills are of key importance, enabling individuals to make rational decisions and choose the best options in dealing with various life situations. With strong literacy, it is expected that critical thinking skills will also increase, forming critical characters and personalities in various aspects of life, especially in Indonesian language learning which encourages students to love literacy through reflective reading corners.

The operationalisation of the theme analysis was done in the following way, Data was collected through interviews, observations, and documentation. This data was then stored and organised for analysis, Data Coding, data was coded using words or short phrases that captured the essence of a segment of data. This code was used to identify themes associated with the data, identification of themes the themes associated with the data were identified through analysis of the codes obtained from coding the data. These themes were then presented in the form of a clear and transparent report, theme interpretation, the themes identified were then analysed and interpreted to find meanings and implications associated with the data. These interpretations are used to determine the remedial actions required. In this study, theme analysis was used to identify themes related to students' literacy and critical thinking skills at Sekolah Indonesia Jeddah. The results of the theme analysis were used to determine the corrective actions needed to improve students' literacy and critical thinking skills.

3. RESULT AND DISCUSSION

Result

Improvement in students' interest in reading and reading habits, Improvement in students' interest in reading can be seen through the implementation of reading corners in the classroom. This reading corner is equipped with attractive decorations, a diverse collection of books, and other facilities that support reading activities. Students feel happy and comfortable in doing reading activities in the reading corner. They are also given 15 minutes to read before studying, which increases the intensity of students' reading time, The improvement of students' reading habits can be seen through reading activities carried out in the reading corner. Students can read books that suit their interests and needs. They can also share books with friends and discuss the contents of the books they read. Students who frequently visit the reading corner are also given gifts from the teacher, such as books, notebooks, and other learning tools, The results showed that the implementation of the reading corner in the classroom can increase students' interest in reading and reading habits. Students feel happy and comfortable in doing reading activities in the reading corner. They also increase the intensity of their reading time and share books with friends. Teachers also act as facilitators and motivators in students' reading activities.

Indications of the improvement in critical thinking skills seen from discussions and literacy activities include the following aspects: Analysis Ability, Students are able to analyse the content of the books they read more deeply, including identifying themes, characters and plots in the story, Evaluation Ability, Students are able to evaluate the content of the books they read better, including identifying strengths and weaknesses in the story, Connection Ability, Students are able to connect the content of the books they read with everyday life, identifying how the story can be applied in real life. Creativity ability, Students are able to show creativity in critical thinking by developing new ideas based on the stories they read, Communication Ability, Students are able to show good communication skills in critical thinking by sharing opinions and ideas with friends and teachers, Reflection Ability, Students are able to show reflection ability in critical thinking by identifying what they learned and how they can apply the knowledge they learned.

The impact of reading corners on the learning environment in schools changes in literacy culture, reading corners can improve literacy culture in schools by developing reading and writing habits among students. Students can be more active in participating in literacy activities and increase their interest in reading, Improved Literacy Skills, Reading corners can improve students' literacy skills by providing access to a variety of reading materials and developing students' analysis, evaluation and connection skills. Students can be more effective in understanding and using information obtained from reading materials. Changing the learning environment, the reading corner can change the learning environment in schools by creating a space that supports literacy. Students can be more comfortable and happy in doing literacy activities in the reading corner, thus increasing their awareness of the importance of reading and writing.Increased Student Participation, The reading corner can increase student participation in literacy activities by providing opportunities for students to actively participate in literacy activities. Students can be more active in discussing and sharing their opinions about the content they read.Improved Learning Quality, Reading corners can improve the quality of learning in schools by providing access to a variety of reading materials and developing students' analysis, evaluation and connection skills. Teachers can be more effective in teaching and increase students' awareness of the importance of reading and writing.

Discussion

Based on the statement given by the homeroom teacher of class IV-A, it is stated that learners show adequate enthusiasm for the implementation of the reading corner in class IV-A. This can be seen from the enthusiasm and interest in reading shown by students, both inside and outside the reading corner. Therefore, it can be concluded that the implementation of the reading corner is effective and feasible in this class (Marmoah & Poerwanti, Suharno, 2022). This is a support for efforts to improve learners' literacy and interest in reading in supporting the literacy program and the literacy movement as a whole. Therefore, it is important to implement efforts to empower literacy and critical thinking skills in individuals. This can be realized through the use of learning methods that have been proven effective in empowering literacy and critical thinking skills in individuals, as suggested by previous study critical thinking can occur at any point in a judgment, decision, or general problem-solving process (Wu et al., 2023). Whenever one tries to know what to believe, what to reason about. The processing through effort and reflective processes such as reading, writing, speaking and listening can all be done critically (Mahmudah & Drajati, 2017). Critical thinking is very important in order to be able to use the potential of the mind optimally so that individuals can make decisions correctly. The benefits of critical thinking skills in learning are very large in improving the learning process and results. In addition to the benefits of critical thinking skills in learning, it also has a role as an individual provision for the future (Kayaalp et al., 2020; Supandi & Senam, 2019). Several

studies prove the benefits of critical thinking skills in learning and as a provision for the future (Firdaus et al., 2015). Critical thinking skills are a process used in mental activities, such as decision making, problem solving, analyzing assumptions to conduct scientific research (Kabataş Memiş & Çakan Akkaş, 2020; Nugraha, 2018). And this is related to a person's ability in literacy, with literacy carried out by individuals such as by reading or listening to information or stories, individuals can find ways to solve problems, so that individuals will analyze these problems, so that in the end it will form a critical character or person.

Based on the data analysis, there is a significant difference between the conditions before and after the implementation of the reading corner (Maguet et al., 2021; Purwaningrum et al., 2021). The changes can be observed from week one to week four, where there is progress in literacy activities every week. In addition, learners' interest in reading also showed a positive increase. Learners actively spent their free time in the reading corner doing reading activities and playing the literacy snakes and ladders game, which reflected good participation (Keefe, 2020; Potter & Thai, 2019). The Reflective Reading Corner program can help elementary school students in Indonesia (in Jeddah) improve their literacy and critical thinking skills. By providing a supportive reading space, students are encouraged to analyze, evaluate, and relate information more critically, which ultimately helps build higher-order thinking skills. This research shows that a well-designed physical environment, such as a Reflective Reading Corner, has a positive impact on reading interest and critical thinking skills. This can be a reference for other schools in Indonesia or abroad to adopt a similar approach in improving the quality of literacy education. By having an attractive and comfortable reading corner, students become more motivated to read and engage in learning activities. This shows that positive learning environment design can encourage active student involvement, which will ultimately improve learning outcomes. This research is limited to Indonesian elementary school students in Jeddah, who may have unique characteristics. The results of this study may not fully represent the student population in Indonesia in general or even Indonesian students in other countries. If the Reflective Reading Corner program only lasts for a short period of time, the results of this research may not show a long-term impact on students' literacy and critical thinking abilities. Further research is needed to assess the long-term effectiveness of the program. External factors such as parental support, access to books outside of school, and students' socio-economic background may not be analyzed in this study. In fact, these factors can influence students' literacy development and critical thinking abilities.

4. CONCLUSION

The introduction of the reading corner can be done through a 15-minute reading habit, either before or after a learning session. Providing literacy games in the reading corner can be a tool to measure learners' abilities and skills, motivating them to regularly visit the reading corner. Rewarding learners who demonstrate good skills, abilities and score well in answering questions in the games can encourage learners to actively participate. With these incentives, it is expected that all learners will strive to always answer questions well and try to achieve the best performance.

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