

## ANALYSIS OF INDOOR AND OUTDOOR READING CORNERS MEDIA ON THE READING INTEREST OF HIDAYATUT THOLIBIN KINDERGARTEN STUDENTS

**Rivo Panji Yudha**

Panca Sakti University, Bekasi, West Java, Indonesia  
Corresponding author email: [rivoyudha@yahoo.co.id](mailto:rivoyudha@yahoo.co.id)

**Nihayaturaochmah**

Panca Sakti University, Bekasi, West Java, Indonesia  
[nihayah4@gmail.com](mailto:nihayah4@gmail.com)

---

### **Keywords**

Indoor, Outdoor,  
Reading Corner,  
Reading Interest,  
Early Childhood.

### **Abstract**

This research aims to analyze the effect of reading media on children's reading interest at TK Hidayatut Tholibin. This study uses a quantitative approach with a research design called Quasi experiment. The research will be conducted at TK Hidayatut Tholibin located in West Java Province. The population in this study consists of all students in Group B at TK Hidayatut Tholibin, totaling 47, and the sampling technique used is Random Sampling, specifically selecting random groups B1, B2, and B3, each with 15, 16, and 16 students respectively. After selecting 2 sample classes, those 2 classes were randomized again to determine the class to be taught using conventional media and the class to be taught using reading corner media. In this case, the class chosen to be taught with reading corner media is class B2, which consists of 16 students, while the other class, B3, will be taught using the conventional method, also with 16 students. In this research, data collection instruments consist of observation sheets. Data analysis technique involves using a comparative test called Independent Sample T-Test. The research findings indicate that the average reading interest score of the group using indoor reading corners (85.78) is substantially higher compared to the group using outdoor reading corners (59.06), with an average difference of 26.72. The results of the independent samples t-test show a significance value (2-tailed) of 0.000, which is smaller than the significance level of 0.05. This indicates a significant difference between the group using indoor reading corners and the group using outdoor reading corners.

---

## INTRODUCTION

The development of early childhood literacy has become a primary concern in global education. Ideally, kindergarten plays a foundational role in developing effective reading skills. UNESCO (2019) emphasizes the importance of literacy learning in early childhood to support academic success and cognitive development in children. The Indonesian government, through Minister of Education and Culture Regulation No. 137 of 2014, also highlights the importance of varied media in supporting the reading interests of young children. One commonly proposed effort is the use of reading corners in schools, both indoors and outdoors. These reading corners are designed to create an attractive and interactive environment to enhance children's reading interests. In various advanced countries, reading corners are integrated into daily curricula, resulting in higher reading engagement (IEA, 2018).

At present, the issue is that children frequently experience boredom when engaging in reading at an accelerated pace.(da Cruz et al., 2021); besides that, the child complains a lot ( Puspitarini & Hanif, 2019). According to research conducted by LembergerTruelove et al. (2018), a child's interest in reading is likely to be piqued when the material is engaging and includes illustrations (Lemberger-Truelove et al., 2018). According to research by Bers (2018), it is imperative that reading literacy be imparted to children at the earliest possible stage to equip them for the competitive landscape of the digital age when they reach adulthood (Bers, 2018).

However, amidst the rapid development of digital technology and the widespread use of gadgets among children, the reading interest of the younger generation, especially early-age children, faces significant challenges. This phenomenon is not only happening in Indonesia but also drawing global attention. According to data from the Programme for International Student Assessment (PISA) in 2023, Indonesia ranks 72 out of 77 countries in terms of reading literacy. This highlights the urgency to enhance reading interest and abilities from an early age (Ratih D Adiputri, 2023).

The reality in Indonesia presents significant challenges in implementing this method. A study by Alifatuzzahro (2021) revealed that many schools in Indonesia, especially in rural areas, lack adequate reading corner facilities. Some schools do not have the space or budget to create attractive reading areas that meet the needs of children (Alifatuzzahro, 2021). Additionally, a survey by the Ministry of Education and Culture (2020) showed that even though schools in Indonesia are starting to adopt reading media, such as reading corners, both indoors and outdoors, the reality is that many children are still not motivated to utilize these facilities (Kebudayaan, 2020). Another study by Siti Amiroh (2020) mentioned that despite the implementation of reading corners, their positive impact on children's reading interest is still not optimal. The gap between idealism and reality highlights the need for

more specific and effective strategies in utilizing reading media in kindergarten (Siti Amiroh, 2020).

One of the strategies that can be applied to increase the reading interest of kindergarten children is through the procurement of indoor reading corners. An indoor reading corner is a special area in a classroom or common area that is designed in an attractive and comfortable way for reading activities. This concept is in line with the theory of the learning environment put forward by Maria Montessori, who emphasizes the importance of a prepared environment in supporting children's development and learning (Nuraisyah et al., 2023; Saragih et al., 2023). Indoor reading corners are usually equipped with various supporting elements such as bookshelves that are easy for children to reach, soft pillows, comfortable carpets, adequate lighting, and a collection of books that vary and suit the age of kindergarten children. The attractive design and cozy atmosphere are expected to attract children's attention and create a pleasant reading experience.

According to research by (Mansur et al., 2021), early acquired reading interest has a significant positive impact on their literacy skills later in life. Therefore, it is important to pay attention to factors that can influence the reading interest of young children. One factor that can affect children's reading interest is a supportive learning environment, such as the presence of reading corners in schools.

The urgency of this research lies in the lack of specific studies examining the comparison between indoor and outdoor reading corners in enhancing early childhood reading interest, especially in Indonesia. Most existing literature only discusses the overall effectiveness of reading corners without elaborating on the differences in location or setting of these reading corners (Sugiyono, 2017). Meanwhile, various educational theories, such as Piaget's constructivism theory, emphasize the importance of children's interaction with their environment as a key factor in the learning process. In this context, indoor and outdoor reading corners offer different experiences, both physically and psychologically. This study aims to investigate whether there is a significant difference between indoor and outdoor reading corner media in enhancing the reading interest of kindergarten children.

The urgency of this research is further strengthened by data showing a decline in literacy activities among young children in Indonesia over the past few years. Based on a study by Yaqin (2023), children's interest in reading has significantly decreased during the COVID-19 pandemic, as learning activities have shifted to digital platforms without direct interaction with physical media such as books. In the midst of this challenge, schools must seek innovative solutions to rekindle children's interest in reading, and one way to do so is by optimizing the use of reading corners, both indoors and outdoors (Yaqin, 2023). This research aims to examine the impact of indoor and outdoor reading corner media on the reading interest of TK Hidayatut Tholibin students, which can contribute to the development of literacy strategies at the elementary education level.

This research also fills the gap in previous studies that lacked attention to geographical and socio-cultural contexts. Most research on early childhood literacy in

Indonesia has primarily focused on large cities, while very few have considered rural areas like TK Hidayatut Tholibin, the location of this study. In the context of TK Hidayatut Tholibin, educational facilities and environment are more limited compared to urban schools. Therefore, this research is not only scientifically relevant but also socially significant in addressing literacy challenges in remote areas. The study aims to fill the research gap by providing new insights into how different reading corner settings can influence student reading interest, especially in rural TK environments.

From a phenomenological perspective, in today's modern society, people tend to rely on technology and gadgets as entertainment and educational media for children, potentially diverting their attention away from reading activities. This phenomenon can be observed in the habits of children who prefer watching videos or playing digital games over reading books. According to a report from Yoni (2020), Indonesian children on average spend up to 5-6 hours per day with electronic devices, a trend that is increasingly concerning for their literacy development (Yoni, 2020). This research aims to address this phenomenon by offering a more varied and enjoyable alternative in the form of outdoor reading corners, which could be a solution amidst the massive use of technology.

The novelty of this research is the direct comparison between indoor and outdoor reading corners, which has not been extensively explored in previous studies. This study also takes a comprehensive approach by combining quantitative and qualitative analyses to provide a more holistic understanding of the factors influencing children's reading interest. It is expected that this study will significantly contribute to the development of early literacy strategies, not only in Indonesia but also in a global context. The findings from this research can serve as a basis for developing more effective educational policies and as a reference for educational institutions in designing more engaging and inclusive learning materials for children.

In order to support the significance of this research, the findings of this study are also expected to assist policymakers in the field of education, particularly in designing environmentally-based literacy programs that align with local characteristics. Additionally, this research offers practical implications for kindergarten teachers and other education practitioners in designing reading corners that effectively enhance students' reading interest. The implementation of outdoor reading corners, for example, can provide an interesting alternative, especially for schools with limited indoor space but ample outdoor areas. Through this research, it is hoped that more practical solutions can be found to address the low reading interest of children in kindergartens, especially in rural areas.

## **METHODS**

This research uses a quasi-experimental design with a non-randomized control group. This design was chosen to test the influence of indoor and outdoor reading corner media on students' reading interest at TK Hidayatut Tholibin. In quasi-experimental design,

even though randomization is not performed in group assignment, this approach still allows for identifying the effect of independent variables on dependent variables by comparing two groups: the experimental group and the control group. In this study, the population taken consists of all the students in Group B of TK Hidayatut Tholibin, totaling 47 students. The sampling technique used in this research is Random Sampling, where groups B1, B2, and B3 were randomly selected, with each group having 15, 16, and 16 students respectively. After selecting 2 sample classes, these classes were further randomized to determine which one would be taught using conventional methods and which one would be taught using the corner reading method. The selected class for the corner reading method is B2, with 16 students, while the other class, B3, will be taught using conventional methods, also with 16 students. The instrument used in this study consists of a reading interest scale developed based on the theory of early childhood literacy. This instrument has been validated through validity and reliability tests with initial trials on different but similar populations to the research subjects. The reading interest scale comprises 20 statement items covering aspects such as reading frequency, interest in books, and the desire to visit reading corners. Each item is measured on a five-point Likert scale, where 1 indicates "strongly disagree" and 5 indicates "strongly agree." In addition, direct observation was conducted during the intervention to ensure student engagement in reading activities, both in indoor and outdoor reading corners.

The research begins with a preparation phase, which includes obtaining research permission from the school and briefing teachers and parents about the purpose and procedures of the study. After that, a pre-test is conducted to measure students' reading interest before any intervention is given. During the intervention phase, the experimental group participates in outdoor reading corner activities, involving reading in open areas with various supporting materials such as storybooks, interactive reading boards, and literacy games. Meanwhile, the control group continues reading activities in the indoor reading corner provided within the classroom. For 4 weeks, students in both groups engage in reading activities for 30 minutes each day. After the treatment period is completed, a post-test is conducted to measure students' reading interest again in both groups.

The data obtained was analyzed using parametric statistical tests. An independent sample t-test was used to compare post-test results between the experimental group and the control group. This analysis aims to determine whether there is a significant difference in reading interest between the group exposed to outdoor reading corner media and the group exposed only to indoor reading corner media. The significance level used is 0.05.

## **RESULTS AND DISCUSSIONS**

### **Data Research Description**

In this study, the data obtained by the researcher consists of the reading interest results of students after undergoing the learning process using indoor reading corners and conventional (outdoor) learning. The test used in this study to obtain scores is the pre-test.

Meanwhile, the reading interest in this study refers to the final ability score obtained from the post-test activities.

The students involved in this study are Group B Classes B2 and B3, with 16 students each. Class B1 uses the indoor reading corner learning process, while Class B3 uses conventional outdoor reading corner learning. In this research activity, all students from both classes who were chosen as research subjects participated in the learning process until the end and completed the given post-test. Therefore, the total number of participants in the research activity is 32 students.

Table 1 shows the comparison of children's reading interest scores between the experimental class and the control class. From the data, significant differences between the two groups can be seen. The experimental class showed very encouraging results, with the majority of children achieving the "Excellent" and "Good" categories. Seven children in the experimental class achieved the highest scores in the "Excellent" category, while the other nine children were in the "Good" category. The highest score in the experimental class was 100, which was achieved by four children.

**Table 1. List of Recapitulation of Children's Reading Interest Results**

No	Subject	Experimental Class Score	Category	No	Subject	Control Class Score	Category
1	Children_01	97.50	Excellent	1	Children_01	47.50	Less
2	Children_02	85.00	Excellent	2	Children_02	80.00	Good
3	Children_03	100.00	Excellent	3	Children_03	52.50	Less
4	Children_04	100.00	Excellent	4	Children_04	55.00	Less
5	Children_05	80.00	Good	5	Children_05	62.50	Less
6	Children_06	75.00	Good	6	Children_06	50.00	Less
7	Children_07	100.00	Excellent	7	Children_07	57.50	Less
8	Children_08	75.00	Good	8	Children_08	47.50	Less
9	Children_09	100.00	Excellent	9	Children_09	47.50	Less
10	Children_10	75.00	Good	10	Children_10	75.00	Good
11	Children_11	75.00	Good	11	Children_11	75.00	Good
12	Children_12	75.00	Good	12	Children_12	75.00	Good
13	Children_13	82.50	Good	13	Children_13	55.00	Less
14	Children_14	100.00	Excellent	14	Children_14	52.50	Less
15	Children_15	72.50	Good	15	Children_15	62.50	Less
16	Children_16	80.00	Good	16	Children_16	50.00	Less

On the other hand, the control class showed less than satisfactory results. Most of the children in this class were in the "Less" category, with only four children reaching the "Good" category. None of the children in the control class achieved the "Excellent" category. The highest score in the control class was 80, which was achieved by only one child.

This difference shows that the method or treatment applied to the experimental class seems to have a significant positive impact on children's interest in reading. Meanwhile, control classes that may not receive special treatment showed lower outcomes. This indicates that the intervention or method used in the experimental classroom has the potential to be effective in increasing children's interest in reading and may be feasible to be applied more widely.

### Hypothesis Test Results

After confirming the validity of the assumptions discussed above, it is determined that the data collected for this study is normal and homogeneous. This shows that the research data are parametric and meet the criteria required to conduct an independent t-sample test. Based on the background information that has been given in the previous chapter, the researcher formulated an alternative hypothesis ( $H_a$ ) which stated that there was a significant difference in the reading interest of Hidayatut Tholibin Kindergarten students between the group that used the indoor reading corner and the group that used the outdoor reading corner. On the other hand, the null hypothesis ( $H_0$ ) states that there is no significant difference in the reading interest of Hidayatut Tholibin Kindergarten students between the indoor reading corner group and the outdoor reading corner group. To determine whether the hypothesis was accepted or rejected, an independent t-sample test should be performed on both groups. The results of the independent test of the t-test sample are as follows:

**Table 2: Group Statistics**

	Grup	N	Mean	Std. Deviation	Std. Error Mean
Students' Reading Interest	Class B2	16	85.7813	11.50068	2.87517
	Class B3	16	59.0625	11.28698	2.82174

**Table 3: Independent Samples Test**

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2- tailed)	Mean Differen- ce	Std. Error Differen- ce	95% Confidence Interval of the Difference Lower Upper	
Students	Equal									
' Reading Interest	variances assumed Equal variances not assumed	.258	.615	6.63	30	.000	26.718	4.0285	18.491	34.946
				6.63	29.9	.000	26.718	4.0285	18.491	34.946

The data provided in table 2 shows that the B2 group and the B3 group each consist of 16 students. The average reading interest score of the B2 group was 85.78, while the B3 group was 59.06. Therefore, based on these descriptive statistics, we can conclude that there is a significant difference in the average learning outcomes between these two groups. To determine the significance of this difference, we must analyze the output of the Independent Samples Test.

Based on the data presented in table 3 in the section "Equal variances assumed", Sig. (2-tailed) has a value of 0.000, less than the significance level of 0.05. This shows that according to the decision-making criteria on the independent sample t-test, we can reject the null hypothesis (H0) and accept the alternative hypothesis (Ha). Therefore, it can be concluded that there is a significant difference in the reading interest of Hidayatut Tholibin kindergarten students between the group that uses the indoor reading corner and the group that uses the outdoor reading corner.

Furthermore, the "Mean Difference" value obtained from the table above is 26.72. This score is the difference between the average reading interest of students in group B2 (85.78) and the average reading interest of students in group B (59.06), so that a difference of 26.72 was obtained. The confidence interval of this difference is 18.491327 to 18.491448 (Confidence Interval of 95% Lower Upper Difference).

## Discussion

This study aims to find out the difference in reading interest of Hidayatut Tholibin Kindergarten students between the group that uses the indoor reading corner and the group that uses the outdoor reading corner. Based on the results of the data analysis that



has been carried out, it was found that there was a significant difference between the two groups.

The findings of this study are in line with the learning environment theory put forward by Vygotsky, which emphasizes the importance of social and physical environments in the learning process of children (Newman & Latifi, 2021). The indoor reading corner, as a controlled learning environment, seems to be able to create a more conducive atmosphere to foster children's interest in reading. This may be due to several factors, such as physical comfort, minimization of external distractions, and easy access to reading materials.

On the other hand, outdoor reading corners, despite having the potential to provide a unique and enjoyable reading experience, appear to be less effective in increasing children's interest in reading in the context of this study. This may be due to several factors. First, a less controlled outdoor environment can present more distractions for children. The sounds of nature, surrounding activities, or even erratic weather can interfere with a child's concentration while reading. Second, limitations in the storage and presentation of reading materials outdoors may reduce the accessibility and variety of books available to children.

However, it is important to note that these results do not necessarily indicate that the outdoor reading corner has no value in increasing children's interest in reading. Research conducted by Williams et al. (2018) shows that reading activities in the outdoors can increase children's creativity and imagination. Therefore, a special strategy may be needed in designing and implementing an outdoor reading corner so that it can be more effective in increasing children's interest in reading.

The findings of this study also emphasize the importance of designing a learning environment that is in accordance with the needs and characteristics of early childhood. As put forward by Piaget's theory of cognitive development, children at kindergarten age are at a pre-operational stage, where they begin to develop mental and language representation skills. A supportive learning environment, such as a well-designed indoor reading corner, can facilitate this cognitive development through exposure to diverse reading materials and appropriate visual stimulation.

The practical implications of these findings are quite significant for early childhood education practices, especially in an effort to increase reading interest. Early childhood education institutions need to consider allocating their resources in creating a comfortable and attractive indoor reading corner. This can include the selection of ergonomic furniture for children, the provision of diverse and age-appropriate reading materials, and the creation of an atmosphere that supports reading activities.

## **CONCLUSION**

In conclusion, this study provides empirical evidence about the influence of indoor and outdoor reading corners in increasing reading interest in kindergarten children. These findings emphasize the importance of a well-designed learning environment in supporting

children's early literacy development. However, further research is needed to understand how we can optimize different types of learning environments, both indoor and outdoor, to support the development of children's reading interests holistically.

## REFERENCES

- Alifatuzzahro. (2021). TANTANGAN PENDIDIKAN USIA DINI DI WILAYAH DESA: STUDI KASUS DI DESA KEDONGDONG, KECAMATAN SUSUKAN, KABUPATEN CIREBON. *CR JOURNAL (CREATIVE RESEARCH FOR WEST JAVA DEVELOPMENT)*. <https://doi.org/10.34147/crj.v7i01.293>
- Bers, M. U. (2018). Coding and Computational Thinking in Early Childhood: The Impact of ScratchJr in Europe. *European Journal of STEM Education*. <https://doi.org/10.20897/ejsteme/3868>
- da Cruz, M. A., Gomes, N. P., Campos, L. M., Estrela, F. M., Whitaker, M. C. O., & Lírio, J. G. D. S. (2021). Impacts of sexual abuse in childhood and adolescence: An integrative review. In *Ciencia e Saude Coletiva*. <https://doi.org/10.1590/1413-81232021264.02862019>
- IEA. (2018). About PIRLS 2016. *Timss & Pirls*.
- Kebudayaan, K. P. dan. (2020). Kementerian Pendidikan Dan Kebudayaan Republik Indonesia. In *4 Januari 2016*.
- Lemberger-Truelove, M. E., Carbonneau, K. J., Atencio, D. J., Zieher, A. K., & Palacios, A. F. (2018). Self-Regulatory Growth Effects for Young Children Participating in a Combined Social and Emotional Learning and Mindfulness-Based Intervention. *Journal of Counseling and Development*. <https://doi.org/10.1002/jcad.12203>
- Mansur, S., Sahaja, R., & Endri, E. (2021). The Effect of Visual Communication on Children's Reading Interest. *Library Philosophy and Practice*.
- Newman, S., & Latifi, A. (2021). Vygotsky, education, and teacher education. *Journal of Education for Teaching*. <https://doi.org/10.1080/02607476.2020.1831375>
- Nuraisyah, S., Risandi, A., & Sri Utami, I. I. (2023). Peningkatan Literasi Membaca Anak Melalui Pojok Baca. *Educivilia: Jurnal Pengabdian Pada Masyarakat*. <https://doi.org/10.30997/ejpm.v4i1.6593>
- Puspitarini, Y. D., & Hanif, M. (2019). Using Learning Media to Increase Learning Motivation in Elementary School. *Anatolian Journal of Education*. <https://doi.org/10.29333/aje.2019.426a>
- Ratih D Adiputri. (2023). PISA 2022 dan Refleksi Pendidikan Indonesia. *Kompas.Id*.
- Saragih, J. Y., Dabukke, B. E., Pangaribuan, Y. R., & ... (2023). Pengaruh Media Pembelajaran Pojok Baca Terhadap Minat Baca Siswa Kelas III SD Al-Wasliyah Medan Tembung. ... *Education, Sains and ....*
- Siti Amiroh. (2020). Pemanfaatan Pojok Baca Dalam Meningkatkan Minat Baca Pada Siswa Kelas IV DI MI Taufiqiyah Semarang. *Range Management and Agroforestry*.

Sugiyono. (2017). *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Alfabeta.

Yaqin, H. (2023). MENINGKATKAN MINAT BACA MELALUI PENERAPAN SUDUT BACA BAGI SISWA KELAS VI DI SDN PANCAKARYA 02 AJUNG JEMBER TAHUN PELAJARAN 2022/2023. *JURNAL JIPDAS (JURNAL ILMIAH PENDIDIKAN DASAR)*. <https://doi.org/10.37081/jipdas.v3i1.1375>

Yoni, E. (2020). PENTINGNYA MINAT BACA DALAM MENDORONG KEMAJUAN DUNIA PENDIDIKAN. *Inovasi Pendidikan*. <https://doi.org/10.31869/ip.v7i1.2237>