Fostering Literacy Culture: An In-depth Exploration of the Reading Corner Initiative at Madrasah Ibtidaiyah Nyatnyono 01 Semarang Regency

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Abstract: This study delves into the enhancement of literacy culture at Madrasah Ibtidaiyah Nyatnyono 01, Semarang Regency, through Talcott Parsons' functional-structural theory, particularly the AGIL framework (Adaptation, Goal Attainment, Integration, and Latency), using a qualitative case study method. Structured interviews with key personnel like Mrs. AL, the head of the Madrasah, participatory observation, and documentation analysis formed the basis of data collection, which was analyzed through the Miles and Huberman model for structured and reliable insights. The research facilitated by the Reading Corner initiative highlights significant improvements in literacy among students. Adaptation was evident as students actively engaged in reading activities during breaks, while Goal Attainment was reflected in integrating literacy into various subjects, aiming for improved academic performance. Integration was achieved by blending literacy with diverse issues using innovative teaching models and motivational materials, and Latency was seen in the internalization of literacy habits within the school community. Despite its specific focus and the need for further research to explore long-term impacts in varied contexts, this study contributes to the broader discourse on literacy, emphasizing the need for culturally specific approaches in educational settings and providing a potential model for enhancing literacy culture in other institutions.

Abstrak: Penelitian ini mengeksplorasi peningkatan budaya literasi di Madrasah Ibtidaiyah Nyatnyono 01, Kabupaten Semarang, melalui teori fungsional-struktural Talcott Parsons, khususnya kerangka kerja AGIL (Adaptasi, Pencapaian Tujuan, Integrasi, dan Latensi), menggunakan metode studi kasus kualitatif. Wawancara terstruktur dengan tokoh kunci seperti Ibu AL, kepala Madrasah, observasi partisipatif, dan analisis dokumentasi menjadi dasar pengumpulan data, yang dianalisis melalui model Miles dan Huberman untuk wawasan yang terstruktur dan dapat diandalkan. Penelitian ini menyoroti peningkatan signifikan dalam literasi di kalangan siswa, yang difasilitasi oleh inisiatif Sudut Baca. Adaptasi terlihat jelas saat siswa aktif terlibat dalam aktivitas membaca selama istirahat, sementara Pencapaian Tujuan tercermin dalam integrasi literasi ke dalam berbagai mata pelajaran, dengan tujuan meningkatkan kinerja akademik. Integrasi dicapai dengan menggabungkan literasi dengan berbagai mata pelajaran menggunakan model pengajaran inovatif dan materi motivasi, dan Latensi terlihat dalam internalisasi kebiasaan literasi dalam komunitas sekolah. Meskipun memiliki fokus spesifik dan memerlukan penelitian lebih lanjut untuk mengeksplorasi dampak jangka panjang dalam berbagai konteks, penelitian ini memberikan kontribusi pada diskusi yang lebih luas tentang literasi, menekankan perlunya pendekatan yang spesifik secara budaya dalam pengaturan pendidikan, dan menyediakan model potensial untuk meningkatkan budaya literasi di lembaga pendidikan lain.

1. Introduction

Education plays a central role in shaping a literacy culture. In the current digital and information era, literacy skills are not only limited to reading and writing but also

encompass the ability to understand and manage complex information. Literacy culture is crucial to successfully equip individuals with the skills to participate in an information-driven society.[1] In the era of globalization and rapidly advancing information technology, education faces new challenges that demand changes to meet the needs of the 21st century.[2] Education in the 21st century involves skills that students need to achieve and possess, enabling them to adapt, survive, and thrive in the era of globalization. The educational paradigm of the 21st century emphasizes students' ability to think critically, connect knowledge to the real world, and master information communication technology.[3]

Since 2021, the Ministry of Education in Indonesia has abolished the national examination. Instead, the government has implemented a computer-based National Assessment Program (ANBK) for students in grade 5 of elementary school (SD/MI), grade 8 of junior high school (SMP/MTs), and grade 11 of senior high school (SMA/MA). Madrasah Ibtidaiyah also conducts the Indonesian Madrasah Competency Assessment (AKMI), focusing on reading, numeracy, science, and socio-cultural literacy. Although the goals of ANBK and AKMI are the same, there are differences in the competencies tested. The results of AKMI in 2022 show that grade 5 students have basic skills in reading literacy, while other literacies need improvement. The observation results from the head of the AL madrasah state that obstacles are causing lower AKMI results in reading literacy compared to other literacies, one of them being that children tend to read questions with long texts lazily, resulting in careless answers.[4] To address the challenges faced by weak AKMI scores in reading literacy, the head of Madrasah Ibtidaiyah Nyatnyono 01 has initiated a literacy promotion program with reading corner activities.

Reading culture is an essential activity in the teaching and learning process at schools because reading is the ability to absorb knowledge through understanding texts or readings. We can learn by reading, expanding our insights and expertise, and thinking critically.[5] Reading is a compulsory activity for students. Students who enjoy reading have broad insights and expertise. Therefore, students must be highly interested in reading to keep up with the developments in science and technology.[6] The low literacy rate among students causes the quality of education in Indonesia to lag behind that of neighboring countries.[7]

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[1] Qianxiu Liu, "Information Literacy and Recent Graduates: Motivation, Self-Efficacy, and Perception of Credit-Based Information Literacy Courses," *The Journal of Academic Librarianship* 49, no. 3 (2023): 102682, doi:https://doi.org/10.1016/j.acalib.2023.102682.

[2] Peter Teo, "Teaching for the 21st Century: A Case for Dialogic Pedagogy," *Learning, Culture and Social Interaction* 21 (2019): 170–78, doi:https://doi.org/10.1016/j.lcsi.2019.03.009.

[3] Sigit Vebrianto Susilo, Devi Afriyuni Yonanda, and Rieta Pratiwi, "Pengaruh Media Big Book Terhadap Keterampilan Menulis Puisi Siswa Sekolah Dasar," *Jurnal Tunas Bangsa* 7, no. 1 (2020): 1–12, doi:doi.org/10.46244/tunasbangsa.v7i1.978.

[4] H R Sabriadi and N Wakia, "Problematika Implementasi Kurikulum Merdeka Belajar Di Perguruan Tinggi," *Adaara: Jurnal Manajemen …* 11, no. 2 (2021).

[5] Panji Hidayatulloh et al., "Peningkatan Budaya Literasi melalui Kegiatan Pojok Baca di SD Muhammadiyah Plus Malangjiwan Colomadu," *Buletin Literasi Budaya Sekolah* 1, no. 1 (November 19, 2019): 4, https://doi.org/10.23917/blbs.v1i1.9301.

[6] Siti Zubaidah, "Keterampilan Abad Ke-21: Keterampilan Yang Diajarkan Melalui Pembelajaran," *Jurnal Penelitian Pendidikan* 2, no. 2 (2016): 1–17.

[7] Irfan Hania et al., "The Phonics Method in Aşwat Learning and Its Influence on the Reading Ability of Ibtidaiyyah Madrasah Students," *Al Mahāra: Jurnal Pendidikan Bahasa Arab* 8, no. 2 (2022): 231–47, doi:10.14421/almahara.

The PISA 2018 scores for Indonesian students are low compared to OECD and ASEAN, especially in reading, mathematics, and science.[8] To increase interest in reading, facilities such as reading corners in each class with the support of teachers and school principals are needed. [9] The reading corner is crucial in developing the six basic literacy skills[10] to shape a lifelong learning society.[11] Reading is the foundation for other literacy activities, ensuring comprehensive understanding and creating a community of lifelong learners.[12]

This article examines the transformative role of literacy culture by establishing reading corners at Madrasah Ibtidaiyah Nyatnyono 01. It discusses the global and societal relevance, disciplinary significance, and underlying issues that require scholarly attention. The foundation for understanding the literacy context in the educational setting has been laid by previous research. Haider's (2020) exploration of information literacy emphasizes its role in shaping knowledge and stimulating doubt, highlighting intersections of trust, agency, and stereotypes within the interconnected information infrastructure.[13]

Furthermore, Rovagnati's (2021) study reveals the influence of diverse cultural histories and contextual forms on postgraduate international student literacy feedback, advocating a shift towards a context and culture-oriented conceptualization for effective feedback use.[14] Ming Hui Li et al.'s (2022) work on the specific definition of Cultural Literacy (CL) in Chinese discourse provides insights into five dynamic domains and environments, offering implications for global CL researchers.[15] Additionally, cross-system writing research by Hirshon (2022) offers valuable insights into behavioral patterns and neural aspects of skilled English reading, emphasizing the balance between phonological and morphological processing, attentional focus shifts, and increased bilaterality during word reading.[16] Iasha et al.'s (2022) exploration of the cultural impact

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[8] Vera Maya Santi et al., "Restricted Maximum Likelihood Estimation For Multivariate Linear Mixed Model In Analyzing Pisa Data For Indonesian Students," *BAREKENG: Jurnal Ilmu Matematika Dan Terapan* 16, no. 2 (2022): 607–14.

[9] Slamet Fauzan, Widyana Pramesti, and Vicky Dwi Andika Putra, "Menumbuhkan Minat Baca Anak Sebagai Bagian Dari Gerakan Literasi Nasional Melalui Pembuatan Pojok Baca Desa Karangan," *ABIDUMASY Jurnal Pengabdian Kepada Masyarakat* 2, no. 2 (October 2, 2021): 2, https://doi.org/10.33752/abidumasy.v2i2.1956.

[10] Welly Deanoari Anugrah, Arina Faila Saufa, and Hernika Irnadianis, "Peran Pojok Baca Dalam Menumbuhkan Minat Baca Masyarakat Dusun Ngrancah," *Jurnal Pustaka Budaya* 9, no. 2 (July 3, 2022): 2, https://doi.org/10.31849/pb.v9i2.8859.

[11] Haniah Haniah, "Pemanfaatan Teknologi Informasi Dalam Mengatasi Masalah Belajar Bahasa Arab," *Al-Ta'rib : Jurnal Ilmiah Program Studi Pendidikan Bahasa Arab IAIN Palangka Raya* 2, no. 1 (2014): 1–19, doi:10.23971/altarib.v2i1.588.

[12] Ryan Dwi Puspita et al., "' Aku Istimewa , Aku Bisa ': Membaca Permulaan Bahasa Inggris Melalui Metode Fonik Bagi Anak Speech Delay" 7, no. 1 (2020): 76–91, doi:10.14421/almahara.

[13] Jutta Haider and Olof Sundin, "Information Literacy Challenges in Digital Culture: Conflicting Engagements of Trust and Doubt," *Information, Communication & Society* 25, no. 8 (June 2022): 1176–91, doi:10.1080/1369118X.2020.1851389.

[14] Veronica Rovagnati, Edd Pitt, and Naomi Winstone, "Feedback Cultures, Histories and Literacies: International Postgraduate Students' Experiences," *Assessment & Evaluation in Higher Education* 47, no. 3 (April 2022): 347–59, doi:10.1080/02602938.2021.1916431.

[15] Ming Hui Li et al., "Operationally Defining Physical Literacy in Chinese Culture: Results of a Meta-Narrative Synthesis and the Panel's Recommendations," *Journal of Exercise Science & Fitness* 20, no. 3 (2022): 236–48, doi:https://doi.org/10.1016/j.jesf.2022.04.003.

[16] Elizabeth A Hirshorn and Lindsay N Harris, "Culture Is Not Destiny, for Reading: Highlighting Variable Routes to Literacy within Writing Systems," *Annals of the New York Academy of Sciences* 1513, no. 1 (July 2022): 31–47, doi:https://doi.org/10.1111/nyas.14768.

of technology information exchange emphasizes the need for a Virtual Reality Travel Model in Indonesia to enhance cultural literacy among elementary school students.[17]

While these studies offer valuable insights, limitations, controversies, and gaps in the existing literature require further investigation. By addressing these gaps, this research aims to uncover the complexity of literacy culture at Madrasah Ibtidaiyah, guided by the structural-functional theoretical framework proposed by Talcott Parsons. By investigating the specific context of Madrasah Ibtidaiyah Nyatnyono 01 Semarang Regency, this study aims to understand the nuances of literacy culture and its implications for educational practices, aligning with the broader discourse on literacy transformation in contemporary education.

2. Method

This study utilized a qualitative case study method to investigate the cultural literacy implications of reading corners at Madrasah Ibtidaiyah Nyatnyono 01, Semarang Regency. Grounded in Talcott Parsons' structural-functional theory, the research provided an in-depth sociological exploration of this educational initiative. Data collection encompassed structured interviews, participatory observation, and documentation analysis. Consultations, primarily with Mrs. AL, the head of the Madrasah, offered insights into the initiative's implementation and effectiveness. Participatory observation allowed immersion in various school activities and events, thereby understanding the reading corner's impact firsthand. Documentation review, including analysis of notes, activity plans, and photographs, further enriched the data set.[18]

The study employed structured interview protocols, observation checklists, and documentation analysis guides to ensure comprehensive and aligned data collection with the research questions and theoretical framework. The data analysis followed the Miles and Huberman model, which involves data reduction, data display, and conclusion drawing, ensuring a structured and thorough analysis Miles et al., (2018).[19] Triangulation was employed to cross-verify data from various sources to bolster the study's reliability and validity. Detailed documentation of the research process ensured transparency and replicability while aligning methods with the theoretical framework enhanced the study's validity.

3. Result and Discussion

3.1. Talcott Parsons' Structural Functionalism Theory

The structural functionalist theory views society as a system of interconnected parts that interact to maintain balance and stability. Each piece is considered to have specific roles and functions in preserving the overall system's stability. Structural functionalism explains how institutions and social structures play a role in maintaining balance and integration in society. An American sociologist, Talcott Parsons, developed and expanded the structural functionalist theory by introducing concepts such as the social, value, and action systems functionalism.[20] Parsons sees society as a complex social system where

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[17] Vina Iasha et al., "Increasing Students' Culture Literacy Using Virtual Reality Field Trip Model: Need Analysis," *Cypriot Journal of Educational Sciences* 17, no. 9 (2022): 3263–76, doi:doi.org/10.18844/cjes.v17i9.8002.

[18] John W Creswell, "Collecting Qualitative Data," *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research. Fourth Ed. Boston: Pearson*, 2012, 204–35.

[19] Matthew B. Miles and Johnny Huberman, A. Michael , Saldana, *Qualitative Data Analysis: A Methods Sourcebook 4th Edition* (London. UK: Sage Publications, 2018).

[20] Omar Lizardo, "The Cognitive-Historical Origins of Conceptual Ambiguity in Social Theory BT - Handbook of Classical Sociological Theory," ed. Seth Abrutyn and Omar Lizardo (Cham: Springer

various elements are interrelated and interact.[21] According to Parsons, every aspect of society has a specific function in maintaining social stability. These functions can be manifest (explicit) or latent (hidden). Parsons also acknowledges the presence of dysfunction in society, actions, or structures that can disrupt social balance. However, he argues that over time, society will adapt to overcome these dysfunctions. Structural Functionalism is also known as structural functionalism. Structural functionalism falls within the domain of consensus theory. In this theory, society is seen as a network of groups that cooperate in an organized and orderly manner according to evolving norms and ideas.[22] Structural functionalism is a broad perspective in sociology and anthropology that seeks to interpret society as a structure with interconnected parts. It interprets society as a whole in terms of the functions of its constituent elements, especially norms, customs, traditions, and institutions.[23]

The structural functionalist theory views schools as arenas for realizing social order. According to this theory, schools are a unified system with distinct parts, each with its functions and roles. As a system, the processes of each piece contribute to maintaining balance. These parts are interdependent and functional, so if one does not function properly, it can disrupt the balance of the system. In schools, there are teachers, students, and interactions involving both. If any of these elements do not function optimally, the quality of learning is compromised. Similarly, there is the school environment, the classroom environment, facilities, and learning resources. Each component plays a role and influences school performance. Through Talcott Parsons' structural functionalist theory, schools or madrasahs play a significant role in shaping an intelligent, cultured society, maintaining order, and fostering development. Without schools, society would struggle to develop, grow knowledge, and participate in development.[24] Structural functionalist theory is also known as functionalism and structural functionalism. In its theory, Structural Functionalism emphasizes order. It views society as a social system consisting of interconnected, bound, and integrated parts in balance. This theory assumes that every structure and order in the social system will also function with others. Therefore, if there is no functionality, this structure can disappear.[25]

Talcott Parsons was the son of Edward Smith Parsons and Mary Augusta Parsons. Talcott Parsons' father was a minister and professor, later becoming a rector at a small university. Talcott Parsons was born in Colorado on December 13, 1902, and passed away in 1979 in Munich. In 1924, Talcott Parsons obtained a bachelor's degree from Amherst University and prepared his dissertation at the London School of Economics. In 1925, he moved to the University of Heidelberg, Germany, and wrote his dissertation, which partly included Weber's thoughts. He obtained a professorship in 1939, two years after writing

International Publishing, 2021), 607–30, doi:10.1007/978-3-030-78205-4_28.

[21] Richard Ormerod, "The History and Ideas of Sociological Functionalism: Talcott Parsons, Modern Sociological Theory, and the Relevance for OR," *Journal of the Operational Research Society* 71, no. 12 (December 1, 2020): 1873–99, doi:10.1080/01605682.2019.1640590.

[22] Filippo Reale, "Governing Innovation Systems: A Parsonian Social Systems Perspective," *Technology in Society* 59 (2019): 101174, doi:https://doi.org/10.1016/j.techsoc.2019.101174.

[23] Binti Maunah, "Pendidikan Dalam Perspektif Struktural Fungsional," *Cendekia: Jurnal Kependidikan Dan Kemasyarakatan* 10, no. 1 (2016): 1–15, doi:doi.org/10.30957/cendekia.v10i2.136.

[24] Misharti Misharti and Bambang Wahyu Susanto, "Penerapan Manajemen Kelas Oleh Guru Sekolah Dalam Perspektif Teori Struktural Fungsional," *Kreatifitas: Jurnal Ilmiah Pendidikan Islam* 10, no. 1 (2021): 1–13, doi:doi.org/10.46781/kreatifitas.v10i1.284.

[25] Pedro Martín Giordano, "El Problema de La Doble Contingencia En Las Teorías Sociológicas de Talcott Parsons y Niklas Luhmann," *Revista Internacional de Sociología* 81, no. 3 SE-Artículos (August 2023): e231, doi:10.3989/ris.81.3.22.0840.

a book titled "The Structure of Social Action." In the late 1960s, Talcott Parsons published "The Social System," making him a dominant American sociology figure.[26] Talcott has been referred to as the most influential American in sociology for his theoretical work on social systems and his significant role in defining sociology as a distinct discipline.[27]

In developing his thinking, three significant factors influenced Parsons' sociological approach. The first is Parsons' attention to humanitarian issues in the social environment of Western society. He observed this issue from a Protestant perspective, possibly influenced by his father, a minister. The second factor is Parsons' interest in medicine. His interest in the medical world led him to study biology and philosophy. For example, the medical profession is a major issue discussed in his book "The Social System," explaining the values of medicine and representing an illustration of social activities dominated by personal benefits. A professional is expected to prioritize the needs of the public, be oriented towards public service, and not focus on short-term marketing. The third factor influencing Parsons' thinking is the characteristics of economics as a scientific study. This is where the foundations of Parsons' socio-economic review emerged.[28]

3.2. Talcott Parsons' Functional Theory

According to Talcott Parsons, social systems must be mutually interrelated with other methods to endure and function as dynamic structures. The central idea of Talcott Parsons is known as the structural functionalism theory. This approach views society as a functionally integrated system in a state of balance. The structural functionalist approach originates from a perspective that likens society to a biological organism.[29]

The first component, Adaptation, relates to a society's ability to interact with its environment and natural surroundings. This includes how organizations utilize resources and adapt to environmental changes. The second, Goal Attainment, is about setting and achieving future objectives. This aspect often involves addressing political issues and social goals, reflecting the society's decision-making processes. Integration, the third component, focuses on coordinating all social system members.[30] It emphasizes reaching a consensus on societal values and norms essential for maintaining social cohesion. Lastly, Latency involves preserving and transmitting social values, like culture and language, which are crucial for the continuity of the social system. These values and norms are held and adapted over time to meet the changing needs of society.[31]

3.3. Impact of Reading Corners on Student Cultural Literacy

The preceding explanation highlighted that Nyatnyono 01 Elementary Islamic School faces a social issue: the lack of literacy culture among students, resulting in low national assessment scores, particularly in the Indonesian Islamic School competence assessment

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[26] Richard Lischka-Schmidt, "Talcott Parsons's Sociology of Education: Cognitive Rationality and Normative Functionalism," *British Journal of Sociology of Education* 44, no. 6 (August 2023): 1108–24, doi:10.1080/01425692.2023.2238907.

[27] A Javier Treviño, "Talcott Parsons on Building Personality System Theory via Psychoanalysis," *Journal of the History of the Behavioral Sciences* 59, no. 4 (October 2023): 417–32, doi:https://doi.org/10.1002/jhbs.22257.

[28] Talcott Parsons, "Remarks on Education and the Professions," *The International Journal of Ethics* 47, no. 3 (April 1937): 365–69, doi:10.1086/intejethi.47.3.2989392.

[29] Raf Vanderstraeten, "Niklas Luhmann and Talcott Parsons," in *The Routledge International Handbook of Talcott Parsons Studies* (London: Routledge, 2021), 271–80, doi:10.4324/9780429321139-25.

[30] Michael Billeaux Martinez and David Calnitsky, "A Class Functionalist Theory of Race," *Du Bois Review: Social Science Research on Race*, 2023, 1–29, doi:DOI: 10.1017/S1742058X22000224.

[31] Izougu Sunday Anthony, "A Critique of Functionalism as a Theory of the Contemporary Nigerian Social System," *Human Resources Management Practices and Industrial Growth in Nigeria*, no. September (2019): 1–22.

(AKMI) for reading literacy. The scores remain at the basic skill level, whereas fifth-grade students participating in the evaluation should ideally demonstrate proficient skills. Neglecting this issue without follow-up actions by the school may lead to various problems such as careless answering of questions, reluctance to read lengthy stimuli, declining assessment scores, insufficient comprehension of readings, and students lacking critical thinking skills. To ensure the social system within the school operates smoothly and in balance, the school must implement the AGIL functions based on Talcott Parsons' structural-functional theory. The researcher utilized the analysis of Talcott Parsons' structural-functional theory, applying the AGIL concept (Adaptation, Goal Attainment, Integration, and Latency) as the cultural literacy implications for students in the elementary Islamic school through the reading corner.

The research analyzed Talcott Parsons' structural-functional theory, precisely the AGIL concept (Adaptation, Goal Attainment, Integration, and Latency), and its implications for cultural literacy in elementary Islamic schools. It used the Nyatnyono 01 school as a case study. The Adaptation Phase at the school involves instilling literacy habits, with the school and classrooms acting as adaptation spaces. Teachers establish literacy-focused rules, and during breaks, students engage in reading activities at a reading corner, an extension of the library. This corner allows students to select books of interest, helping them adapt to and embrace reading. In the Goal Attainment Phase, the school aims to make literacy habitual for students from first to sixth grade, integrating it into their daily lives. This culture of literacy, extending across all stages, is vital for preparing students for national assessments, as it ensures they are accustomed to understanding complex readings, aiming for excellent assessment scores.

The integration phase at Nyatnyono 01 Elementary Islamic School is a comprehensive approach to harmonizing all systems to enhance student literacy. This is achieved through three primary methods. Firstly, literacy-based learning is intertwined with various subjects. Teachers creatively link literacy to topics such as mathematics and science, enabling students to engage with complex texts in a meaningful context. For instance, a lesson on an earthquake in Palu is integrated into mathematics, where students calculate casualties, illustrating the practical application of literacy in diverse subjects. Despite not all teachers adopting this approach, a significant number have begun to implement it, as noted by the head of the school, AL.

Secondly, the school uses teaching models specifically tailored to improve literacy. This includes a variety of approaches, such as problem-based learning, the Literacy, Orientation, Confirmation, and Reflection (LOK-R) learning model, environmental-based education, project-based learning, discovery learning, and a contextual approach. These models are selected based on the lesson's theme, content, and student characteristics, ensuring the learning goals are effectively met.[32]

Lastly, the school has taken an innovative step to motivate students toward literacy activities by installing visually engaging posters. These posters, strategically placed in areas frequented by students, emphasize the importance of literacy and are designed to inspire and encourage students to enjoy and participate in literacy activities. This multifaceted approach, involving the integration of literacy into subjects, application of effective teaching models, and creation of motivational visual aids, demonstrates Nyatnyono 01 Elementary Islamic School's commitment to fostering a literacy-rich environment.

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[32] Stephen Woroniecki et al., "Nature Unsettled: How Knowledge and Power Shape 'Nature-Based' Approaches to Societal Challenges," *Global Environmental Change* 65 (2020): 102132, doi:https://doi.org/10.1016/j.gloenvcha.2020.102132.

The latency stage is a pivotal phase in fostering literacy habits among students at elementary madrasahs. During this stage, a consistent and continuous literacy culture is cultivated, shaping students to embrace a literate lifestyle. A prime example is Madrasah Ibtidaiyah Nyatnyono 01, which has integrated literacy habits into its curriculum, mainly through a reading corner. This initiative is not a standalone effort; it requires the collective involvement of various stakeholders such as the madrasah head, teachers, students, committees, foundation members, and parents. The madrasah provides the necessary reading corner facilities, with teachers and the madrasah head playing a crucial role as facilitators in instilling the significance of literacy. Parents also play a vital role as they support and reinforce these literacy habits at home. This comprehensive approach ensures that the literacy habituation activities conducted through the reading corner are aligned with the madrasah's educational objectives.

This study is conducted to support and complement previous research. The results of the research undertaken by Kurniawan indicate that implementing a reading corner can enhance students' reading interest in schools through habits, learning methods, development, and school programs that encourage students to read. Students' reading interest will increase with the presence of a reading corner that inspires them to appreciate their time reading books in the class's reading corner. Implementing this reading corner has proven effective in boosting students' reading interest in school and facilitating teachers in implementing and connecting lessons to create various learning experiences.

Implementation of reading corners enhances students' reading interest; however, reading activities in the reading corner must also be accompanied by a teacher who guides students while reading. Additionally, the reading corner should be supported by adequate facilities, such as the availability of books. The collection of books in the reading corner should undergo regular changes or rotations of themes to keep students engaged after they have read all the available books in the reading corner. This research indicates that having a reading corner in every class at MI Nyatnyono 01 is an innovative educational approach for the madrasah. The reading corner is an extension of the school library's functions. The reading corner can contribute to improving students' reading interests. The selection of exciting and diverse books can enhance reading interest. The existence of the reading corner positively impacts students' reading and writing skills, especially when reinforced with reading motivation from teachers or the school principal, as well as motivational posters or quotes that can spark students' interest in reading.[33]

The books available in the reading corner are non-curricular reading materials. This reading corner activity is also supported by parents who provide reading materials and design the reading corner space as attractively and comfortably as possible so children enjoy reading. With this reading corner activity, positive impacts are gradually emerging. Students at Madrasah Ibtidaiyah Nyatnyono 01 are becoming fond of and interested in reading books in the reading corner. The head of the school even mentioned that there is a 6th-grade student who became interested in learning English after finding an English book in the reading corner, captivating them to the point that they now enjoy reading English books and have become proficient in understanding the content by translating each sentence from the books they read. A nation's culture typically progresses well alongside literacy culture. To master all literacy skills maximally, a literacy culture needs to be established. Literacy-based education is a crucial aspect that should be

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[33] Eranga K Galappaththi, James D Ford, and Elena M Bennett, "A Framework for Assessing Community Adaptation to Climate Change in a Fisheries Context," *Environmental Science & Policy* 92 (2019): 17–26, doi:https://doi.org/10.1016/j.envsci.2018.11.005.

implemented in schools or madrasahs to nurture students' interests and talents for their future benefit. The ability to comprehend reading, picture naming, and vocabulary in early literacy significantly benefits students' later lives. The literacy period for children starts from birth to the age of six. During this period, children acquire knowledge about reading and writing not through teaching but through simple behaviors by participating in literacy-related activities. Therefore, literacy culture in elementary school children in the first 15 minutes before lessons is very beneficial for their future lives.[34]

The School Literacy Movement (GLS) is a new program supported by the government. This literacy program is born from the realization that education conditions in schools or madrasahs have not yet cultivated a literacy culture. The Primary School Literacy Movement guidelines state that research data in the Progress in International Reading Literacy Study (PIRLS) show that Indonesian students' reading comprehension abilities are below the international average. According to this data, literacy is not yet a culture among Indonesian students, especially at the elementary school level.[35] The school literacy movement implemented in elementary schools has three stages: the habituation stage, fostering reading interest through a 15-minute reading activity before lessons begin; the development stage, enhancing literacy skills by enriching book collections, especially enrichment books; and the learning stage, improving literacy skills in all subjects using enrichment books and reading strategies.[36]

3.4. Analysis of Reading Corner Initiatives in MI Nyatnyono 01

The research aimed to explore literacy culture in Madrasah Ibtidaiyah based on Talcott Parsons' structural-functional theory. Applying AGIL (Adaptation, Goal Attainment, Integration, and Latency) concepts served as implications for literacy culture through the reading corner. Previous studies have underscored the importance of literacy in shaping knowledge and creating doubt.[37] Additionally, cultural and context-shaped histories significantly influence feedback literacies.[38] These studies emphasize the need to understand literacy as a dynamic cultural construct.

Utilizing Talcott Parsons' structural-functional theory, the study implemented AGIL concepts, revealing that the adaptation phase involved acclimating students to literacy habits in Madrasah Ibtidaiyah. During interviews, the head of the madrasah highlighted the introduction of reading corners during break times, fostering literacy habits among students. The goal attainment phase aimed for all students, from grade one to six, to develop a habit of reading, fostering a literacy culture. The integration phase involved merging literacy with subjects, utilizing various teaching models and motivational posters. Finally, the latency phase focused on maintaining and internalizing literacy habits among students.

Comparing these results with existing literature, the findings align with the significance of literacy in shaping knowledge and cultural understanding.[39] The goal

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[34] Sudaryanto and Pratomo Widodo, "Common European Framework of Reference for Languages (CEFR) Dan Implikasinya Bagi Buku Ajar BIPA," *Jurnal Idiomatik* 3, no. 2 (2020).

[35] Tri Ilma and Busthomi Ibrohim, "Berbagai Kegiatan Membaca Untuk Memicu Budaya Literasi Di Sekolah Dasar," *PRIMARY: Jurnal Pendidikan Guru Sekolah Dasar* 12, no. 1 (2020): 1–12, doi:doi.org/10.32678/primary.v12i01.2708.

[36] Fahrianur Fahrianur, "Implementasi Literasi Di Sekolah Dasar," *Journal of Student Research* 1, no. 1 (2023): 1–12, doi:doi.org/10.55606/jsr.v1i1.958.

[37] Haider and Sundin, "Information Literacy Challenges in Digital Culture: Conflicting Engagements of Trust and Doubt."

[38] Rovagnati, Pitt, and Winstone, "Feedback Cultures, Histories and Literacies: International Postgraduate Students' Experiences."

[39] Haider and Sundin, "Information Literacy Challenges in Digital Culture: Conflicting Engagements of

attainment phase corresponds to studies emphasizing the need for context-specific conceptualizations for effective literacy practices.[40] The integration phase aligns with the call for culturally specific definitions, as seen in the development of Physical Literacy in Chinese discourse.[41]

The adaptation phase, introducing reading corners, serves as a practical strategy to address the low literacy culture in Madrasah Ibtidaiyah. This approach aligns with the literature advocating for innovative literacy initiatives like the Virtual Reality Field Trip Model in Indonesia.[42] The goal attainment phase, focusing on creating a pervasive reading culture, supports previous research highlighting the role of literacy in academic achievement and national assessments.[43] The integration phase, combining literacy with various subjects and utilizing diverse teaching models, aligns with the literature emphasizing the interdisciplinary nature of literacy development.[44]

The study's implications extend beyond the specific context of Madrasah Ibtidaiyah Nyatnyono 01. The success of the literacy culture initiative can serve as a model for other educational institutions, aligning with the national Gerakan Literasi Sekolah program. Moreover, the study resonates with the global discourse on literacy, emphasizing the need for culturally specific approaches to foster effective literacy practices.[45] The findings contribute to the broader understanding of literacy as a dynamic cultural construct and its significance in shaping knowledge and educational outcomes. Further research is needed to explore these literacy initiatives' long-term impact and applicability in diverse cultural and academic contexts.

4. Conclusion

This study, centered on the literacy culture at Madrasah Ibtidaiyah Nyatnyono 01 in Semarang Regency, utilized Talcott Parsons' functional-structural theory, particularly the AGIL framework, to uncover the dynamics of literacy within this educational setting. The findings revealed that implementing Parsons' AGIL model (Adaptation, Goal Attainment, Integration, and Latency) was instrumental in cultivating a robust literacy culture, with introducing a reading corner being a critical innovation that catalyzed enhancing students' engagement with reading. This initiative demonstrated how theoretical frameworks could be practically applied to foster a conducive literacy environment. The implications of this study are significant: it contributes to the academic understanding of literacy as a dynamic cultural construct, provides a model for literacy enhancement that can be replicated in other educational settings, and aligns with the national Gerakan Literasi Sekolah program in Indonesia. Nonetheless, the study has limitations, including its limited generalizability due to the singular focus on one institution and the need further to explore the long-term impacts of such literacy initiatives. Future research

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Trust and Doubt."

[40] Rovagnati, Pitt, and Winstone, "Feedback Cultures, Histories and Literacies: International Postgraduate Students' Experiences."

[41] Li et al., "Operationally Defining Physical Literacy in Chinese Culture: Results of a Meta-Narrative Synthesis and the Panel's Recommendations."

[42] Iasha et al., "Increasing Students' Culture Literacy Using Virtual Reality Field Trip Model: Need Analysis."

[43] Irfan Hania et al., "Developmen Of CEFR-Based Qowa'id Learning Evaluation Tool With The Help of Wordwall Interactive Games to Identify Students' Understanding," *Alsinatuna: Journal of Arabic Linguistics and Education* 8, no. 1 (2022): 65–83, doi:10.28918/alsinatuna.v8i1.5601.

[44] Haider and Sundin, "Information Literacy Challenges in Digital Culture: Conflicting Engagements of Trust and Doubt."

[45] Rovagnati, Pitt, and Winstone, "Feedback Cultures, Histories and Literacies: International Postgraduate Students' Experiences."

should thus assess the sustainability and adaptability of literacy initiatives like the reading corner across diverse educational and cultural landscapes. In conclusion, this research highlights the importance of structured, theory-based approaches in educational settings. It underscores the potential of culturally sensitive, well-implemented educational interventions to build a strong literacy foundation.

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