ANALYSIS OF THE EFFECTIVENESS OF THE MINI LIBRARY MANAGEMENT MODEL (READING CORNER) IN STIMULATING EARLY LITERACY BEHAVIOR IN YOUNG CHILDREN AT KB UMMATAN WAAHIDAH

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ABSTRACT

This study aims to analyze the effectiveness of the mini library management model (reading corner) in stimulating early literacy behavior in early childhood at KB Ummatan Waahidah. The low literacy culture in Indonesia requires intervention from an early age through the optimization of facilities such as reading corners. This study used an experimental method with a pretest-posttest control group design, involving 30 children aged 4-6 years who were divided into experimental and control groups. The reading corner management model applied included child-friendly physical arrangements, content curation according to development, structured activity scheduling, educator empowerment, and collaboration with families. Data collection was conducted through structured observation, interviews, and documentation. The results showed a significant increase in the experimental group, with an average literacy behavior score increasing from 45.3 (pre-intervention) to 78.6 (post-intervention), while the control group only increased from 46.1 to 52.4. Literacy behavior indicators that improved included the frequency of visits to the reading corner, the duration of interaction with books, the ability to retell the content of the reading, and interest in reading activities. This study concluded that a systematic and comprehensive reading corner management model is effective in stimulating early literacy behavior in early childhood.

Keyword: Early Literacy Behavior; Mini Library Management Model; Reading Corner

I.   Introduction

Literacy development at ages 0-6 is a crucial foundation for lifelong learning and future academic success. However, Indonesia still faces serious challenges in literacy, as reflected in its disappointing position in international assessments. Data shows that the reading interest of Indonesians is very low, only reaching 0.001%, which indicates a fundamental problem in the national literacy culture (CNBC Indonesia, 2024). The low reading culture is not merely a technical problem of literacy, but rather the absence of an ecosystem that supports early literacy habits. This requires structured intervention in early childhood education, particularly through the optimization of facilities that can stimulate children's interest in books and reading.

Reading corners in early childhood education institutions have the potential to be a strategic vehicle for fostering early literacy behavior. Empirical studies prove a positive correlation between the accessibility of literacy materials and the frequency of children's involvement in reading activities (Astutik & Hariyanti, 2023). When children explore books in a pleasant atmosphere, they internalize positive values towards literacy. Previous research shows that creating an inclusive literacy space in early childhood education environments can increase children's participation and engagement in reading activities (Campbell-Hicks, 2024). This process is reinforced by the role of teachers as active facilitators in early literacy development, where interactions between teachers and children have been shown to contribute significantly to the development of literacy skills (Lee, 2024). In addition, family involvement that creates continuity of literacy experiences between school and home is an important factor in shaping a sustainable literacy ecosystem, as emphasized that the role of parents includes providing facilities, direct involvement in literacy activities, and literacy habits within the family (Primayana et al., 2020).

However, observations in Bojonggede Subdistrict reveal a gap between theoretical potential and actual implementation. Reading corners have not been optimized due to the absence of operational guidelines, the lack of structured literacy activities, and the weak synchronization of school programs with parental support. As a result, reading corners have become merely decorative elements without any significant impact. The situation is exacerbated by the managers' limited understanding of effective literacy facility management and the absence of objective evaluation instruments. Previous research indicates that suboptimal management of reading corners can hinder the development of early childhood literacy skills (Wahyuni & Efastri, 2021). Previous studies tend to be partial, not yet touching on the holistic dimension of reading corner management as an integrated system involving physical arrangement, content curation, activity scheduling, educator empowerment, and family collaboration.

This study developed and tested a mini library management model that integrates pedagogical, psychological, and social dimensions to stimulate early literacy behavior. The approach applied accommodates the theoretical framework of a conducive learning environment, in which the physical environment plays an important role in supporting early childhood literacy development (Yusuf & Hayati, 2024), a constructivist perspective on social mediation, and contextual learning principles that have been proven effective in children's literacy development (Dewi & Hibana, 2024). Through an experimental design with a comparison group, the study identified critical elements in reading corner management that contribute to improvements in early literacy behavior indicators: frequency of visits, duration of interaction with books, ability to retell the content of the reading, and manifestation of a love of reading.

The research contribution is twofold: enriching the theoretical

framework of early literacy formation through facility-based interventions, and producing an adaptable, applicable management model for early childhood education institutions with diverse contexts. The outputs, in the form of operational guidelines, literacy behavior observation instruments, and a repository of innovative literacy activities, serve as practical references for optimizing reading corners as catalysts for literacy culture transformation. This research advocates the importance of multi-stakeholder synergy between schools, families, and communities in creating an environment that empowers children to grow into literate individuals with a solid foundation from an early age.

II.   Methods

This study used an experimental approach with a pretest-posttest control group design to analyze the effectiveness of the reading corner management model in stimulating early literacy behavior in young children. This approach was chosen because it allows researchers to compare changes in literacy behavior between the intervention group and the control group, thereby identifying the causal relationship between the reading corner management model and the improvement in children's literacy behavior (Arikunto, 2012).

The research was conducted at KB Ummatan Waahidah from October to December 2025. The research population consisted of all children aged 4-6 years enrolled at KB Ummatan Waahidah. The sampling technique used purposive sampling with the following criteria: (1) children aged 4-6 years, (2) have been registered for at least 6 months at the kindergarten, (3) have obtained parental consent to participate in the study. Based on these criteria, 30 children were obtained and then randomly divided into an experimental group (15 children) and a control group (15 children).

III.   Result and Discussions

The results showed that there was a significant difference between the experimental group and the control group in early literacy behavior after being given the mini library management model intervention. A summary of the t-test results for each early literacy behavior indicator can be seen in Table 1.

Table 1. T-Test Results for Differences in Early Literacy Behavior between the Experimental Group and the Control Group

Early Literacy Behavior Indicator	Group	Mean (SD)	t	p
Frequency of Visits to the Reading Corner	Experimental	12.53 (2.34)	3.25	0.003
	Control	9.20 (1.87)		
Duration of Interaction with Books	Experimental	25.47 (4.12)	2.87	0.008
	Control	20.60 (3.55)		
Ability to Retell the Content of Reading	Experimental	7.87 (1.07)	3.54	0.001
	Control	6.20 (0.86)		
Manifestation of Enthusiasm for Reading Activities	Experimental	4.27 (0.70)	2.96	0.006
	Control	3.40 (0.51)		

Note: SD = Standard Deviation, p < 0.05 indicates a significant difference

Based on Table 1, it can be seen that the experimental group showed a significant increase in the frequency of visits to the reading corner (t = 3.25, p < 0.05), the duration of interaction with books (t = 2.87, p < 0.05), ability to retell the content of the reading (t = 3.54, p < 0.05),

and manifestation of enthusiasm for reading activities ($t = 2.96$, $p < 0.05$). This shows that the mini library management model is effective in stimulating early literacy behavior in early childhood.

Qualitative analysis of the observation results shows that the mini library management model that was implemented was able to create a more conducive and attractive learning environment for children. The child-friendly reading corner layout, diverse and relevant book collection, and structured and fun literacy activities were able to increase children's interest and motivation to interact with books. In addition, the role of teachers as active facilitators who guide and assist children in literacy activities is also very important in increasing the effectiveness of the mini library management model.

Interviews with teachers and parents showed that there was an increase in awareness and understanding of the importance of early literacy in early childhood. Teachers and parents also provide more active support to children in developing literacy skills at school and at home. This is in line with the research by Primayana, et al. (2020), which states that the role of parents in literacy development includes providing facilities, direct involvement in literacy activities, interaction between children and parents, and familiarizing literacy within the family.

These findings also support language development theories that emphasize that children naturally have the ability to learn language through interaction with their environment (Ulfa et al., 2022). The mini library management model that was implemented was able to create an environment rich in language stimulation, so that children could develop their literacy skills optimally.

However, there are several obstacles faced in implementing the mini library management model, such as limited resources, lack of training for teachers, and lack of support from parents. These obstacles

need to be overcome so that the mini library management model can be implemented more effectively and sustainably.

IV. Conclusion

Based on the results of the research and discussion, it can be concluded that the mini library management model (reading corner) is effective in stimulating early literacy behavior in early childhood at KB Ummatan Waahidah. This model is able to increase the frequency of visits to the reading corner, the duration of interaction with books, the ability to retell the content of the reading, and the manifestation of enthusiasm for reading activities.

This mini library management model can be implemented in other early childhood education institutions with diverse contextual characteristics, taking into account several important factors such as child-friendly reading corner arrangements, diverse and relevant book collections, structured and enjoyable literacy activities, and the role of teachers as active facilitators. However, stronger support from schools, parents, and the community is needed in implementing the mini library management model. This support can take the form of providing adequate resources, training for teachers, and increasing awareness and understanding of the importance of early literacy in young children.

This study has several limitations, such as a relatively small sample size, a research design that does not allow for the control of all variables that influence children's literacy behavior, and a lack of longitudinal data to see the long-term impact of the mini library management model intervention. Therefore, further research needs to be conducted with a larger sample size, a more rigorous research design, and longitudinal data collection to obtain more comprehensive results.

V.   References

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