

Analysis of Constraints in Utilizing Classroom Reading Corners to Foster Reading Interest

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Abstract

This study investigates and analyzes the primary obstacles hindering the utilization of reading corners at SDN 02 Dengilo. Although reading corners serve as essential literacy facilities designed to cultivate a reading culture and elevate students' interest, their practical implementation has not been entirely successful. Employing a qualitative descriptive approach, data was gathered through direct observations, structured interviews with fifth-grade homeroom teachers and students, and documentation. The data was subsequently analyzed using the Miles and Huberman model, which encompasses data reduction, data display, and conclusion drawing. The findings reveal four main constraints inhibiting the effectiveness of these facilities: (1) limited and monotonous book collections, (2) intrinsically low student interest in reading, (3) the overwhelming influence of gadgets and digital media, and (4) inadequate management coupled with a lack of book updates. Collectively, these constraints result in the suboptimal utilization of reading corners in fostering student literacy.

Keywords: *Reading Corners; Reading Interest; School Literacy; Literacy Facilities; Student Motivation*

Introduction

Reading is globally recognized as one of the four foundational language skills, playing a critical role in the educational sphere. It is a highly beneficial activity for individuals of all ages—children and adults alike—because it broadens horizons, augments knowledge, and significantly develops creative and critical thinking skills. In today's era of digital transformation, where access to vast amounts of information is unprecedented, mastering reading skills is a fundamental prerequisite for students to filter, critically analyze, and accurately evaluate the data they encounter daily. Furthermore, reading serves as a gateway to lifelong learning and personal empowerment. It equips individuals with the necessary vocabulary and cognitive agility to navigate complex societal challenges (Shoimah et al., 2026). As global communication becomes increasingly text-reliant, those who lack proficient reading abilities often find themselves marginalized. Therefore, cultivating this skill early on is not merely an academic requirement but a vital life skill essential for future success.

However, excellent reading skills cannot develop organically without a strong underlying interest in reading. Reading interest is defined as a strong inclination, high curiosity, or internal drive to engage in reading activities without any form of coercion. Unfortunately, data from UNESCO paints a stark picture for Indonesia, indicating that only 0.001% of Indonesians hold a genuine interest in reading, which translates to merely 1 in 1,000 individuals being an avid reader (Mabruri et al., 2026). This alarming statistic highlights that the literacy culture in Indonesia remains critically low, indicating that reading has not yet become an integrated societal need or a habitual practice. The absence of a strong reading habit often stems from an environment that does not prioritize or model literary engagement. In many communities, oral traditions still dominate, leaving little room for the cultivation of written literacy as a daily pastime. When reading is perceived solely as an academic chore rather than an enjoyable pursuit, students naturally disengage once school hours end. Overcoming this deep-seated cultural inertia requires more than just making books available; it demands a paradigm

shift in how reading is introduced and celebrated both at home and in school (Sholikin, 2026b).

In response to this literacy crisis, the Indonesian government has implemented various strategic initiatives, most notably through the issuance of the Minister of Education and Culture Regulation (Permendikbud) No. 23 of 2015. This regulation emphasizes the School Literacy Movement (Gerakan Literasi Sekolah), which aims to cultivate noble character and moral virtues among students. A key implementation of this policy is the provision of "reading corners" (pojok baca) in every classroom. This facility allows students to access books continuously and conveniently without always needing to visit the main school library. The initiative was strategically designed to transform schools into literate ecosystems where students, teachers, and school staff are continuously exposed to text-rich environments. By placing reading materials directly within the classroom, policymakers hoped to remove physical and psychological barriers to accessing books (Sholikin, 2026a). This decentralized approach to library services is intended to foster spontaneous reading habits during

transitional periods, such as before classes begin or during short breaks. Ultimately, the success of this movement relies heavily on the active participation and creative management of classroom teachers.

Ideally, reading corners should function as interactive hubs that stimulate curiosity and foster an enduring love for literature among young learners. When properly managed and supported by sustainable literacy programs, these designated spaces provide a comfortable environment where students can explore various genres at their own pace. Furthermore, a well-equipped reading corner can seamlessly bridge the gap between formal classroom instruction and independent learning. By integrating diverse reading materials, teachers can cater to different learning styles and reading proficiencies, ultimately creating a more inclusive educational atmosphere. These corners should ideally feature aesthetically pleasing designs, comfortable seating, and an inviting atmosphere that beckons students to linger (Lewison et al., 2014). When students feel ownership over these spaces, they are more likely to participate in peer-to-peer book

discussions, enhancing their social and communication skills. Teachers can also utilize these areas for small-group instruction or storytelling sessions, making literature come alive. A dynamic reading corner continuously adapts to the evolving interests of its users, ensuring that the material remains relevant and captivating throughout the academic year (Hasanah et al., 2025).

Despite their potential benefits, previous studies have highlighted significant challenges in the effective implementation and sustainability of classroom reading corners. Common obstacles include a lack of varied book collections, insufficient funding for continuous updates, and inadequate physical management of the reading space. Additionally, the pervasive influence of digital entertainment and a lack of support from the family environment often compete directly with traditional reading habits. Without proactive strategies and continuous evaluation by educators, reading corners risk becoming neglected spaces rather than dynamic learning environments. Many schools struggle to allocate sufficient funds for library development, leading to a reliance on outdated or donated materials that fail to capture

students' imaginations. Furthermore, the sheer accessibility and instant gratification provided by smartphones make it exceedingly difficult for printed books to compete for children's attention. Teachers, often overwhelmed by administrative and pedagogical demands, may also lack the time or training required to curate and maintain these spaces effectively (Prihartini et al., 2023). As a result, what was intended to be a vibrant center of learning quickly devolves into a stagnant bookshelf collecting dust.

These general challenges are heavily reflected in the specific context of SDN 02 Dengilo. Despite well-intentioned efforts, the mere physical existence of reading corners does not inherently guarantee a surge in reading interest. Initial observations at the school, which has actively implemented reading corners, indicated that fifth-grade students were not utilizing these facilities optimally. Reading had not become a routine activity for these students, and the frequency of visits to the reading corner fell far short of the expectations set by the school literacy program. Although the school administration successfully established these corners, the enthusiasm for

utilizing them waned shortly after their introduction (Suwannakhae & Boonchuay, 2026). Students frequently bypassed the reading corner in favor of socializing or engaging in digital games during their free time. Interviews with educators suggested a growing frustration, as their efforts to mandate reading periods often resulted in passive compliance rather than genuine engagement. This disconnect between the provision of facilities and actual student behavior underscores a critical gap in the program's execution at the grassroots level.

Focusing on fifth-grade students is particularly crucial, as this stage represents a transitional period where reading shifts from basic comprehension to advanced critical analysis. At this developmental milestone, students are expected to comprehend more complex texts and extract critical information for their broader academic subjects. Consequently, the suboptimal use of reading corners at SDN 02 Dengilo poses a significant threat to their cognitive development and academic readiness. Addressing this issue promptly is essential to ensure these students build the necessary literacy foundation before advancing to higher levels of education.

Students at this age are forming their own identities and academic preferences, making it a critical window for intervention. If they fail to develop a strong affinity for reading now, they are likely to encounter severe difficulties when faced with the text-heavy curricula of secondary education. Moreover, fifth graders possess the cognitive maturity to articulate their reading preferences and frustrations, providing valuable data for pedagogical improvement. By understanding the specific barriers they face, educators can tailor interventions that are both developmentally appropriate and highly engaging (Jerusalem & Orale, 2023).

Given these underlying concerns, a deeper investigation is required to identify the root causes of this phenomenon and formulate appropriate solutions. Therefore, this study aims to comprehensively analyze the specific constraints hindering the effective utilization of reading corners in fostering the reading interest of fifth-grade students at SDN 02 Dengilo. By exploring these obstacles, the research intends to provide actionable insights and practical recommendations for educators and school administrators. Ultimately, the findings are expected to contribute to the

revitalization of school literacy programs, ensuring that reading corners successfully fulfill their intended educational purpose. The study will delve into both the systemic constraints and the individual behavioral patterns that inhibit reading corner utilization. It is hoped that the results will offer a localized yet universally applicable framework for troubleshooting similar literacy programs (Sari et al., 2026). By identifying practical, low-cost strategies to rejuvenate these spaces, this research can empower teachers to reclaim the reading corner as a vital educational asset. In the long term, fostering a genuine love for reading will not only improve academic outcomes but also equip students with the lifelong skills necessary to thrive in an increasingly information-driven society.

Methodology

This research was designed to systematically analyze the specific constraints hindering the utilization of reading corners to enhance the reading interest of fifth-grade students at SDN 02 Dengilo. To achieve this overarching objective, the study employed a descriptive research method utilizing a qualitative approach. This methodological choice was deemed

highly appropriate as it allows researchers to explore the phenomenon in its natural educational setting, providing a deep, contextualized understanding of the school's environment. A qualitative descriptive design focuses on "how" and "why" certain events occur, enabling the capture of nuanced human experiences and behaviors rather than merely quantifying variables. By adopting this approach, the research could comprehensively map out the complex reality of the literacy facilities as they are experienced by both the educators and the learners on a daily basis.

The primary data collection techniques utilized in this study included observation, interviews, and documentation. The first technique, observation, involved the direct and careful examination of the constraints regarding the utilization of the classroom reading corner in increasing the reading interest of fifth-grade students at SDN 02 Dengilo. During these observational periods, researchers actively monitored the physical condition of the reading corner, the variety of books available, and the frequency with which students interacted with the materials during their school hours. This on-site

observation provided unfiltered insights into the students' natural habits, highlighting the stark contrast between the prescribed school literacy guidelines and the actual classroom practices. Ultimately, these real-time field notes served as foundational evidence to identify the overarching behavioral trends among the students.

To complement the observational data and gain deeper contextual insights, the researchers conducted structured interviews. These interviews were carried out directly with key informants, specifically targeting the fifth-grade homeroom teacher and the fifth-grade students themselves at SDN 02 Dengilo. Utilizing a structured interview format ensured that the questioning remained focused and consistent, yielding comparable data across different respondents while directly addressing the core research problem. The teacher's perspective provided critical insights into administrative challenges, historical context regarding the reading corner's implementation, and classroom management issues. Conversely, the direct interviews with the students uncovered their intrinsic motivations, personal reading preferences, and the specific external distractions that

deterred them from utilizing the provided literacy facility.

Finally, documentation was employed as the third critical method of data collection to corroborate the findings derived from the observations and interviews. The documentation gathered in this study primarily consisted of photographs and official documents concerning the reading corner, its actual utilization, and other relevant records linked to the research problem. Photographic evidence captured the physical state of the book collections, the wear and tear of the materials, and the spatial arrangement of the literacy corner, serving as undeniable visual proof of the facility's current condition. Furthermore, gathering these documents allowed for methodological triangulation, which significantly enhanced the credibility and validity of the overall research findings. The accumulated qualitative data from these three distinct sources was subsequently synthesized to draw comprehensive and highly reliable conclusions regarding the barriers to student literacy.

Findings

This research was conducted in March 2026 at SDN 02 Dengilo, a primary school located in the Dengilo district of

Pohuwato regency. The school accommodates a total of 106 students and implements the Merdeka Curriculum, integrating various activities to support the academic and character development of the learners. Although a reading corner has been available in the school since the beginning of the 2024/2025 academic year to encourage reading habits before and after learning activities, its practical implementation faces several hurdles. Based on the synthesized data from observations, interviews, and documentation, the study identified four major constraints in utilizing the reading corner to foster reading interest among fifth-grade students.

1. Limitations in Book Collection and Variety

The foremost constraint identified in this study is the severely limited and unvaried nature of the book collection available in the classroom reading corner. Interviews with both the teacher and the students revealed that the current inventory predominantly consists of children's stories, folktales, general knowledge texts, religious books, and a few standard textbooks. While these genres possess inherent educational value, their limited scope

fails to represent the vast array of literature necessary to captivate a diverse student body. A reading corner should ideally serve as a portal to diverse worlds, yet the heavy reliance on traditional texts and curriculum-adjacent materials often blurs the line between leisure reading and obligatory schoolwork. This lack of generic diversity ultimately restricts the students' ability to explore their unique individual reading preferences and stifles natural curiosity (Fikri et al., 2025).

The pedagogical impact of this limitation was clearly articulated by the fifth-grade homeroom teacher, who highlighted that the books in the reading corner are scarce and mostly consist of old collections. A stagnant collection fundamentally contradicts the dynamic nature of learning. When a reading corner remains unchanged over extended periods, it loses its novelty and visual appeal, transforming from an active learning hub into a mere physical fixture in the classroom. The teacher's observations underscore a critical gap in the school's literacy infrastructure: the failure to provide a continuously refreshing stream of reading materials that can sustain long-term engagement

and adapt to the evolving comprehension levels of the students.

Consequently, this stagnation leads to a highly counterproductive cycle where students often end up reading the exact same books repeatedly, which inevitably leads to severe boredom and a decline in their desire to read. In the context of cultivating a reading culture, repetition without progression is detrimental. Reading interest thrives on discovery and the anticipation of new narratives or information. When students realize that the reading corner offers no new intellectual stimulation or imaginative adventures, their internal motivation to visit the space diminishes rapidly. This psychological fatigue directly undermines the primary objective of the School Literacy Movement, rendering the physical presence of the reading corner practically ineffective.

This sense of literary fatigue was strongly corroborated by the students' own testimonies, which revealed a significant mismatch between student preferences and the available inventory. One student explicitly remarked, "I have already read all the books in the reading corner," highlighting the acute scarcity of the materials (Intansari et al., 2025). This

statement reflects a high level of initial enthusiasm that was unfortunately extinguished by the lack of adequate resources (Sumarni et al., 2024). When a school successfully encourages a child to read but fails to supply the necessary books to sustain that habit, it inadvertently teaches the student that reading is a finite, easily exhaustible activity rather than a lifelong pursuit.

Furthermore, another student expressed a specific preference for illustrated books, lamenting that "there are only a few of them". This particular feedback is highly indicative of the cognitive and developmental stage of fifth-grade learners. While they are developing more advanced reading comprehension skills, they still rely heavily on visual scaffolding and find highly illustrated texts—such as comics, graphic novels, or visually engaging encyclopedias—much more accessible and engaging. The failure to cater to this specific developmental preference creates an unnecessary barrier to reading enjoyment, alienating visual learners who might otherwise become avid readers if provided with the right formats.

Direct observations by the researchers confirmed these qualitative

statements, revealing that the reading corner primarily houses older editions in relatively small quantities. These books, often showing signs of wear and lacking the vibrant, modern aesthetics of contemporary children's literature, fail to visually invite the students. Ultimately, this setup fails to provide the dynamic variety necessary to capture the diverse interests of fifth-grade learners. This singular constraint demonstrates that the mere provision of books is insufficient; the quality, relevance, and aesthetic appeal of those books are paramount in transforming a simple corner of the room into a true catalyst for intrinsic motivation.

2. Low Intrinsic Student Interest in Reading Activities

Beyond the physical limitations of the literacy facility, the study uncovered a fundamental lack of intrinsic motivation among the students to engage in reading activities. Intrinsic motivation—the internal drive to pursue an activity for its own inherent satisfaction and enjoyment—is the cornerstone of lifelong literacy. When this internal drive is absent, reading becomes a superficial exercise rather than a meaningful cognitive pursuit. The findings indicate that simply establishing

a reading corner is insufficient to magically generate this motivation. Instead, a psychological barrier exists wherein the students have not yet internalized the value or pleasure of reading, making the physical presence of books largely ineffective in altering their daily habits.

The heavy reliance on extrinsic motivation was starkly highlighted during the research. Based on the interviews with the homeroom teacher, it became clearly evident that a majority of the students only read when they are explicitly assigned tasks or directly commanded to do so. This transactional approach to reading turns literature into a mechanism of compliance rather than a journey of discovery. When reading is strictly tied to teacher directives or academic obligations, students fail to develop a personal relationship with books (Purningsih, 2025). Consequently, the act of reading is viewed as a mandatory school requirement, which naturally stifles any organic curiosity or desire to read independently outside of structured class time.

Furthermore, the fragility of this extrinsic motivation becomes immediately apparent the moment adult supervision is removed. The teacher

noted that without the physical presence or direct instruction of an educator, the students refuse to read and instead prefer to spend their time chatting with their peers. For fifth-grade students, socialization is a highly dominant developmental need (Ida et al., 2025). Because reading is currently perceived as a solitary and forced task, it cannot naturally compete with the immediate gratification and social bonding provided by interacting with classmates. This dynamic suggests that the reading corner has not been successfully integrated into the students' social ecosystem; it is seen as an isolation zone rather than a shared space for collaborative learning or literary discussion.

This lack of internal drive and the perception of reading as a burden was frankly admitted by the students themselves. One student confessed that they only read when instructed by the teacher, and explicitly stated a strong dislike for books that contain too much text. This admission is highly critical, as it points to potential issues with reading stamina and text anxiety. For students who may struggle with complex vocabulary or sustained concentration, dense blocks of text are intimidating and exhausting. This aversion highlights a

critical disconnect between the students' current reading proficiencies and the cognitive demands of the provided materials, reinforcing the need for more accessible, visually supported literature to gently build their reading endurance.

These qualitative interview findings were further validated by the researchers' on-site observations, which captured the students' unprompted behaviors during unstructured time. Free time serves as the ultimate litmus test for intrinsic motivation. It was observed that during break times, rather than utilizing the reading corner, students overwhelmingly preferred to gather in the schoolyard or purchase snacks at the school canteen. In the minds of the students, break time represents freedom, play, and sensory pleasure (Susanti, 2019). Because the reading corner fails to align with these concepts of leisure, it is entirely bypassed the moment the students are granted autonomy over their schedule.

Ultimately, these behavioral patterns reveal a deeply ingrained cultural mindset among the students, treating reading strictly as an academic chore rather than a leisurely pursuit. To overcome this profound constraint, educators face the complex challenge of

rebranding the act of reading. Merely telling students that reading is important will not suffice. The pedagogical approach must shift towards gamifying reading, integrating it with social activities, and explicitly linking literature to the students' personal interests, thereby gradually transforming an academic chore into a highly anticipated leisure activity.

3. The Pervasive Influence of Gadgets and Digital Media

The rapid advancement and widespread accessibility of digital technology emerged as a highly disruptive external constraint inhibiting the use of the reading corner. In contemporary educational settings, traditional literacy initiatives no longer exist in a vacuum; they are constantly forced to compete against a pervasive digital ecosystem. The ubiquity of smartphones and affordable internet access has fundamentally altered how children consume information and seek entertainment. Consequently, the physical reading corner is placed into an unequal battle for the students' limited attention spans, struggling to maintain its relevance and appeal in a daily routine heavily dominated by screens.

The profound impact of this digital shift was clearly articulated by the educators on the front lines of this issue. The teacher's interview underscored that the use of gadgets is a primary obstacle, as students are significantly more captivated by using their mobile phones for gaming, watching videos, or accessing social media platforms (Aprianti, 2025). Unlike a static printed page, smartphones offer a multisensory, highly interactive experience that demands minimal sustained cognitive effort while delivering maximum entertainment value. When faced with the choice between actively decoding a complex text or passively consuming dynamic digital content, young learners consistently gravitate toward the path of least cognitive resistance.

This gravitation is most evident in the specific digital consumption habits of the learners. The fifth-grade teacher specifically pointed out that students vastly prefer playing popular online games such as Free Fire (FF), Mobile Legends, and Roblox. These applications are meticulously designed by developers to capture and retain user attention through continuous reward cycles, vibrant graphics, and real-time feedback mechanisms. The fast-paced, adrenaline-

inducing nature of these competitive environments creates a stark behavioral contrast to the quiet, reflective state required for reading (Wijaya et al., 2022). As a result, the transition from hyper-stimulating screen time to the subdued environment of the reading corner feels jarring and unappealing to the students.

Furthermore, the allure of these digital platforms is massively amplified by their profound social implications. This assertion regarding gaming habits was heavily validated by the students, who openly admitted to spending their free time at home playing these specific digital games or engaging in multiplayer gaming sessions (mabar) with their friends. In the social hierarchy of fifth-grade students, participating in mabar transcends mere entertainment; it functions as a critical medium for peer bonding, communication, and social inclusion. A student who isolates themselves to read a book instead of participating in these communal digital activities risks social exclusion, thereby heavily incentivizing gadget use over independent literacy engagement.

At a cognitive and psychological level, the competition between these two mediums is fundamentally unbalanced. The instant gratification and highly

stimulating audiovisual nature of these digital media platforms severely overshadow the quieter, slower-paced activity of reading printed materials. Digital platforms condition the developing brain to expect immediate dopamine releases through point systems, flashing visuals, and rapid interactions. In stark contrast, reading requires delayed gratification, sustained focus, and active imagination to translate symbols into a cohesive narrative (Rokip, 2025). For children heavily habituated to high-stimulus digital environments, mustering the cognitive stamina required to read a physical book feels increasingly burdensome and exhausting.

Ultimately, this technological displacement creates a formidable and systemic barrier to literacy development. The convergence of instant gratification, engaging design, and intense social pressure makes it exceedingly difficult for the reading corner to compete for the students' attention (Desysetyowati et al., 2023). The passive availability of books in a classroom corner simply cannot organically outshine the active, aggressive engagement strategies of modern digital media. Recognizing this vast disparity is crucial for educators; it suggests that traditional literacy

campaigns must fundamentally evolve to bridge the digital divide, rather than expecting a conventional, static reading corner to single-handedly defeat the pervasive influence of the modern digital age.

4. Inadequate Management and Lack of Book Updates

Finally, the research identified significant shortcomings in the ongoing administrative and physical management of the reading corners. The successful implementation of a School Literacy Movement relies not merely on the initial establishment of a reading space, but heavily on its continuous curation and active maintenance (Apriyani, 2024). However, the findings reveal a systemic administrative oversight where the reading corner is treated as a one-time project rather than a dynamic, evolving educational resource. Without dedicated managerial strategies to oversee the circulation, organization, and refreshment of the materials, the facility inevitably transforms from an active center of learning into a static, neglected fixture within the classroom.

The root cause of this administrative stagnation is heavily tied to institutional financial realities. In

addition to the initial scarcity of books, the routine updating of the collection is rarely executed, primarily due to underlying budget constraints. Educational funding at the primary school level is frequently prioritized for core curricular necessities, standardized testing materials, and basic infrastructural needs, leaving supplementary programs like reading corners severely underfunded. This financial limitation prevents the school from regularly acquiring new reading materials that align with the evolving developmental needs and shifting interests of the students, effectively freezing the literacy program in time (Rosulawati, 2025).

The pedagogical consequences of this financial and managerial gap were acutely felt by the educators attempting to foster a reading culture. The homeroom teacher acknowledged this managerial gap, noting that the books have not been updated, which directly causes the students to feel bored. From an instructional standpoint, an educator's ability to promote reading is drastically undermined when they are not provided with fresh, relevant resources to offer their students. Without a steady influx of new narratives,

informational texts, or contemporary children's literature, teachers are left with the impossible task of repeatedly marketing the same exhausted materials to an increasingly disinterested audience.

This sense of exhaustion was vividly mirrored in the students' feedback, highlighting a deep disconnect between the learners' expectations and the school's provision. Students consistently echoed this frustration, repeatedly complaining that the collection only features "old collections" and that "there are no new books". For primary school students, novelty is a critical driver of curiosity and engagement. When the excitement of discovering a new story is entirely removed from the reading equation, the intrinsic motivation to visit the reading corner vanishes. The students' explicit complaints serve as a clear indicator that they possess a latent desire to read, but this desire is actively being suppressed by the institutional failure to provide stimulating, novel content.

Furthermore, the lack of active management extends beyond the acquisition of new books to the physical preservation of the existing inventory. Direct observations revealed that the physical condition of the existing reading

corner is suboptimal; many of the available books have suffered minor damage, featuring worn and obsolete pages. The tactile and visual experience of a book plays a significant role in a child's reading enjoyment. Materials that are torn, heavily creased, or visibly deteriorating inherently signal a lack of value and care. When students are presented with dilapidated resources, it unconsciously reinforces the notion that the reading activity itself is of low priority and low value.

Ultimately, the combination of stagnant collections and deteriorating physical conditions profoundly alters the environmental psychology of the classroom. This lack of maintenance creates a disorganized and uninviting atmosphere, further discouraging students from approaching or utilizing the literacy facility. Instead of serving as a cozy, welcoming sanctuary that invites intellectual exploration, the poorly managed reading corner resembles an abandoned storage space. This final constraint powerfully demonstrates that the physical provision of books is futile without a corresponding commitment to administrative upkeep, regular financial investment, and meticulous environmental maintenance.

Discussion

The present study aimed to critically investigate the constraints hindering the utilization of classroom reading corners among fifth-grade students at SDN 02 Dengilo. The synthesized findings reveal a complex interplay of material, psychological, technological, and administrative barriers that collectively undermine the foundational objectives set forth by the Indonesian Ministry of Education and Culture through Permendikbud No. 23/2015 regarding the School Literacy Movement (GLS). When juxtaposed with the alarming UNESCO data indicating that Indonesia's reading interest stands at a mere 0.001%, the localized struggles observed at SDN 02 Dengilo serve as a compelling microcosm of a much broader national literacy crisis. These findings clearly illustrate that the mere physical provision of a reading space within a classroom is grossly insufficient to organically foster a genuine reading culture among primary school students.

The most immediate and tangible barrier identified in this study is the severe limitation in both the quantity and variety of the book collection. Literacy development theories consistently emphasize that access to diverse, high-

interest reading materials is the absolute prerequisite for cultivating a voluntary reading habit. However, the overreliance on outdated texts, standard curriculum books, and text-heavy formats at SDN 02 Dengilo fails to meet the developmental and cognitive preferences of fifth-grade learners, who still benefit greatly from visual scaffolding and dynamic narratives. This discrepancy highlights a critical flaw in the grassroots implementation of the reading corner: treating the space as a passive repository for donated or obsolete educational materials rather than a carefully curated portal for intellectual exploration, thereby directly stifling the students' natural curiosity before it can even take root.

Consequently, this material deficiency strongly correlates with the second major constraint: the students' profound lack of intrinsic motivation. The observational and interview data demonstrate that reading at SDN 02 Dengilo is almost exclusively driven by extrinsic factors, such as direct teacher commands or mandatory academic obligations. From a psychological and pedagogical standpoint, when an educational activity is perceived purely as a mandatory chore, it fails to generate

the internal cognitive satisfaction required for long-term habit formation. The students' overwhelming preference for socializing in the schoolyard during break times rather than engaging with the reading corner underscores a systemic failure to integrate literacy into their organic social ecosystem, leaving the reading space as an isolated, unappealing academic zone rather than a sought-after leisure destination.

This fragile state of intrinsic motivation is further decimated by the pervasive influence of digital media and gadgets, which emerged as a highly disruptive external constraint. The study found that students are heavily captivated by the instant gratification, vibrant audiovisual stimuli, and social connectivity offered by competitive online games such as Free Fire, Mobile Legends, and Roblox. In the modern educational landscape, traditional printed texts are forced into an unequal battle against meticulously engineered digital platforms designed specifically to maximize dopamine release and user retention. This phenomenon of digital displacement means that the cognitive stamina required for the slow, reflective, and imaginative process of reading is constantly being eroded by the hyper-

stimulating nature of daily screen time, rendering the static reading corner increasingly obsolete in the eyes of contemporary learners.

Compounding these material, psychological, and technological challenges are the systemic administrative shortcomings regarding the ongoing management of the literacy facility. The lack of routine book updates and the deteriorating physical condition of the existing inventory, driven primarily by institutional budget constraints, reveal a critical administrative oversight. Educational environments inherently communicate value to students through their physical state and upkeep. When a reading corner is filled with damaged, unkempt, and outdated books, it implicitly but powerfully signals to the learners that reading itself is a low-priority activity within the school's hierarchy of values. This lack of sustained institutional investment translates directly into student apathy.

Crucially, the analytical framework of this study reveals that these four identified constraints do not operate in isolation; rather, they form a highly interconnected and mutually reinforcing cycle of literacy suppression.

The inadequate administrative management and lack of funding lead directly to a stagnant, physically unappealing book collection. This poor literary selection subsequently fails to stimulate any intrinsic motivation among the students, making the act of reading feel like a tedious punishment. Faced with this classroom boredom, students naturally gravitate toward the highly stimulating and socially rewarding environment of their digital gadgets at home. Thus, the failure of the reading corner is a cascading systemic collapse where each individual constraint actively validates and strengthens the others.

The implications of these interconnected findings for educational practice are profound. For schools operating in similar socio-educational contexts to SDN 02 Dengilo, it is imperative to undergo a fundamental paradigm shift in how literacy initiatives are conceptualized and executed. The mandate of the School Literacy Movement cannot end at the physical construction of a corner; it must encompass comprehensive strategies for active curation, targeted funding allocation, and environmental maintenance. Educators must be empowered and resourced to bridge the

gap between traditional reading and modern digital habits, perhaps by incorporating highly visual, contemporary literature that can somewhat compete with the immediate appeal of smartphones, while simultaneously gamifying reading to transform it into a communal, socially rewarding activity.

Ultimately, the struggle to optimize the classroom reading corner at SDN 02 Dengilo highlights a critical implementation gap between visionary national educational policy and pragmatic grassroots execution. While initiatives like Permendikbud No. 23/2015 provide a necessary bureaucratic framework, realizing a genuine, self-sustaining reading culture requires intentionally dismantling significant material, psychological, technological, and administrative hurdles. To begin reversing the troubling trends highlighted by global literacy metrics, localized literacy interventions must evolve far beyond the passive provision of printed text. They demand dynamic management, culturally relevant materials, and a profound pedagogical understanding of the 21st-century learner's heavily digitized reality.

Conclusion

This study concludes that the implementation of the classroom reading corner at SDN 02 Dengilo, while initiated with the commendable goal of fostering a reading culture in alignment with the national School Literacy Movement, currently falls significantly short of its intended educational outcomes. The overarching conclusion drawn from this qualitative investigation is that the mere physical provision of a literacy facility within a classroom does not automatically translate into active student engagement or the development of a lifelong reading habit. Instead, the efficacy of the reading corner is actively paralyzed by a complex network of interrelated systemic, psychological, and technological barriers that must be addressed holistically rather than in isolation.

Specifically, the research identifies four primary constraints that critically hinder the utilization of the reading space among fifth-grade students. First, the book collection is severely limited, outdated, and lacks the necessary genre diversity to capture the varied interests of contemporary learners, leading directly to literary fatigue and student boredom. Second,

there is a profound absence of intrinsic motivation; students fundamentally view reading as a mandatory academic chore dictated by teachers rather than a self-directed, enjoyable leisure activity. Third, the pervasive influence of digital technology, particularly highly stimulating online games and social media, easily overshadows the cognitive appeal of traditional printed texts. Finally, these issues are profoundly compounded by inadequate administrative management and structural budget constraints, which prevent the routine refreshment and physical maintenance of the reading materials.

The synthesis of these constraints reveals a cascading negative effect where institutional limitations directly fuel student disengagement. When schools fail to provide dynamic, well-maintained, and visually appealing reading materials due to administrative or financial oversights, they inadvertently strip the reading experience of its inherent joy and novelty. This material stagnation reinforces the students' internal perception of reading as a tedious task, thereby driving them further toward the instant gratification and social connectivity of their digital gadgets.

Consequently, the findings of this study highlight a critical implementation gap between the ambitious national literacy directives and the harsh, under-resourced realities faced by educators at the grassroots level.

To bridge this gap and meaningfully elevate the localized reading interest from the currently alarming national statistics, a fundamental paradigm shift is required in how school literacy programs are managed and sustained. It is highly recommended that school administrators prioritize and allocate specific, recurring budgets dedicated explicitly to the continuous curation and physical upkeep of reading corners, ensuring a steady influx of relevant, high-interest literature such as illustrated books and contemporary stories. Furthermore, educators must be supported in adopting innovative, interactive pedagogical strategies that bridge the divide between traditional texts and modern digital consumption habits. Only through intentional, active management and a deep understanding of the 21st-century learner's environment can the classroom reading corner be transformed from a dormant physical fixture into a vibrant

catalyst for intrinsic literacy development.

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