

The Influence Of The Reading Corner On Increasing Interest In PAI Material Literacy In Visual Communication Design Students At SMK Mambaul Ulum Pandaan

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| Abstract | |
|--|---|
| <p>The purpose of this study was to determine the effect of the reading corner on increasing students' interest in literacy in Islamic Religious Education (PAI) subjects. This research was conducted using a quantitative approach with the type of experimental research using the One Sample T-Test sample test, which is to determine whether the average of a sample is significantly different from a certain known value. The data collection process was carried out by distributing questionnaires to 13 respondents. By distributing questionnaires and processing data, it was found that the reading corner had an effect on increasing interest in literacy in PAI material for Visual Communication Design students at SMK Mambaul Ulum Pandaan. Based on the results of the study, it can be concluded that the existence of a reading corner has a positive impact on increasing students' literacy interest in Islamic Religious Education lessons.) With this research, it is hoped that it can be a solution in increasing literacy interest in Islamic Religious Education materials.</p> | <p>Keywords: Literacy; reading interest; reading corner.</p> |

| Abstrak | |
|--|---|
| <p>Tujuan pada penelitian ini untuk mengetahui pengaruh pojok baca terhadap peningkatan minat literasi peserta didik dalam mata pelajaran Pendidikan Agama Islam (PAI). Penelitian ini dilaksanakan menggunakan pendekatan kuantitatif dengan jenis penelitian eksperimen dengan menggunakan uji sample One Sample T-Test yakni untuk menentukan apakah rata-rata dari sebuah sampel berbeda dengan signifikan dari nilai tertentu yang telah diketahui. Proses pengumpulan data dilaksanakan dengan menyebar kuesioner kepada 13 responden. Dengan penyebaran kuesioner dan olah data didapatkan hasil bahwa pojok baca berpengaruh terhadap peningkatan minat literasi materi PAI pada siswa Desain Komunikasi Visual di SMK Mambaul Ulum Pandaan. Berdasarkan hasil dari penelitian dapat disimpulkan bahwa</p> | <p>Kata Kunci: Literasi; minat baca; pojok baca.</p> |

keberadaan pojok baca memberikan dampak positif terhadap peningkatan minat literasi siswa dalam pelajaran Pendidikan Agama Islam). Dengan adanya penelitian ini diharapkan dapat menjadi solusi dalam meningkatkan minat literasi materi Pendidikan Agama Islam.

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1. Introduction

In today's technological development, reading and writing literacy skills are important for students to have. The literacy process is not only about the ability to read and write, but also involves the ability to understand and analyze knowledge. According to Ni Komang, the 2016 Central Connecticut State University Survey in the United States placed Indonesia in 60th place out of 61 countries (Sueca, I Nengah & Ari, 2023). This is quite a reference in improving the quality of literacy of Indonesian students.

Students' literacy interest in the field of Islamic Religious Education (PAI) is often still considered low, especially when the learning process is only centered on lectures and memorization. In fact, religious literacy is not only important for enriching knowledge, but also as a means of character building and noble morals. In facing these challenges, small but high-impact innovations such as reading corners are being introduced in various educational units.

Literacy is an important foundation in the learning process, including in Islamic Religious Education. In today's digital era, the challenges in fostering students' interest in reading and literacy are increasingly complex, especially among students majoring in Visual Communication Design who tend to be more interested in visual media than written text. Low interest in reading Islamic Religious Education materials can have an impact on the understanding of religious values and overall student character.

The ability to read and write to students is a literacy that must be mastered. Therefore, to overcome the problem of low literacy scores in students can be done with a variety of strategies, one of which is by creating a reading corner. The reading corner is one of the facilities for students to gain a variety of knowledge and information sources. In realizing the improvement of student literacy, of course, an educator has full control over this. Not only providing facilities but also providing real examples so that students have good literacy skills.

As in SMK Mambaul Ulum Pandaan, the quality of student literacy is said to be very low. This fact is presented directly by the Islamic Religious Education teacher who is also the Deputy Head of Student Affairs. According to Dina Uswatun Khasanah, M.Pd, students' interest in literacy at SMK Mambaul Ulum Pandaan is very low, therefore she applies several ways to increase interest in literacy, but some of these methods have not yet had an increase.

In the implementation of this reading corner, the author utilizes students' expertise in the field of Visual Communication Design in accordance with their

majors at school. The reading corner will be filled with the work of student creativity with a variety of designs of their respective expertise. This is one of the efforts to make students enthusiastic in carrying out the literacy process, namely, reading, writing and honing creativity skills.

This study aims to analyze the extent to which the existence of a reading corner influences the increase in literacy interest in PAI material for students majoring in DKV at SMK Mambaul Ulum Pandaan. By highlighting the interaction between a supportive learning environment and creative student characteristics, it is hoped that the results of this study can contribute to the development of more effective and inspiring learning methods in religious education.

2. Methods

This research was conducted using quantitative research. Quantitative is also known as the discovery method, because through this approach new science and technology can be identified and produced using research data in the form of numbers and statistical analysis. Research that applies quantitative shows that the research follows scientific principles, which include concrete or empirical nature, objectivity, measurability, rationality, and regularity (Balaka, 2022).

The type of research used in quantitative research this time is experimental. Experimental quantitative research is a method used to test the causal relationship between variables with a scientific approach. There are several types of experimental research in a quantitative context, each of which has different characteristics and objectives (Syahrizal & Jailani, 2023).

Population in quantitative studies refers to all elements that are the target of research, including objects and subjects that have certain characteristics. This explanation confirms that population is an area for generalization that includes each individual or entity studied to make conclusions. The population in this study was 55 students.

Table 1. Total Population

| Class | Total |
|--------------|-----------|
| X | 15 |
| XI | 15 |
| XII | 25 |
| Total | 55 |

According to Sutrisno Hadi, the sample is part of the individuals being investigated (Sulistiyowati, 2017). Meanwhile, according to Arikunto, the sample is a small part of the population that is considered to represent the population regarding the research being conducted (Sulistiyowati, 2017). In sampling according to Sugiyono, there is the theory of SRS or Simple Random Sampling, namely taking sample members from a population that is carried out randomly

without regard to the strata in the population (Siigera, 2014). In this study, researchers took a sample with a total of 13 respondents.

Research instruments are devices or tools used to collect information in a study, both qualitative and quantitative. In this study, the instrument used was a questionnaire as a tool to obtain concrete data.

Hypothesis testing in this study with the following criteria, H_a is accepted while H_0 is rejected with a reference if the significance value is smaller ($<$) than 0.05. So there is an influence of the reading corner on increasing interest in literacy in PAI material in Visual Communication Design students at SMK Mambaul Ulum Pandaan.

The location in this study was conducted in Dsn. Rajeg Ds. Sumbergedang Kec. Pandaan Kab. Pasuruan. The reason for choosing this school is because it wants to provide changes and good impacts for schools that have only been established for 5 years. In addition, this school also still needs many new innovations in terms of learning facilities for school progress. This research was conducted from September 2024 to November 2024.

3. Result and Discussion

In the data collection process, researchers distributed questionnaires containing statements to students. This aims to facilitate researchers in knowing the results of the influence of the reading corner on students' literacy interest. The questionnaire applied is a closed questionnaire, which means that the answer choices have been prepared by the researcher and the participants or students just have to choose. The questionnaire was addressed to students at SMK Mambaul Ulum Pandaan.

Table 2. Questionnaire

| No | Questions | 1 | 2 | 3 | 4 | 5 |
|----|--|---|---|---|---|---|
| 1 | I understand the content well when reading. | | | | | |
| 2 | I enjoy spending my free time reading. | | | | | |
| 3 | I set a special time for reading in my daily schedule. | | | | | |
| 4 | I read out of personal curiosity, not because of pressure from others. | | | | | |
| 5 | I feel enthusiastic when I start reading a new passage. | | | | | |
| 6 | I always use my free time to read. | | | | | |
| 7 | I feel happy when I read books, magazines or articles. | | | | | |
| 8 | I'm always interested in learning new things. | | | | | |
| 9 | Reading is an activity that makes me happy. | | | | | |
| 10 | I read without feeling forced by teachers, friends, or family | | | | | |
| 11 | I am drawn to read more deeply when I come across a new topic that I don't already know. | | | | | |

Validity

The validity test serves to determine whether a questionnaire is valid or not. A questionnaire is considered valid if the questions in it can represent what the questionnaire wants to measure. The method for testing this validity uses SPSS 24 software.

The basis for decision making:

- 1) If $r\text{-count} >$ from $r\text{-table}$ then it is said to be valid
- 2) If $r\text{-count} <$ than $r\text{-table}$ then it is said to be invalid

Steps to test validity in SPSS

Analyze > correlate > Bivariate > Move Data > Ok

Table 3. Validity Test
Correlations

| | | p1 | p2 | p3 | p4 | p5 | p6 | p7 | p8 | p9 | p10 | p11 | TOTAL |
|----|---------------------|--------|-------|-------|-------|-------|-------|------|------|-------|-------|-------|--------|
| p1 | Pearson Correlation | 1 | ,500 | ,424 | ,727* | ,369 | ,684* | ,453 | ,503 | ,700* | ,727* | ,591* | ,854** |
| | Sig. (2-tailed) | | ,082 | ,148 | ,005 | ,215 | ,010 | ,120 | ,080 | ,008 | ,005 | ,034 | ,000 |
| | N | 13 | 13 | 13 | 13 | 13 | 13 | 13 | 13 | 13 | 13 | 13 | 13 |
| p2 | Pearson Correlation | ,500 | 1 | ,584* | ,187 | ,058 | ,294 | ,454 | ,130 | ,584* | ,675* | ,497 | ,642* |
| | Sig. (2-tailed) | ,082 | | ,036 | ,540 | ,851 | ,329 | ,119 | ,672 | ,036 | ,011 | ,084 | ,018 |
| | N | 13 | 13 | 13 | 13 | 13 | 13 | 13 | 13 | 13 | 13 | 13 | 13 |
| p3 | Pearson Correlation | ,424 | ,584* | 1 | ,228 | ,184 | ,269 | ,296 | ,158 | ,567* | ,525 | ,343 | ,559* |
| | Sig. (2-tailed) | ,148 | ,036 | | ,453 | ,546 | ,375 | ,326 | ,606 | ,043 | ,066 | ,252 | ,047 |
| | N | 13 | 13 | 13 | 13 | 13 | 13 | 13 | 13 | 13 | 13 | 13 | 13 |
| p4 | Pearson Correlation | ,727** | ,187 | ,228 | 1 | ,668* | ,552 | ,507 | ,505 | ,525 | ,594* | ,497 | ,755** |
| | Sig. (2-tailed) | ,005 | ,540 | ,453 | | ,013 | ,050 | ,077 | ,078 | ,066 | ,032 | ,084 | ,003 |
| | N | 13 | 13 | 13 | 13 | 13 | 13 | 13 | 13 | 13 | 13 | 13 | 13 |

| | | | | | | | | | | | | | |
|-----|---------------------|--------|-------|-------|-------|-------|-------|-------|------|-------|-------|-------|--------|
| p5 | Pearson Correlation | ,369 | ,058 | ,184 | ,668* | 1 | ,637* | ,258 | ,354 | ,527 | ,433 | ,526 | ,626* |
| | Sig. (2-tailed) | ,215 | ,851 | ,546 | ,013 | | ,019 | ,396 | ,235 | ,064 | ,139 | ,065 | ,022 |
| | N | 13 | 13 | 13 | 13 | 13 | 13 | 13 | 13 | 13 | 13 | 13 | 13 |
| p6 | Pearson Correlation | ,684** | ,294 | ,269 | ,552 | ,637* | 1 | ,239 | ,212 | ,537 | ,552 | ,650* | ,731** |
| | Sig. (2-tailed) | ,010 | ,329 | ,375 | ,050 | ,019 | | ,432 | ,486 | ,058 | ,050 | ,016 | ,005 |
| | N | 13 | 13 | 13 | 13 | 13 | 13 | 13 | 13 | 13 | 13 | 13 | 13 |
| p7 | Pearson Correlation | ,453 | ,454 | ,296 | ,507 | ,258 | ,239 | 1 | ,047 | ,681* | ,507 | ,179 | ,561* |
| | Sig. (2-tailed) | ,120 | ,119 | ,326 | ,077 | ,396 | ,432 | | ,879 | ,010 | ,077 | ,558 | ,046 |
| | N | 13 | 13 | 13 | 13 | 13 | 13 | 13 | 13 | 13 | 13 | 13 | 13 |
| p8 | Pearson Correlation | ,503 | ,130 | ,158 | ,505 | ,354 | ,212 | ,047 | 1 | ,501 | ,505 | ,510 | ,554* |
| | Sig. (2-tailed) | ,080 | ,672 | ,606 | ,078 | ,235 | ,486 | ,879 | | ,081 | ,078 | ,075 | ,049 |
| | N | 13 | 13 | 13 | 13 | 13 | 13 | 13 | 13 | 13 | 13 | 13 | 13 |
| p9 | Pearson Correlation | ,700** | ,584* | ,567* | ,525 | ,527 | ,537 | ,681* | ,501 | 1 | ,822* | ,605* | ,873** |
| | Sig. (2-tailed) | ,008 | ,036 | ,043 | ,066 | ,064 | ,058 | ,010 | ,081 | | ,001 | ,029 | ,000 |
| | N | 13 | 13 | 13 | 13 | 13 | 13 | 13 | 13 | 13 | 13 | 13 | 13 |
| p10 | Pearson Correlation | ,727** | ,675* | ,525 | ,594* | ,433 | ,552 | ,507 | ,505 | ,822* | 1 | ,856* | ,916** |
| | Sig. (2-tailed) | ,005 | ,011 | ,066 | ,032 | ,139 | ,050 | ,077 | ,078 | ,001 | | ,000 | ,000 |
| | N | 13 | 13 | 13 | 13 | 13 | 13 | 13 | 13 | 13 | 13 | 13 | 13 |
| p11 | Pearson Correlation | ,591* | ,497 | ,343 | ,497 | ,526 | ,650* | ,179 | ,510 | ,605* | ,856* | 1 | ,813** |
| | Sig. (2-tailed) | ,034 | ,084 | ,252 | ,084 | ,065 | ,016 | ,558 | ,075 | ,029 | ,000 | | ,001 |

| | | | | | | | | | | | | | |
|-----|-----------------|------|------|-------|-------|-------|-------|-------|-------|-------|-------|-------|----|
| N | | 13 | 13 | 13 | 13 | 13 | 13 | 13 | 13 | 13 | 13 | 13 | 13 |
| TO | Pearson | ,854 | ,64 | ,559* | ,755* | ,626* | ,731* | ,561* | ,554* | ,873* | ,916* | ,813* | 1 |
| TAL | Correlation | ** | 2* | | * | | * | | | * | * | * | |
| | Sig. (2-tailed) | ,000 | ,018 | ,047 | ,003 | ,022 | ,005 | ,046 | ,049 | ,000 | ,000 | ,001 | |
| N | | 13 | 13 | 13 | 13 | 13 | 13 | 13 | 13 | 13 | 13 | 13 | 13 |

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

From the table above, it can be seen that the r-count value is greater than the r-table, so each questionnaire item given to respondents is **Valid**.

Reability

According to Gozali in Nanda Putri's research, the reliability test is used to assess the questionnaire which is an indicator of the variable or construct of the questionnaire, declared as reliable or reliable if the answers to the questions are consistent. (Sanaky, 2021) Meanwhile, according to Taherdoost, the most commonly recognized measure in measuring reliability is the Cronbach Alpha coefficient, namely if a variable shows a Cronbach Alpha number greater than 0.60, it can be concluded that the variable can be considered consistent in making measurements. (Anggraini et al., 2022) In this study, the reliability calculation was carried out with the help of SPSS 24.

Basis for Decision Making:

- 1) If the Cronbach's Alpha value is > From 0.60, it is said to be Reliable
- 2) If the Cronbach's Alpha value is < 0.60, it is said to be unreliable.

Reability test steps in SPSS

Analyze > scale > reliability > Move all data > statistics > check scale if item deleted > ok

Table 4. Reability Test

| Reliability Statistics | |
|------------------------|------------|
| Cronbach's Alpha | N of Items |
| ,902 | 11 |

From the table above, it can be seen that the Cronbach's Alpha value (0.902) > From 0.60, it is said to be **Reliable**.

Test of Normality

Normality test is a method applied to determine whether data is taken from a population that follows a normal distribution or not.

Basis for Decision Making:

- 1) If the sig value. > than 0.05, then the residual value is Normally Distributed
- 2) If the sig value. < than 0.05, then the residual value is not Normally Distributed

Normality test steps in spss:

Analiys > Descriptive Statistic > Explore > Click Plots > Check Normaliti Plots With Test > Continue > Ok.

Table 5. Normality Test

| | Kolmogorov-Smirnov ^a | | | Shapiro-Wilk | | |
|-------|---------------------------------|----|------|--------------|----|------|
| | Statistic | Df | Sig. | Statistic | Df | Sig. |
| TOTAL | ,263 | 13 | ,014 | ,903 | 13 | ,149 |

a. Lilliefors Significance Correction

From the table above, it can be seen that the sig value. (0.149) > than 0.05, it is concluded that **Normal Distribution**.

Sample T-Test

One Sample t-test is one of the statistical techniques used to determine whether the mean of a sample is significantly different from a certain known value. This method is often applied when the number of samples is below 30. (Nuryadi et al., 2017)

Basis for Decision Making:

- 1) If the sig. > than 0.05, then fail to reject H0
- 2) If the sig value. < than 0.05, then reject H0

One-Sample Test

| | T | Df | Sig. (2-tailed) | Mean Difference | 95% Confidence Interval of the Difference | |
|----------|---------|----|-----------------|-----------------|---|----------|
| | | | | | Lower | Upper |
| VAR00001 | -22,413 | 12 | ,000 | -30,07692 | -33,0007 | -27,1531 |

From the table above, it can be seen that the sig value. 0.000 < than 0.05, it is concluded that **Reject H0**.

This study was conducted with the aim of measuring the effect of the existence of a reading corner on the interest in literacy of PAI material at SMK Mambaul Ulum Pandaan students. The presence of a reading corner at school has a great impact on increasing students' interest in literacy. This is due to the belief that easy access to reading materials, a supportive environment for reading, and a wide selection of books in the reading area can motivate students to be more active and enthusiastic in reading activities. Therefore, the better the facilities and the use of the reading area, the higher the students' interest in literacy, which can be seen from how often they read, their interest in books, and their drive to understand and explore various readings.

The results in this finding are in line with previous research conducted by Mia Lestari et al which examines the optimization of reading corners in strengthening student literacy in Islamic Religious Education subjects in class IV SD Negeri 4 Tolala. The results showed that the implementation of the reading corner in class IV had succeeded in increasing students' interest in reading in general. Students become more interested in spending their time in the reading corner, especially to read story books and general knowledge.(Lestari & Rahmadani, 2024).

As for previous research by Mhd. Rasid Ritonga et al. which shows that reading corners are able to attract student interest when packaged properly. This study shows that the placement of reading corners, book catalogs, promotions, and teacher participation, are important factors in designing reading corners as instruments in developing students' reading interest.(English et al., n.d.)

Thus, previous research and this ongoing research have the same results so as to reinforce the results of data analysis, namely the reading corner has an influence on increasing literacy interest in PAI material at SMK Mambaul Ulum Pandaan.

4. Conclusion

Based on the results of the study, it can be concluded that the existence of the reading corner has a positive impact on increasing students' interest in literacy in Islamic Religious Education lessons.) The attractive reading corner facilities, the availability of readings relevant to the subject matter of Islamic Religious Education, and easy access for students were able to arouse their curiosity, strengthen their understanding of religious materials, and improve their reading habits. This increase in literacy interest can be seen in the students' high involvement in reading activities, their ability to understand and retell the content of the reading, and their increased learning achievement in PAI.

Therefore, maximizing reading corner management is one of the effective approaches in developing a culture of religious literacy in the school environment. So that the delivery of PAI material does not only occur in the classroom, but is also available in a reading corner that can be accessed by anyone. This is also a new color for students so that they do not feel bored in learning PAI lessons.

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