



The Role of the Classroom Reading Corner in Improving Student Literacy Culture at SMP Negeri 15 Bengkulu

Miftah Marifatul Latifah*, Fransiska Timoria Samosir, Lailatus Sa'diyah

Library and Information Science, Faculty of Social and Political Sciences, Universitas Bengkulu, Indonesia

*Correspondence: E-mail: miftahmarifatul0@gmail.com

ABSTRACT	ARTICLE INFO
<p>The classroom reading corner is a school initiative to strengthen students' desire to read by providing a comfortable reading space and access to useful reading materials. The purpose of this study is to find out how the classroom reading corner plays a role in improving student literacy at SMP Negeri 15 Bengkulu City. Data was collected through observation, interviews and document analysis. The results showed that the presence of a reading corner in the classroom plays an important role in improving students' reading ability and enhancing their understanding of reading. In addition, the reading corner helps to create a good learning environment and develop a culture of literacy in the school. The implementation of classroom reading sections can serve as a good example in the effort to improve students' knowledge in secondary education institutions.</p> <p>© 2024 Edulib</p>	<p>Article History: <i>Submitted/Received 31 May 2024</i> <i>First Revised 20 Jun 2024</i> <i>Accepted 29 Sep 2024</i> <i>First Available online 07 Oct 2024</i> <i>Publication Date 01 Nov 2024</i></p> <hr/> <p>Keyword: <i>Classroom reading corner,</i> <i>Literacy culture,</i> <i>Reading interest,</i> <i>Reading skills.</i></p>

1. INTRODUCTION

The classroom reading corner program is considered as an initiative to increase the literacy rate of Indonesian people (Nuswantari & Manik, 2023; Kurniawan & Sutopo, 2021; Kurniawan et al.; 2020). SMP Negeri 15 Bengkulu City is one of the schools implementing the classroom reading corner program. The actual purpose of the reading corner is to introduce students to reading books. It is also a program to maintain the existence of libraries at the school level.

Education is the most important foundation for creating a smart and competent generation. One of the keys to success in the educational process is the ability to read, write and understand texts. A strong literacy culture not only improves students' academic abilities, but also provides them with the skills needed to succeed in everyday life and the future. The word literacy has four meanings. First, literacy is defined as the ability to read and write, which are two basic skills needed to communicate. Next, literacy encompasses a range of higher-order skills used to follow instructions in social, economic and political systems. Fourth, literacy is considered to be the hallmark of a particular social or cultural group (Hardiyanti, 2022).

In terms of education in Indonesia, especially at SMP Negeri 15 Bengkulu City, efforts to improve literacy culture are needed. One approach to this activity is to create a reading corner in the classroom. A classroom reading corner is an educational innovation designed to encourage students' interest in reading and improve their understanding of various literacy materials. The reading corner aims to get students used to reading books and is part of a program to develop students' horizons.

Much of the curriculum as well as the role of the education system around the world relies on literacy and self-awareness. A culture of literacy must be intrinsically motivated in order to influence children's achievement levels at school and in society (Nuryanti, 2019; Syafitri & Yamin, 2022). Reading practice is the first step towards student literacy because reading is the foundation of everything they will learn. Literacy is the ability to read and write to acquire knowledge for personal and community benefit. As time goes by, people's literacy is decreasing because people spend more time playing. As a result, people will lack knowledge (Wahyuningrum et al., 2022).

Literacy is one of the fundamental skills that has a wide impact on various aspects of life, both at the individual and community levels. As a basic skill, literacy is not only limited to the ability to read and write but also includes the ability to understand, interpret and use information critically. The benefits of literacy include improved critical thinking skills, which enable individuals to be more effective in making informed decisions based on accurate information (Hidayah, 2022). Furthermore, high literacy levels also play a role in driving economic growth, as these skills are closely related to increased labor productivity and innovation in various industry sectors (Pitrianti et al., 2023). On the social side, literacy also contributes to increased participation in democratic life by enabling citizens to understand complex political and social issues (Aini, 2018). Literacy therefore plays a crucial role in building an inclusive and sustainable society.

Creating a classroom reading corner is a positive effort to instill a reading culture in children. Every student will have an equal opportunity to improve their reading and writing skills by setting up a reading corner in each classroom. The reading corner consisting of books such as knowledge books, story books, and comics. These books can not only be read in class but can also be picked up, read and taken home by students. The reading materials in the Reading Corner come from reading materials brought by students from their own homes.



Gambar 1. Pojok Baca Kelas 9C di SMP Negeri 15 Kota Bengkulu.
Sumber : Data penelitian 2024

There are several similar studies related to the implementation of reading corners in schools. The research of [Farrahatni et al. \(2022\)](#) examined the teacher's efforts to maximize the function of the reading corner in increasing students' reading habit. SDN Semanan 04 Pagi teachers implemented reading habit with students using sociodrama technique. In its implementation, students are asked to read a book for 15 minutes and provide added value for students who want to retell the story that has been read. Some barriers were also identified such as students' lack of interest and understanding of the re-reading technique. [Adnan et al. \(2021\)](#) also emphasized that the role of the teacher to maximize the reading corner program is very important. Teachers need to motivate, guide and direct students to bring up a sense of comfort while reading, so that interest in students grows to continue reading.

The purpose of this study is to look at the portrait of the implementation of the reading corner program at SMA Negeri 15 Bengkulu. The reading corner at SMP Negeri 15 Bengkulu City was created because of the low literacy interest of students. Based on school information, not many students utilize the reading resources available at school. Students rarely read books on their own awareness but only when ordered by the teacher and to complete the assigned tasks. Therefore, this study seeks to examine how the reading corner can improve students' literacy culture.

2. METHODS

This research focuses on the role of classroom reading corners in improving students' literacy culture at SMP Negeri 15 Bengkulu City. This research uses qualitative methods with reduction data analysis. The purpose of this qualitative method is to produce in-depth findings about the role of the classroom reading corner in improving students' literacy culture at SMP Negeri 15. The focus of the research is the classroom reading corner at SMP Negeri 15 Bengkulu city. The research subjects were active students at SMP Negeri 15 Bengkulu. In addition to data collection methods using observation, interview and documentary techniques, primary data and secondary data can be used as data sources. The main focus is

data obtained from primary data, with the main focus on contacting the head of the curriculum to ask permission to conduct research directly at the school. Then contact teachers or teaching staff at the school. Qualitative research is a type of research that aims to gain a better understanding of the phenomena experienced by research subjects, such as behavior, perceptions, motivations, actions, and others. This research is conducted in a natural context and using various scientific methods (Sugiyono, 2012).

Qualitative research, this method involves informants who are the source of information for in-depth descriptive data collection through interviews, observations. Informants who can be interviewed include students, and teachers at school to find out their experiences with the existence of a classroom reading corner at school and its impact on student literacy. This type of research is qualitative research with a descriptive approach. Descriptive method is an objective statement or presentation of information based on objective facts. Qualitative research refers to research that aims to better understand research findings using descriptive words and language (Seniani et al., 2023).

3. RESULTS AND DISCUSSION

This research was conducted at SMP Negeri 15 Bengkulu City in the 2023-2024 academic year in classes VII.A, VII.C, VIII.A, VIII.E, IX. A, and IX.C which totaled 145 students were implemented in the classroom. The classroom reading corner was established at SMP Negeri 15 Bengkulu City after the government issued recommendations for school literacy. This corner is one way for the school to encourage students to increase their interest in reading and preserve the library at SMP Negeri 15 Bengkulu City. This research was conducted for 5 days starting from April 29 to May 3, 2024.

When the researchers made observations on April 29, 2024, researchers conducted observations in six classes in the junior high school. These six classes have a reading corner located in the front corner of the classroom where books, including textbooks and non-lessons, are placed. These books are arranged neatly and attractively so that students are interested in reading them. In an additional observation on April 30, 2024, it was seen that some students in the class were interested in visiting the reading corner, but there were also those who were less interested in visiting the class reading corner but when they worked on assignments given by the teacher some students looked for the answers located in the reading corner. If there are students who do not understand what they read, they will immediately ask the teacher so that they understand the answers they need.

Subsequent observations on May 1, 2024 showed that the classroom reading corner was the main concern when there was no class learning. Students are very enthusiastic to read the books in the reading corner, and they look happy when they are in the reading corner because the corner is neat and attractive, that the class reading corner is used as a place for students to rest during break time. Because the collection of books available is still small, it makes students take turns reading books. The next observation on May 2, 2024 showed that students always participated in reading activities. Students can talk in this place because there is already a classroom reading area. Students in the classroom show concern for the reading corner and always keep it clean. The last observation on May 3, 2024 showed that the classroom reading corner remained clean. This shows that the care, neatness, comfort and attractiveness of the reading corner play a role in attracting attention and recreating students' interest in reading in class.

A reading corner is an area in a school set up for reading, equipped with a selection of books arranged in an attractive manner. This reading corner serves as a complement to the

library, bringing books closer to students. The books available include both non-textbooks and textbooks. Some books from the school library are also placed in the reading corner. The reading corner is designed to facilitate access to reading materials, provide a comfortable and attractive place to read, and encourage students' interest in reading in the school environment (Lestari et al., 2023).

The research conducted in this classroom reading corner shows that there are many things that can be considered to improve students' literacy culture at SMP Negeri 15 Bengkulu City. The results include:

3.1. Every class has a reading corner

The results showed that SMP Negeri 15 Bengkulu City has a classroom corner in each room. This class corner is located in the corner of the room and is the result of the creativity of each class. Thus, this reading corner can function as an additional learning resource for students. Each reading corner is unique, as homeroom teachers and students are given the freedom to be creative. Each classroom allocates an area to place shelves and books as part of the reading activities in the classroom. The reading corner is furnished as well as possible and filled with books that students can read.

The reading corner needs to be organized by applying aesthetic values. Apart from attracting students to come read books, a good arrangement also creates a sense of comfort and pleasure when reading in the reading corner (Nayren & Hidayat, 2021; Hidayat & Yuniar, 2023). Aesthetic principles include composition, harmony, integration, balance, proportion and scale. To design a reading corner that applies these aesthetic values requires creativity. The involvement of students in building a reading corner also develops a sense of creativity. In addition, building a reading corner with students is expected to bring a sense of belonging and attachment to the reading corner (Widyaningrum & Mahmudah, 2019).

3.2. Teacher's Role in the Classroom Reading Corner Program

The role of teachers with the reading corner program at SMP Negeri 15 Bengkulu City is to direct and guide students in utilizing the program. The assistance provided by teachers, homeroom teachers is to help students to be more focused and interested in reading again. Teachers will play a role in conducting socialization for the entire community of SMP Negeri 15 Bengkulu City by conveying the importance of literacy.

Teachers have a central role in the management and development of the reading corner, especially in fostering students' interest in reading. As learning facilitators, teachers not only play a role in providing access to reading materials, but are also responsible for guiding students in selecting and understanding materials that suit their literacy level (Dasor et al., 2021). Teachers also serve as models of good readers, who can motivate students to make reading a fun and meaningful habit (Safitri & Davit, 2021). By creating a conducive and supportive environment for literacy activities, teachers can encourage students' engagement in reading activities, which in turn will improve students' critical thinking ability and overall literacy skills (Nantara, 2021).

3.3. Increasing Students' Reading Interest

The results of the interviews concluded that the reading interest of students in grades 7, 8 and 9, totaling 145 students, was less motivated to read and visit the class reading corner

because the existing book collection was not available with what students were interested in. From the results of research on increasing interest in reading in the classroom corner, although it is still a very small increase, there is still an increase in students and they are motivated because of the program. The policy made regarding the class reading corner is that the school also makes it a habit to read 10 to 15 minutes before the lesson starts. It can be concluded that the implementation of the reading corner succeeded in changing students' paradigm towards reading.

This shows the importance of learning environments such as reading habituation programs to train students to take the time to read books. Teachers and school staff should be role models for students in terms of literacy (Madu & Jediut, 2022). Schools can create engaging programs that develop students' literacy skills or teachers can encourage and model the habit of reading books.

3.4. Improving Reading Skills in Classroom Reading Corner Activities

Based on the results of the research that has been conducted, it can be concluded that efforts to improve the reading skills of SMP Negeri 15 Bengkulu City have a significant positive impact on students. Relevant reading resources have helped to improve students' overall reading skills, thus improving reading skills not only broadens students' knowledge but also improves their ability to comprehend complex information and improves academic achievement for example increasing vocabulary and language skills of students who are very active in reading in the classroom reading corner have a wider vocabulary that helps students easily understand reading materials on various subjects and improve their ability to be able to master subjects effectively.

Experts agree that literacy skills, especially reading and writing, play an important role in developing language skills. According to Vygotsky literacy helps individuals form and organize thoughts through interaction with written language, which directly contributes to the development of cognitive and linguistic abilities (Çakıroğlu, 2019). Literacy skills enable individuals to understand various language structures, enrich vocabulary and improve the ability to communicate effectively. Literacy is not only helps students understand language technically but also trains them to construct arguments, express ideas and use language in a broader and more complex context (Tianotak et al., 2019).

In addition, Andersen et al. (2019) emphasizes that high literacy skill enables students to develop more effective communication skills, both oral and written, as the reading and writing process involves a deep understanding of sentence structure, word usage and the nuances of language. With good literacy, students are able to understand information from a variety of sources and use language in more flexible and creative ways. Literacy skills, according to these experts, are not only the foundation for language development, but also an essential tool for critical thinking and active participation in an information-oriented society.

3.5. Literacy Transformation in Classroom Reading Corner Activities

The results of the study showed that the changes in literacy with the class reading corner at SMP Negeri 15 Bengkulu showed that the implementation of the class reading corner had a positive impact in improving students' literacy levels. This can be seen from the increase in reading interest, reading ability and students' understanding of reading material. Among them are fiction books that are very popular with students with the title of the book "Harry

Potter” series by J.K. Rowling: A very popular series about the adventures of a young wizard and his friends at the Hogwarts school of magic, non-fiction books are usually biographical books of Indonesian heroes, and textbooks as learning support. Therefore, it can be concluded that classroom reading corners are an effective way to improve student literacy in schools.

3.6. Advanced Writing Skills

Based on the research results, it can be concluded that student literacy helps in applying advanced writing skills. With directed guidance, students can systematically hone their ability to organize ideas, convey ideas effectively, and process language with high creativity. These skills not only develop cognitive abilities, but also encourage students to build strong and meaningful narratives. Students' literacy outcomes enrich their vocabulary, develop their character and deepen their understanding of various topics. Thus, students become not only readers but also writers and can have a positive impact in their academic and social environments.

3.7. Improving Literacy Skill

Based on the results of the study, the existence of a classroom reading corner, students can easily access the types of collections and interesting collection materials. The reading corner also increases students' motivation and desire to read. The results showed that due to the diversity and quality of books read by students, all books, both fiction and nonfiction, were interesting and suitable for their needs. Students also agreed that reading is a fun and not boring activity. This not only helps to improve their reading and comprehension skills, but also inspires a sustained interest in reading. By making reading an important part of the school routine, it can help create a more skilled and knowledgeable generation.

Reading genres preferred by students include picture stories, humor, mystery (Mandarani & Nuroh, 2017). These genres are entertaining and recreational sources of information. These genres can increase readers' creative power and empathy. Meanwhile, nonfiction books can develop insights into facts that occur in the surrounding life. Nonfiction books also help students' understanding of learning materials at school.

3.8. Improving Classroom Discussion Activities

The results of the study can be concluded that students' activities in discussions in the classroom reading corner can improve knowledge and speaking skills. Students can discuss ideas, exchange views and listen to opinions from different points of view. Discussion in the class reading corner can build students' skills in critical thinking and broaden their horizons on various topics. Under the guidance of the teacher, students are given a topic to discuss in groups. Then, students are asked to convey the results of the discussion to other groups. By doing so, students will exchange ideas on the topic they are discussing.

5. CONCLUSION

The role of the classroom reading corner in improving students' literacy culture at SMP Negeri 5 Bengkulu can be concluded that this program has a positive impact on students. Initially students lacked interest in reading. The reading corner presents a 15-minute reading

habituation program. This activity will improve students' literacy culture and increase students' interest and reading skills. This can be seen and found from indicators including every class has a class reading corner, the role of teachers in supporting the reading corner program in increasing students' interest and reading skills in class reading corner activities, changes in literacy in reading corner activities, advanced writing skills with a class reading corner, improving literacy, and improvement in class discussions. The school has a classroom reading corner where students can easily get access to different types of books and interesting reading materials, both fiction and nonfiction books. This encourages students to read more actively and improve their understanding of the various topics they have read. This increase in reading frequency is followed by an improvement in students' reading skills, such as improvements in text comprehension, vocabulary, and critical thinking skills. This positive impact was also seen in students' academic performance, as they scored higher in reading-related subjects. In addition, the reading corner encourages positive interaction between students through book reviews and other reading activities, which fosters a sense of community and a spirit of collaborative learning between students and teachers at SMP Negeri 15 Bengkulu.

6. AUTHORS' NOTE

The authors declare that there is no conflict of interest regarding the publication of this article. Authors confirmed that the paper was free of plagiarism.

7. REFERENCES

- Adnan, N. I., Morat, B. N., Bakar, R. A., & Yusof, N. L. M. (2023). Maximizing English Reading Resources for A Reading Corner in A Rural School: Teachers' Perceptions on Students' Reading Interest. *International Journal of Academic Research in Progressive Education and Development*, 12(3).
- Aini, D. N. (2018). Pengaruh budaya literasi dalam mengembangkan kecerdasan kewarganegaraan. *Biomatika: Jurnal ilmiah fakultas keguruan dan ilmu pendidikan*, 4(01).
- Andersen, S. C., Christensen, M. V., Nielsen, H. S., Thomsen, M. K., Østerbye, T., & Rowe, M. L. (2018). How reading and writing support each other across a school year in primary school children. *Contemporary Educational Psychology*, 55, 129-138.
- Dasor, Y. W., Mina, H., & Sennen, E. (2021). Peran guru dalam gerakan literasi di sekolah dasar. *Jurnal Literasi Pendidikan Dasar*, 2(2), 19-25.
- Farrahathni, F., Fahri, M., & Hamdani, I. . (2022). Upaya Guru Dalam Pemanfaatan Pojok Baca Untuk Menumbuhkan Minat Baca Siswa Pada Pembelajaran Bahasa Indonesia Di Kelas IV SD N Semanan 04 Pagi. *Jurnal Pendidikan Tambusai*, 6(2), 10242–10249. <https://doi.org/10.31004/jptam.v6i2.4034>
- Hardiyanti, W. M. (2022). Penerapan Jurnal Pembiasaan Literasi Membaca Di Smp Negeri 1 Mojogedang. *Literasi : Jurnal Bahasa Dan Sastra Indonesia Serta Pembelajarannya*, 6(2), 268.
- Hartatik, S. F. (2019). Pojok Baca Kelas dalam Meningkatkan Budaya Literasi Siswa dalam Program Kampus Mengajar di SMP Negeri 3 Satu Atap Karangploso Malang. *Anfatama: Jurnal Pengabdian Masyarakat*, 1(3), 21–25.

- Hidayah, A. (2022). Pengembangan model TIL (The Information Literacy) tipe The Big6 dalam proses pembelajaran sebagai upaya menumbuhkan budaya literasi di sekolah. *Jurnal PENA: Penelitian dan Penalaran*, 9(2), 173-180.
- Hidayat, H., & Yuniar, M. N. (2023). Estetika pada pojok baca anak usia dini. *Jurnal Pendidikan Anak*, 12(2), 207-224.
- Kurniawan, A. R., Destrinelli, D., Hayati, S., Rahmad, R., Riskayanti, J., Wasena, I. S., & Triyadi, Y. (2020). Peranan Pojok Baca dalam Menumbuhkan Minat Baca Siswa Sekolah Dasar. *Jurnal Inovasi Pendidikan Dan Pembelajaran Sekolah Dasar*, 3(2), 48-57.
- Kurniawan, W., & Sutopo, A. (2021). Implementasi pojok baca untuk meningkatkan minat baca siswa mi muhammadiyah kartasura. *PaKMas: Jurnal Pengabdian Kepada Masyarakat*, 1(1), 37-42.
- Lestari, R. Y., Rohmayati, T., Oktaviani, R., Karimah, N., Roudotul, T., Hotimah, B. S. A. H., & Syahrul, S. (2023). Efektivitas Penerapan Pojok Baca Dalam Peningkatan Literasi Peserta Didik Di SMPN 7 Kota Serang. *Jurnal Motivasi Pendidikan Dan Bahasa*, 1(4), 10–18.
- Madu, F. J., & Jediut, M. (2022). Membentuk literasi membaca pada peserta didik di sekolah dasar. *Jurnal Cakrawala Pendas*, 8(3), 631-647.
- Mandarani, V., & Nuroh, E. Z. (2017). Kajian Minat Membaca Siswa Terhadap Karya Sastra. *Pedagogia: Jurnal Pendidikan*, 6(1), 26-31.
- Nantara, D. (2021). Menumbuhkan Berpikir Kritis pada Siswa melalui Peran Guru dan Peran Sekolah. *Jurnal Teladan: Jurnal Ilmu Pendidikan Dan Pembelajaran*, 6(1), 25-34.
- Nayren, J., & Hidayat, H. (2021). Pengaruh Nilai-Nilai Estetika Pada Penataan Pojok Baca Terhadap Minat Baca Anak Usia Dini. *Al-Abyadh*, 4(2), 81-88.
- Nuryanti, R. (2019). Pengaruh Kualitas Pelaksanaan Gerakan Literasi dan Minat Baca Terhadap Hasil Belajar Berbicara Siswa SD Negeri Segugus Taman, Kota Madiun. *Linguista: Jurnal Ilmiah Bahasa, Sastra, Dan Pembelajarannya*, 3(2), 105-119.
- Nuswantari, N. F., & Manik, Y. M. (2023). Membudayakan Gemar Membaca Melalui Pojok Baca Sekolah. *Edu Cendikia: Jurnal Ilmiah Kependidikan*, 3(01), 144-149.
- Pitrianti, S., Sampetoding, E. A., Purba, A. A., & Pongtambing, Y. S. (2023, November). Literasi digital pada masyarakat desa. In *Prosiding Seminar Nasional Teknologi dan Sistem Informasi* (Vol. 3, No. 1, pp. 43-49).
- Rumakaway, S. M., Soumokil, A., & Hatala, R. (2022). Peranan Pojok Baca dalam Meningkatkan Literasi Siswa di Sekolah Menengah Pertama Negeri 10 Seram Bagian Timur, Kecamatan Gorom Timur Kabupaten Seram Bagian Timur. *Jurnal Pendidikan Tambusai*, 6(2), 9286–9294.
- Safitri, V., & Dafit, F. (2021). Peran guru dalam pembelajaran membaca dan menulis melalui gerakan literasi di sekolah dasar. *Jurnal basicedu*, 5(3), 1356-1364.
- Seniani, N. W., Numertayasa, I. W., & Sudirman, I. N. (2023). Pemanfaatan Pojok Baca Untuk Meningkatkan Minat Baca Siswa di SD Negeri 1 Menanga. *Jurnal Pendidikan Dasar Rare Pustaka*, 5(1), 17–23.
- Sobari, T., Abdurakhman, D., & Azzahra, I. S. S. (2019). Peningkatan Kemampuan Menulis dan Membaca Melalui Implementasi Kultur Literasi Siswa SMP. *Diglosia - Jurnal Pendidikan, Kebahasaan Dan Kesusastraan Indonesia*, 3(2), 11.
- Sugiyono. (2012). *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Alfabeta.
- Syafitri, N., & Yamin, Y. (2022). Pengaruh gerakan literasi sekolah terhadap minat baca siswa. *Jurnal Basicedu*, 6(4), 6218-6223.
- Syahravi, M. M., Prabowo, M. A., Maulana, M. R., & Pitri, A. (2023). Pojok Baca Cahaya Ilmu Sebagai Upaya Menumbuhkan Minat Baca Anak-anak di Desa Cimulang. *Wisanggeni: Jurnal Pengabdian Masyarakat*, 3(2), 191-200.

- Tianotak, H., Salamor, L., & Bakker, R. (2022). Peran Literasi untuk Meningkatkan Pemahaman Siswa dalam Pembelajaran PKn di MAN 3 Seram Bagian Timur. *Jurnal Pendidikan Tambusai*, 6(2), 11552-11557.
- Wahyuningrum, C., Anam, S., Jalil, A., Nisa, S. I., Trulyana, A., Oktahariana, A., Laila, N., Hasanah, E. I., Muddah, N. H., Rohmah, A. N., Rohmah, A. M., Afifah, E. N., Laily, A., & Hidayat, R. (2022). Peningkatan Literasi Masyarakat melalui Pojok Baca di Balai Desa Umbulrejo. *Al-Ijtima': Jurnal Pengabdian Kepada Masyarakat*, 3(1), 1–11.
- Widyaningrum, R. K. N., & Mahmudah, F. N. (2019). Kreasi iklim sekolah melalui gerakan sekolah menyenangkan di SD Muhammadiyah Mantaran. *Profesi Pendidikan Dasar*, 6(2), 115-128.