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Submission date: 17-Sep-2024 07:20AM (UTC+0700)

Submission ID: 2456348275

File name: 7prosemnasip.docx (54.65K)

Word count: 2830

Character count: 16800



The Influence of "Pojok Baca" on the Fulfillment of Children's Educational Rights in Turunrejo Village, Kendal District: Legal and Literacy Perspective

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Abstract: The 'Reading Corner' program in Turunrejo Village, Kendal District, has demonstrated an increase in children's reading interest and literacy skills. Observations and interviews with children and parents reveal that many children who initially rarely read are now more active using the reading corner, with some showing significant improvement in their reading and comprehension abilities. Despite these clear advances, challenges such as budget constraints, a lack of diverse book collections, and insufficient local government support persist. The considerable distance from the city center also affects the regular procurement of new books. Several studies highlight that similar challenges are faced by literacy programs in remote areas. Additional support, training for managers, and enhanced resources are necessary to maximize the benefits of the 'Reading Corner' program for children.

Keywords: Pojok Baca, Children, Educational Rights, Law, Literacy.

1. BACKGROUND

Education is a fundamental right protected by legislation in many countries, including Indonesia. Law Number 20 of 2003 governing the National Education System stipulates that every kid has the right to get a decent education without exception, especially those in rural areas (UNDANG UNDANG REPUBLIK INDONESIA NOMOR 20 TAHUN 2003 TENTANG SISTEM PENDIDIKAN NASIONAL, 2003). However, providing appropriate access to education in rural communities remains a significant concern. One way to achieve this goal of providing access to education is to arrange activities with a *pojok baca*. *Pojok baca*, or reading corners, are facilities that give books and learning materials that children can easily access in their own area. Aside from books, another reading corner facility provides teaching personnel who act as tutors to assist children in their learning process or to review topics learned in school. It is expected that this facility will increase interest in reading and enhance access to literacy among children who live in rural areas or locations with limited educational opportunities.

Reading corners are essential in ensuring children's educational rights, according to educational law. According to the current legislative laws, every kid has the right to an appropriate education, whether formal or informal. Reading corners are a type of non-formal education that can support children who don't have easy access to libraries or schools.

Received: Mei 10, 2024; Revised: Juni 28 2024; Accepted: Juli 29, 2024; Published: Juli 31, 2024;

However, the question remains as to whether the reading corner is effective in meeting children's educational rights and how it contributes to enhancing the level of children's literacy in rural areas (Habe & Ahiruddin, 2017).

This study will look at two important elements of reading corners. First, this study will look at how reading corners can help children realize their educational rights by existing laws and regulations. Second, this study will look at the impact of reading corners in enhancing literacy and educational quality for children in rural areas via the lens of education law. By investigating these two aspects, it is believed that this study will provide a more comprehensive knowledge of the value of reading corners as a supporting facility in satisfying children's educational rights in rural areas, as well as policy implications for the national education system (Habe & Ahiruddin, 2017).

To answer the research question, this study will look at how existing legal laws assist the administration of reading corners, as well as the roles of government and society in optimizing their functions. This covers how the government, schools, and communities work together to ensure that reading corners are properly managed and performed optimally. As a type of public service, running a reading corner necessitates close collaboration among all parties involved. Supporting rules must ensure that these facilities operate ideally to deliver benefits for enhancing the quality of education and literacy in rural areas.

The reading corner provides more than simply a place to read books; it also serves as a forum for children to access learning opportunities comparable to those available to children in metropolitan areas. Long distances or limited resources may make it difficult to access schools or public libraries in some regions. As a result, the inclusion of a reading corner provides a reliable alternate approach to bridge this gap. Moreover, reading corners can be a helpful technique in eliminating educational and social gaps that frequently exist between children in both rural and urban environments (Karim et al., 2023).

The efficiency of *pojok baca* or reading corner in helping children's education is centered on strong community participation and government funding. The government must ensure that there are enough laws and budget support for the acquisition and support of reading corners. Meanwhile, the community, particularly parents and teachers, must be involved in managing this facility. They can help with a variety of tasks, including providing books, organizing literacy activities, and ensuring that children make the best use of the reading area. Reading corners can be an effective way to advance children's literacy and education in rural areas with good cooperation among all parties involved (Karim et al., 2023).

2. METHOD

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This research uses a qualitative descriptive empirical (Prof. Dr. Suteki, S.H., M. Hum, Galang Taufani, S.H., 2022). The data collection process for this study was gathered through literature and direct field experience observation activities ranging from opening *pojok baca* or reading corner facilities to becoming a teacher in the reading corner. This report intends to provide insight into the real impact of reading corners on children in villages, particularly in terms of ensuring their educational rights, such as access to reading materials and relevant supplemental learning. From a legal standpoint, this study will connect field findings to legal norms and policies that protect children's educational rights.

The qualitative descriptive empirical technique attempts to investigate the role of reading corners in developing literacy in depth, focusing on the experiences and perspectives of research subjects. Researchers will look into people's perspectives and experiences with reading nooks in terms of improving reading interest, literacy abilities, and providing children with access to useful reading materials. This study will determine whether this reading corner serves a purpose in compliance with national literacy and educational policies. This technique is supposed to provide a comprehensive picture of reading corners in satisfying children's educational rights in villages.

3. RESULT AND DISCUSSION

Direct observations at the reading corner in Turunrejo Village revealed a positive response from the children. They not only read books but also participated in tutoring sessions facilitated by student volunteers. Activities such as group reading, small group discussions, and educational games made the learning process more engaging for the children. The children showed enthusiasm in participating, especially in sessions involving interactive learning. Based on the observations, it can be concluded that reading corners play a crucial role in enhancing children's reading interest and learning abilities in rural areas. Reading corners not only provide access to books and learning materials but also foster an enjoyable and interactive learning environment.

Observations at the reading corner in Turunrejo Village showed that this facility successfully attracted the interest of children around to actively participate. Children seemed interested and involved in the reading activities and tutoring held. Activities in the reading corner also varied, ranging from free reading to group discussions, which encouraged children to be more enthusiastic about reading materials. With tutors from KKN students, learning activities became more interactive and interesting. This activity really helped children to

deepen the lessons they received at school. According to a study by (Ariyanti, D., & Wilopo, 2018), reading corners can enhance the reading interest of children in rural areas, especially when combined with interactive activities and tutoring involving tutors.

Community participation in Turunrejo Village has been instrumental in running the reading corner. Parents often encourage their children to visit the reading corner and even contribute some books. Additionally, local teachers play an active role in organizing extra learning activities for the children. However, challenges persist regarding resource scarcity. Some residents have donated used books, but the collection remains limited. Despite these limitations, the village community is very enthusiastic about maintaining the reading corner, even though they face challenges related to limited facilities. (Sari, N., & Pratama, 2019) found that community involvement in reading corner activities is very important to maintain the sustainability of the facility. Support from parents and local teachers contributes greatly to the success of reading corners in supporting children's education in the village.

From the observations and interviews conducted with children and parents, there has been a noticeable increase in children's reading interest and literacy skills. Many children who initially rarely read are now frequently utilizing the 'Pojok Baca' (Reading Corner) to spend their free time. Some children have even shown improvement in their reading and comprehension skills in a relatively short period. This progress has also been acknowledged by parents and teachers in the village, who have observed positive changes in their children's learning abilities. (Duque Cuéllar, 2023) stated that the existence of informal educational facilities such as reading corners can improve the quality of literacy and support children's rights to receive proper education, especially in remote areas.

Despite the significant successes, several challenges remain, such as budget constraints and a lack of variety in the book collection. The local government has not yet provided adequate support in terms of funding or logistical assistance. Additionally, although the community is actively involved, training for the managers of the 'Pojok Baca' (Reading Corner) is still needed so they can optimize the activities and materials provided to the children. The considerable distance from the city center also poses a challenge for the regular procurement of new books. Research by (Figuroa-Oquendo, 2024) indicates that one of the biggest challenges in maintaining reading corners in remote areas is the limited resources and logistical support, including funding and access to the latest educational materials.

From a legal perspective, reading corners play a crucial role in fulfilling children's right to education as stipulated in Law No. 20 of 2003 on the National Education System. Reading corners can be seen as part of efforts to fulfill the right to non-formal education, especially in

rural areas with limited access to formal education. In this context, reading corners can be viewed as a means to reduce educational disparities between children in urban and rural areas. Research by (Sutomo, 2022) demonstrates that non-formal education facilities, such as reading corners, are vital in supporting the fulfillment of children's right to education in less developed areas, particularly in improving basic literacy.

Reading corners have a significant impact on increasing reading interest and literacy skills among children in rural areas. Children who regularly visit reading corners show improvement in reading comprehension and demonstrate a higher interest in literacy activities. Reading corners also provide access to books that may not be available at home or school, thus enriching children's knowledge beyond the formal curriculum. This supports the theory that good literacy does not solely depend on formal education but also access to non-formal resources (Ismail, A., & Fitria, 2020) highlight that children's involvement in non-formal literacy activities, such as those available in reading corners, has a positive impact on improving children's literacy, especially in rural areas with limited access to libraries.

The success of reading corners heavily depends on the cooperation between the government and the community. Although many reading corner initiatives are driven by local communities, government involvement in terms of funding and regulation is crucial for the sustainability of this program. The government needs to allocate sufficient funds for the procurement of books and other necessary facilities. In addition, support from the community, especially parents and teachers, is very determining for the success of this program because they have an important role in encouraging children to participate and utilize the reading corner facilities to the fullest.

Wijayanto (2021) in his research emphasizes that a strong partnership between the government and the community is the key to ensuring the sustainability of literacy programs in rural areas, where the government acts as a provider of facilities and the community as the main driver. The reading corner not only helps improve literacy among children in Turunrejo Village but also provides a model that can be replicated in other villages across Indonesia. With the right support from the government and active participation from the community, reading corners can be an effective solution to address the educational gap between urban and rural areas. Moreover, reading corners can also serve as community spaces for various other educational activities, such as skill classes or group discussions, all of which contribute to improving the quality of education in rural areas. Research by (Hakim, T., & Santoso, 2020) shows that community-based literacy programs such as reading corners have the potential to address educational disparities in rural areas by providing easy access to reading materials and

alternative educational programs.

The 'Pojok Baca' initiative has successfully enhanced children's reading interest and literacy skills, with many children demonstrating improved reading and comprehension abilities. This positive impact has been recognized by both parents and teachers in the village. However, significant challenges remain, including budget limitations, a lack of diverse book collections, insufficient local government support, and logistical difficulties related to distance. To address these issues, additional funding, diverse resources, and better training for reading corner managers are essential.

4. CONCLUSION

The "Pojok Baca" activity in Turunrejo Town has demonstrated successful in improving children's proficiency and cultivating a more noteworthy intrigued in perusing, particularly in country ranges with restricted get to to instructive assets. Through different intuitively exercises and the back of community individuals, especially guardians and instructors, children have appeared discernible advancement in perusing comprehension and generally learning capacities. In spite of these victories, challenges stay, counting constrained book collections, budget limitations, and deficiently government bolster. To maintain and grow the benefits of this program, there's a require for nonstop government association in subsidizing and logistical help, together with community cooperation and preparing for program directors. With the proper adjust of assets, collaboration, and vital arranging, the "Pojok Baca" show can be imitated in other provincial ranges over Indonesia, essentially contributing to bridging the instructive hole between urban and country communities and guaranteeing that each child has get to to their crucial right to instruction.

5. SUGGESTION

To improve the viability of the "Pojok Baca" program in satisfying children's instructive rights in Turunrejo Town, it is suggested that the neighborhood government designate more assets and reliable subsidizing to move forward the quality and assortment of book collections, which is as of now constrained. Growing the extend of books to cover different themes that offer to diverse age bunches can cultivate more noteworthy intrigued in perusing. Also, it is imperative to supply continuous preparing for volunteers and supervisors to prepare them with superior aptitudes in encouraging intelligently proficiency exercises and locks in children more viably. The dynamic association of guardians and nearby communities ought to be energized through education occasions and book gifts, making a solid perusing culture inside the

community. Besides, the government might collaborate with outside accomplices, such as NGOs or portable libraries, to address calculated challenges, especially in securing modern books from removed city centers. By reinforcing government bolster, making strides assets, and cultivating community interest, the “Pojok Baca” program can proceed to play a pivotal part in upgrading education and bridging the instructive crevice in country zones.

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