



The Influence Of Islamic Reading Corners And Reading Interest On Students Reading Literacy In Madrasah Ibtidaiyah

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Abstract

Nowadays, reading activities have become boring and uninteresting activities for students. One of the schools efforts to foster students' interest in reading is by forming a reading corner in the corner of the classroom. The reading corner in this madrasah ibtidaiyah is decorated with Islamic nuances so students are more active in reading and reminding them that first revelation that Rasullulah got was the command to read. This study aims to analyse the effect of Islamic reading corner and reading interest on reading literacy in madrasah ibtidaiyah. This type of research is a correlation type quantitative research that aims to see the relationship between the variables of Islamic reading corner, reading interest, and reading literacy. The population in this study was in the madrasah ibtidaiyah of the setu cluster, setu sub district, the sample was at MI Nurul Falah Muncul, totalling 54 fourth grade students. The sampling technique in this study used simple random sampling technique and analysis technique in this study used multiple linear regression analysis techniques. The results showed that T test of the Islamic reading corner variable with reading interest had a significant and positive effect on reading literacy. While from the results of the F test, the Islamic reading corner and reading interest have a significant and positive influence on the reading literacy of grade IV students at MI Nurul Falah. Based on these results it can be concluded that the Islamic reading corner and reading interest have an effect on student reading literacy in MI.

Keywords: Islamic reading comer, reading interest, and reading literacy

Dewasa ini kegiatan membaca menjadi kegiatan yang membosankan dan tidak diminati oleh siswa. Maka dari itu salah satu upaya sekolah untuk menumbuhkan minat membaca siswa dengan membentuk pojok baca yang berada di dalam sudut kelas, pojok baca yang berada di madrasah ibtidaiyah ini dihiasi dengan nuansa islami agar siswa semakin giat dalam membaca dan mengingatkan bahwa wahyu pertama yang Rasulullah dapat adalah perintah membaca. Penelitian ini bertujuan untuk menganalisis pengaruh pojok baca bernuansa islami dan minat baca terhadap literasi membaca di madrasah ibtidaiyah. Jenis penelitian ini adalah penelitian kuantitatif tipe korelasi yang bertujuan untuk melihat hubungan antar variable pojok baca bernuansa islami, minat baca, dan literasi membaca. Populasi pada penelitian ini berada di madrasah ibtidaiyah gugus setu kecamatan setu, sampel berada di MI Nurul Falah Muncul yang berjumlah 54 siswa kelas IV. Teknik pengambilan sampel pada penelitian ini menggunakan teknik simpel random sampling. Teknik analisis data pada penelitian ini menggunakan teknik analisis regresi linear berganda. Hasil penelitian menunjukkan yaitu hasil uji T variabel pojok baca bernuansa islami dengan minat baca mempunyai pengaruh signifikan dan positif terhadap literasi membaca. Sedangkan dari hasil uji F pojok baca bernuansa islami dan minat baca mempunyai pengaruh signifikan serta positif terhadap literasi membaca siswa kelas IV di MI Nurul Falah. Berdasarkan hasil tersebut dapat disimpulkan pojok baca bernuansa islami dan minat baca berpengaruh terhadap literasi membaca siswa di MI.

Kata Kunci: *Pojok baca islami, minat baca, dan literasi membaca*

INTRODUCTION

A reading corner is a section of the classroom where books are arranged in a corner, by encouraging kids to read more and boosting their interest in reading related activities area serves as a miniature library (Purba et al., 2023). In the statement by Anugrah et al., (2022) a reading corner is a space place in a specified area with reading materials available for anybody in the room to use as a place to read, then statement about the reading corner by Pratiwi (2020) is a corner of the classroom which is then given shelves and gives a theme to the corner of the room and is equipped with various reading materials that are neatly arranged and attractive with the aim of fostering students' desire to read. In general, the islamic nuanced corner is a spot for reading located in the classroom, but this reading corner carries an Islamic theme both from the reading books to the reading corner's decoration, it aims to increase the interest in reading that is memorable to students when doing reading activities (Utama et al., 2023).

The reading corner's objective in accordance with the nuraini is to introduce a variety of reading resources to students to serve as an education tool, learning media and provide a fun new experience and foster interest in reading. Additionally, the goal of adding another reading corner is to make the library which students frequently use more accessible. The reading corner itself is not present to compete with the library, but is one way to bring students to recognise learning resources through a variety of reading books, both textbooks and non lessons (Latifah, 2020).

The presence of an Islamic it is anticipated that reading corners will encourage enthusiasm for reading in students. Interest is essentially the acceptance of a relationship between external to oneself, it is the feeling of like and being interested in someone or activity without being forced to do so. Interest increases with the strength of the relationship (Khusna et al., 2022), a person who is interested in reading on the other hand is deeply and strongly drawn to reading activities and enjoys them, which can encourage

them to read on their own initiative (Elendiana, 2020). Reading interest needs to be cultivated from an early age because a significant part of student activities is reading interest and reading interest can increase knowledge in students. If individuals read without needing to a great interest in reading, the reading assignment is cannot be finished completely however if they do it on their own initiative they will read it with a happy feeling (Elendiana, 2020). The higher the interest in reading in a student, the brouder his knowledge and also the higher the reading literacy he receives (Kanusta et al., 2021).

Literacy according to Azzahra et al., (2023) Literacy is a skill related to reading, veriting, speaking and critical thinking skills, classically literacy itself is closely related to reading and writing activities which activities can be taught from early childhood, the literacy process requires a competency that students must have, namely cognitive competence and written and spoken language competence. Base to the Progress International Reading Literacy Study or PIRLS conducted in 2011 on the basis of the survey Indonesian students had poor reading literacy, they scorde 428 out of 500 placing them 45th out of 43 participating nations (Liu et al., 2023). Then in 2015 Indonesai experienced an increase in science competence and unfortunately for reading conipetence there has been no significant improvement (Mahfudh & Imron, 2020).

This reading literacy results from the process of reading activities related to interest (Harahap et al., 2022) As well as media that can make students interested in reading activities, namely with one of them Islamic reading corners. Using islamic reading books and islamic storybooks in the reading curriculum are grade IV students at MI Nurul Falah use reading literacy exercises in one of the subject specifically Indonesian language to assess their fundamental reading and comprehension skills on written assessment. Researchers who observed activities at MI Nurul Falah School discovered that the school's reading literacy programs were executed fairly effectively. MI Nurul Falah has a reading corner with islamic accents book that are more geared toward islamic reading and a variety of prophetic and companion storybooks.

The reading comer with an Islamic theme was rise student chosen by MI Nurul Falah to foster and interest in reading literacy while forming religious students through reading literacy activities, because the command to read is the first revelation that Allah revealed through the intermediary Gabriel to the Prophet Muhammad, in addition to increasing intellectual knowledge so that students realine that Allah SWT's knowledge is very broad and human knowledge is very narrow, so that students who are active in reading will become knowledgeable and faithful humans. Based on this background, the researcher wants to know the possibility thst reading interest and the islamic reading corner have an impact on the reading literacy of MI Nurul Falah students. The value of reading literacy or learning achievement results from the learning process, one of which is related to interest.

Reading is an important activity in learning, so the Islamic reading corner program can generate interest in reading, students gain new information and knowledge so that the learning process will cause changes that become a benchmark for student success in learning (Fitri Mulyani, 2021). According to the aforementioned description, the researcher is eager to carry out studies on "The Effect of Islamic Reading Corners and Student Reading Interest on Reading Literacy in Madrasah Ibtidaiyah". In this study there are several research objectives, namely to describe the extent on how students' reading literacy is affected by the islamic reading nook and reading interest in MI Nurul Falah grade IV, to analyze the Islamic reading corner on student reading literacy in MI Nurul

Falah grade IV, and to analyze reading interest in student reading literacy in MI Nurul Falah grade IV.

RESEARCH METHOD

This study employed a quantitative approach as its research methodology of correlation type. In the statement by Firmansyah, (2022) quantitative analysis is a scientific research that has been arranged systematically, planned and structured, where the observations made include everything that has a correlation with the object of research, phenomena, and relationships so as to produce a number or statement that is assessed so that it can be analyzed using statistical analysis. Furthermore, the quantitative method of correlation type is research that aims to investigate the variable impact of one or more factors that are connected to other variables (Sari et al., 2022) , further according to Borg and Gall in (Firdausia et al., 2020) correlation type is a study conducted to describe two or more of the details and attributes of the subject being examined. The purpose of this type of correlation quantitative research method is to compare the similarities and differences of two or more variables.

There are independent and dependent factors in this study. Through these variables, it can be calculated and known the degree to which the independent variable affects the dependent one. This study includes the following description:

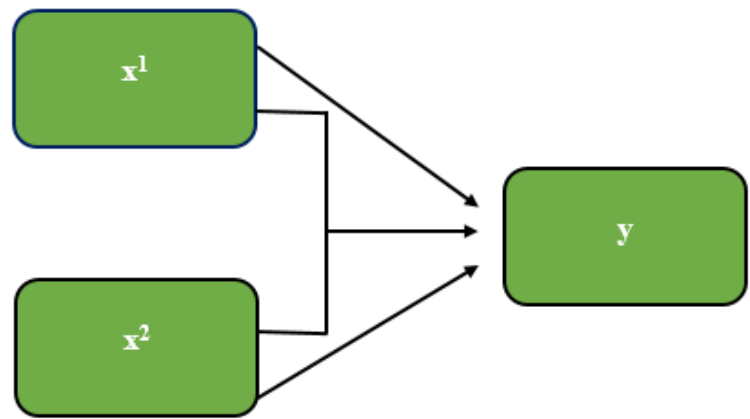


Figure 1. Framework For Thinking

Description:

x¹ : Islamic Reading Corner

x² : Reading Interests

y : Literation Reading

The population of this study was in the MI Nurul Falah of the setu cluster, setu sub district. The sample was taken at MI Nurul Falah Muncul in class IV which had 54 students total 26 in class IV A and 28 in class B.

The sampling strategy employed in this study was simple random sampling, which selects samples from the population at random without taking into account the populations strata (Sumargo, 2020). The selection strategy employed in this study was simple random sampling, which selectes sampel from randomly selected population members without taking into account the population’s strata (Sumargo, 2020). The study’s data gathering methods included: 1) observation, which is an activity that involves observing in order to get data; 2) questionnaires or survey designed to gather information

on factor related to islamic reading corners and reading interest; 3) and lastly, the record utilized to determine the reading literacy scores of students on the fundamental skills of reading and comprehending written materials related to learning indonesian language. This study makes use of traditional assumption tests, hypothesis testing, and multiple linear regression analytic approaches.

RESULT AND DISCUSSION

A. Results

The first time data analysis is carried out is to test the research instrument with validity and reliability tests, this tries to determine if the ststements on the questionnaire are valid and reliable to be used as research instruments. In the validity test of the Islamic reading corner and reading interest using SPSS it is known that if $r \text{ count} > r \text{ table}$ then the questionnaire is called valid and if $r \text{ count} < r \text{ table}$ then the questionnaire is invalid and cannot be used for research. The $r \text{ table}$ value of $n = 54$ is 0.2681, while the results of the validity test of the Islamic reading corner and reading interest are listed below:

**Table 1. Validity Test of Islamic Reading Corner and
Validity Test of Reading Interests**

| Validity Test of Islamic Reading Corner | | | | Validity Test of Reading Interests | | | |
|---|---------|---------|--------|------------------------------------|---------|---------|--------|
| No. | r-count | r-table | Result | No. | r-count | r-table | Result |
| 1. | 0,440 | 0,2681 | Valid | 1. | 0,658 | 0,2681 | Valid |
| 2. | 0,465 | 0,2681 | Valid | 2. | 0,479 | 0,2681 | Valid |
| 3. | 0,455 | 0,2681 | Valid | 3. | 0,691 | 0,2681 | Valid |
| 4. | 0,534 | 0,2681 | Valid | 4. | 0,644 | 0,2681 | Valid |
| 5. | 0,451 | 0,2681 | Valid | 5. | 0,454 | 0,2681 | Valid |
| 6. | 0,718 | 0,2681 | Valid | 6. | 0,527 | 0,2681 | Valid |
| 7. | 0,552 | 0,2681 | Valid | 7. | 0,507 | 0,2681 | Valid |
| 8. | 0,561 | 0,2681 | Valid | 8. | 0,583 | 0,2681 | Valid |
| 9. | 0,512 | 0,2681 | Valid | 9. | 0,658 | 0,2681 | Valid |
| 10. | 0,594 | 0,2681 | Valid | 10. | 0,692 | 0,2681 | Valid |
| 11. | 0,310 | 0,2681 | Valid | 11. | 0,524 | 0,2681 | Valid |
| 12. | 0,590 | 0,2681 | Valid | 12. | 0,549 | 0,2681 | Valid |
| 13. | 0,279 | 0,2681 | Valid | 13. | 0,691 | 0,2681 | Valid |
| 14. | 0,455 | 0,2681 | Valid | 14. | 0,630 | 0,2681 | Valid |
| 15. | 0,561 | 0,2681 | Valid | 15. | 0,644 | 0,2681 | Valid |

Based on table 1 that 15 statement items contained in the Islamic reading corner instrument are declared valid, so that the statement can be used to measure the Islamic reading corner variable. Furthermore, in table 1 that 15 statement items contained in the reading interest instrument are declared valid, so that the statement can be used to measure the reading interest variable.

In the reliability test, the instrument can be considered trustworthy if the Cronbach Alpha value is greater than ($>$) 0.60. In the reliability test of the Islamic reading corner instrument, the Cronbach Alpha value was 0.762, while the reading interest instrument found Cronbach Alpha was 0.866. It can be concluded that the value or results of the Islamic reading corner instrument and reading interest are reliable.

Table 2. Reliability Test Results of Islamic Reading Corner Variables and Reading Interest

| Variabel | <i>Cronbach Alpha</i> | R | Keterangan |
|------------------------|-----------------------|------|------------|
| Islamic Reading Corner | 0,762 | 0,60 | Reliabel |
| Reading Interest | 0,866 | 0,60 | Reliabel |

The traditional assumption tes and hypothesis testing were employed in this study's research analysis result. In the classic assumption test, the test uses normality test and multicollinerity test, this study employed multiple linear regression approachers in conjunction with hypothesis testing, the T, F, and coefficient of determination tests are used to examine hypotheses.

1. Normality Test

The normality test is carried out to determine whether the data taken during the study shows normally distributed results or not. Therefore, before hypothesis testing is carried out, data normality testing is first carried out. The results of the normality test using the One Sample Kolmogorov-Smirnov Test to ascertain whether the data is normally distributed if the significance value is greather than (> 0.05) and if the significance value is less than equal to ($< / = 0.05$) the data is not normal.

Table 3. Normality Test

| | | Unstandardized Residual |
|--|----------------|-------------------------|
| N | | 54 |
| <i>Normal Parameters^{a,b}</i> | Mean | .0000000 |
| | Std. Deviation | 9.53272303 |
| Most Extream Differences | Absolute | .065 |
| | Positive | .054 |
| | Negatif | -.065 |
| Kolmogorov-Smirnov Z | | .065 |
| Asymp. Sig. (2-tailed) | | .200 |

a. Test distribution is Normal

The table above shows that the Kolmogorov-Smirnov significance value is 0.200. So according to the basis for decision making it is stated that if the significance value > 0.05 then the residual value of the study is said to be normally distributed. In this study, it was found that the significant value was $0.200 > 0.05$, so it can be concluded that this research is normally distributed and meets the requirements to continue the multiple linear regression analysis test.

2. Multicollinearity Test

Finding the regression model that can have a correlation between the independent variables is done using the multicollinearity test, an effective regression model should not include a correlation between independent variables because this is a sign of multicollinearity. The multicollinearity test results use Tolerance Value and Inflation Factor (VIF) if the Tolerance value > 0.01 and $VIF < 10$ then there is no multicollinearity, and if the Tolerance value is 0.01 and $VIF < 10$ then there is no multicollinearity. $< = 0.01$ and $VIF \geq 10$ then multicollinearity occurs.

Table 4. Multicollinearity Test

| Model | Collinearity Statistic | |
|------------------------|------------------------|-------|
| | Tolerance | VIF |
| 1 (Constant) | | |
| Islamic Reading Corner | .0560 | 1.758 |
| Reading Interest | .0560 | 1.758 |

Based on the table above, in this study it is found that the Islamic reading corner and reading interest variables have a Tolerance value above 0.01, namely 0.560 and VIF less than 10, namely 1.785, consequently it maybe said that multicollinearity does not occur for this independent variable.

3. T Analysis Test

The significance of the independent variable on the dependent variable differently is ascertained using the findings of the hypothesis test or T test. The significance of the impact of the islamic reading corner and reading interest variable on the reading variable may be determined using the T test.

Table 5. T Analysis Test

| Model | t |
|------------------------|-------|
| 1 (Constant) | 2.789 |
| Islamic Reading Corner | 3.413 |
| Reading Interest | 8.192 |

With a significance value of $0.001 < 0.05$ and a value for T of 3.413 from the T test above, it can be said that H_0 is rejected, so that the Islamic reading persepective has a positive impact on reading ability. In other words it is possible to adopt the first hypothesis, according to which the islamic reading corner influences the reading literacy of the students at Madrasah Ibtidaiyah. Additionally H_0 is rejected in the T test since the value T is 8.192 and the significance value is $0.001 < 0.05$, therefore the second hypothesis which is the influence of reading interest on reading literacy in Madrasah Ibtidaiyah can be accepted since the reading interest variable has a positive effect on reading literacy. So it can be concluded that the effect of Islamic reading corner on reading literacy in madrasah ibtidaiyah can be accepted and the effect of reading interest on reading literacy in madrasah ibtidaiyah can be accepted.

4. F Statistical Test

The multiple regression models's independent variable are examined for combined influence using the F statistical tes (simultaneously) on the dependent variable which will be tested significantly with a value of 0.05.

Table 6. F Statistical Test

| Model | Sum of Squares | df | Mean Square | F | Sig . |
|-----------------|----------------|----|-------------|---------|---------------------|
| 1 Regrresion | 4.017.717 | 2 | 2.008.859 | 103.418 | < .000 ^a |
| Residual | 990.653 | 51 | 19.425 | | |
| Total | 5.008.370 | 53 | | | |

In the simultaneous test or F test, the result obtained by the significance value of the Islamic reading corner and reading interest is 0.001, because the significance value is $0.001 < 0.05$, which means H_0 is rejected. So with that the third hypothesis, namely that there is an influence of the Islamic reading corner and reading interest on the reading literacy of grade IV students at MI Nurul Falah can be accepted.

5. Coefficient of Determination

As a metrice to assess each variabls performace the coefficient of determination is the square of the correlation coefficient. A low R Square (R^2) value indicates that the independent variabls capacity to account for the variance in the dependent variable is severely constrained, a score near one indicates that practically all of the factors requires to forecast the variation in the dependent variable are provided by the independent variable. So to find out how much the contribution of the independent variables of Islamic reading corner and reading interest to reading literacy can be seen in the coefficient of determination (R^2).

Table 7. Coefficient of Determination

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
|-------|-------------------|----------|-------------------|----------------------------|
| 1 | .896 ^a | .802 | .794 | 4.407 |

a. Prediction : (Costant), Islamic Reading Corner, Reading Interest

It is apparent from the above tabel that the R Square value (R^2) is 0.802 or 80.2%, so the magnitude of the influence of the Islamic reading corner and reading interest on reading literacy is 80.2%. While the rest ($100\% - 80.2\% = 19.8\%$) can be influenced by other variables outside the study.

6. Multiple Linear Regression Test

In the multiple linear regression analysis test, the following equation is obtained $Y = a + b_1X_1 + b_2X_2 + e$.

Table 8: Multiple Linear Regression Values

| Model | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. |
|------------------------|-----------------------------|------------|---------------------------|-------|-------|
| | B | Std. Error | Beta | | |
| 1 (Constant) | 12.161 | 4.360 | | 2.789 | .007 |
| Islamic Reading Corner | .337 | .099 | .284 | 3.413 | .001 |
| Reading Interest | .714 | .087 | .682 | 8.192 | <.001 |

a. Dependent Variable : Reading Literacy

It was found that $Y = 16,231 + 0.570X_1 + 0.480X_2 + e$. The equation can be described as follows: a) In the multiple linear regression equation, the constant value is 12.161, which means that if the Islamic reading corner variable and reading interest are zero, then reading literacy is 12.161; b) The value of the Islamic reading corner variable is 0.337, which states that the effect of the Islamic reading corner on reading literacy is positive. If the Islamic reading corner variable has an increase of 1%, the reading literacy value will increase; c) The value of the reading interest variable is 0.714 which states that the effect of reading interest on reading literacy is positive. If the reading interest variable experiences a 1% increase, the value of reading literacy will increase; e) e or error is another independent variable that is not studied or another variable from variable X.

B. Discussion

1. The Effect of Islamic Reading Corner on Reading Literacy

According to the findings of the hypothesis, reading literacy is significantly impacted by the variable islamic reading corner. These results explain that with the arrangement, atmosphere, and variety of types of books in this Islamic reading corner, students will be interested in reading activities so that students' reading literacy scores will increase. Teachers use this reading literacy exercise in the reading corner to help student master the fundamental skills of reading and comprehending written material in addition to using it prior to learning activities.



Figure 2. Islamic Reading Corner

Reading literacy in Indonesian language learning by utilizing Islamic reading books in the reading corner is considered to support the achievement of the objectives of Islamic education, namely preparing madrasah ibtidaiyah students who are superior and competitive in the field of science and have good character (Firmansyah, 2022). In the Islamic reading corner, there are many reading materials of various types such as exemplary stories of prophets and apostles, stories of Islamic figures, short stories with Islamic nuances, and stories found in the Qur'an (Setiyadi & Muttaqin, 2024). The utilization of Islamic reading corners in learning activities makes students accustomed to reading activities, and with the existence of Islamic reading corners, student motivation in reading literacy activities increases.

Through reading activities in the reading corner, students can find new materials so that students' knowledge increases. The results of this study have similarities with previous research conducted by Aswat et al., (2020) who said that the existence of a reading corner can make students interested in reading literacy activities and can revive the reading culture. Said Purba et al., (2023) in their research that the value of reading literacy can be influenced by the reading corner. So that the Islamic reading corner has participation in increasing students' reading literacy in the basic competencies of reading and understanding written texts in Indonesian language learning and with the presence of an Islamic reading corner in the classroom can revive students' reading culture about Islamic reading, students who read calmly and focus can tell or write the meaning and message in the reading and apply it in students' lives.

2. The Effect of Reading Interest on Reading Literacy

According to the findings of the hypothesis test, reading interest significantly influences reading literacy, therefore the more a student enjoys reading better he will become in reading. High interest in reading makes students accustomed to doing reading literacy activities seriously, a high encouragement in reading literacy is the ability of students to read and the encouragement of the growth of a reading literacy culture is the habit of students in reading activities (Alpian & Ruwaida, 2022). Through reading literacy activities, students have a lot of new knowledge, both knowledge about their learning or other general knowledge.

Interest in reading is something that a person likes or likes, so in doing the activities he likes he will not feel coercion from others (Tanjung et al., 2021). Departing from this, schools need to facilitate students in growing and increasing their interest in reading so that schools will have students who excel and excel in academic or non-academic fields. When students do something with a feeling of pleasure, interest, acceptance and student involvement, then it has been indicated that the student is interested in reading activities (Wardiyati, 2019).

In learning activities, students gain a broader understanding in addition to the knowledge gained from the teacher. The results of this study have similarities to previous research by Harahap et al., (2022) Reading literacy is influenced by the presence of high student reading requests. Besides that Rawin et al (2023) said that interest plays a high role in increasing students reading literacy with a note that good reading literacy infrastructure is available and varied methods in implementing or fostering interest in reading in students. So it can be concluded that interest in reading is very influential in fostering reading literacy, interest can be trained through the habit of activities that students do such as reading 15 minutes before learning begins or teachers can take advantage of the facilities available at school.

3. The Effect of Islamic Reading Corner and Reading Interest on Reading Literacy

Based on the F test findings, it can be said that the variable Islamic reading corner with reading interest variable has a significant influence on reading literacy. Based on the results of R^2 shows a value of 0.802 or 80.2% of the Islamic reading corner variable with reading interest has an influence on reading literacy, meaning that the Islamic reading corner and student reading interest have a positive influence on reading literacy, besides that the Islamic reading corner can increase students' Islamic knowledge. If students who have the pleasure of reading in a reading corner with an Islamic atmosphere and a high interest in reading books, then the value of students' reading literacy in the reading competency of Indonesian language lessons will increase (Khasanah et al., 2023).

In accordance with previous research Hijjayati et al., (2022) there are several factors in influencing the high and low reading literacy of students. One of the factors is an Islamic reading corner that provides varied reading material so that students are interested in reading, and students' willingness or interest in reading. Furthermore, according to with the presence of a reading corner, students are accustomed to reading activities 15 minutes before learning begins, which can increase interest in reading and foster reading literacy in students. Therefore, when a good Islamic reading corner facility with adequate facilities can make students more interested in carrying out reading literacy and will have a high desire or interest in seeking new knowledge.

CONCLUSION

The findings of this investigation lead to the conclusion that the results of hypothesis testing state that the Islamic reading corner variable has a significant effect on reading literacy. According to the findings of the hypothesis test reading literacy is significantly impacted by reading interest, as a result a students reading literacy will rise in proportion to his level of interest in reading. Meanwhile, the results of the F test can be concluded that the Islamic reading corner variable with the reading interest variable has a significant effect on reading literacy. In the results of R Square shows of the Islamic reading corner variable with reading interest has an influence on reading literacy, meaning that the reading corner and student interest in reading have a positive influence on reading literacy can be influenced by other variables outside the study.

Teachers use the islamic reading corner in Madrasah as a teaching tool to improve students reading literacy, particularly in MI Nurul Falah learning Indonesia and there are islamic reading materials in the reading corner to serve as a reminder and source of inspiration for studensts to consistently apply the principles of islam thet have read to theie daily lives. This Islamic nuanced reading corner adds to the classroom atmosphere to be calm so that students are interested and comfortable in doing reading literacy activities, therefore the Islamic nuanced reading corner and interest in reading have a positive influence on reading literacy in madrasah ibtdaiyah while giving birth to a young generation who is aware of Islamic literacy.

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