

ANALYSIS OF KIDS CORNER SERVICES AS AN INNOVATION IN CHILDREN'S LITERACY AT THE UPT LIBRARY OF UIN FATMAWATI SUKARNO BENGKULU

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Receive : 06 Mar 2026
Accepted : 24 May 2026
Published: 24 May 2026
DOI : 10.30829/jipi.v10i2.28798

Abstract

Research on children's literacy services through kids corners generally focuses on spatial design and service activities, while functional analysis of children's library services in the context of university libraries is still relatively limited. This study aims to analyze the implementation of kids' corner services as a children's literacy innovation at the UPT Library of UIN Fatmawati Sukarno Bengkulu through an adaptation of the children's library service framework according to Akanwa. The study used a qualitative approach with data collection techniques through observation, semi-structured interviews, and documentation of the managing librarian and teacher accompanying literacy activities. The results show that the kids' corner service not only functions as a provider of children's reading collections, but also as a space for early literacy learning that integrates the provision of information, development of reading skills, formation of cultural knowledge, and participatory learning about library utilization. However, optimization of collection diversity and program consistency are still needed to strengthen the sustainability of the service. This study offers conceptual novelty through the adaptation of the children's library service framework to the context of university libraries and systematically mapping the implementation of children's literacy services as a service evaluation model. In the practical aspects, the research results give the foundation to create a service model for a kids' corner to be more structured, sustainable and can be replicated in other university libraries.

Keywords: service innovation, kids corner, children's library services, children's literacy, college libraries

INTRODUCTION

The UIN Fatmawati Sukarno Bengkulu Library Unit (UPT Library) is a technical implementation unit that serves as a center for academic information resources and supports the implementation of the Tri Dharma of Higher Education. In the development of modern library services, libraries are no longer limited to providing collections for the academic community but are also required to provide more inclusive services and reach a wider community. One form of service innovation developing in this context is the provision of children's literacy spaces, or kids' corners, which are child-friendly reading spaces designed as educational tools to introduce literacy culture from an early age.

The development of literacy skills in early childhood is an important factor in the development of lifelong learning skills. In addition to the ability to read and write, literacy also includes the capacity to comprehend information, think critically and cultivate sustainable learning practices (Melfan et al., 2023). According to UNESCO (2017), the early experiences of literacy have a strong impact on academic readiness and social involvement in the future. Libraries thus have a strategic role as non-formal learning venues where children can engage with books, librarians and a variety of fun literacy experiences, without any artificial constraints.

Reading areas in children's libraries, however - reading corners for children - can be viewed not only as areas of collection but also as recreation and learning areas where participatory literacy experiences are created. The International Federation of Library Associations and Institutions (IFLA) Guidelines for Library Services to Children Aged 0-18 (IFLA) emphasizes that libraries need to provide a safe, engaging, and supportive environment for social interaction as part of fostering a culture of literacy from an early age (IFLA, 2018). Literacy environments designed to address children's developmental characteristics have been shown to increase children's engagement in reading activities (Lestari & Nelisa, 2015). This conducive learning environment also plays a role in strengthening children's early literacy development through more active interaction with early reading materials (Polyzou et al., 2021). Furthermore, a diverse selection of reading materials plays a crucial role in supporting the gradual development of children's reading skills, eliminating the need for children to rely solely on visual reading materials such as picture books (Prihantini et al., 2023).

In an effort to support the development of children's literacy, the UPT Library of UIN Fatmawati Sukarno Bengkulu presents a kids corner service equipped with 367 collection titles or as many as 1,131 copies of children's books consisting of picture story books, fairy tales, Islamic children's stories, and simple knowledge books (UINFAS, 2024). In addition to providing a collection of children's reading, this service is also developed through various interactive literacy activities such as storytelling, read aloud, reading together, educational games, library tours, and introductions to various corners of the library service. These activities are generally carried out in the form of outing classes involving early childhood education institutions, so that the kids corner service not only functions as a collection provider but also as a learning space that is recreational and educational.

However, the implementation of the kids' corner service at the UIN Fatmawati Sukarno Bengkulu Library Unit still faces several obstacles. Literacy activities are not regularly scheduled and rely on requests from educational institutions, resulting in a lack of systematic program sustainability. Besides, capacity of limited space will affect the effectiveness of exchanges and comfort of service when the visitors increase, and the collection, still dominated by reading materials for fiction, will also affect these issues. The results suggest that the improvements of the service innovations developed are still in need of further strengthening in program planning, distribution of collection, and optimization of service facilities to best support children's literacy learning.

Over the past few years, there have been several research projects that have investigated kids' corners as an innovative children's library service. Andriani's (2015) research revealed that combining learning and play activity in children's literacy area can generate an increase in children's interest in visiting and the involvement of children in learning by reading. Khairol et al. (2023) concluded that children can enjoy learning if the room design is attractive, educational games are used, collections are made according to the children's characteristics, and the librarian is active. As for the importance of natural interactions between children, books and

librarians, research by Asaniyah (2022) highlighted that kids' corners can become micro-literacy environments to develop children's natural interactions with books and librarians, which in turn encourages early reading habits.

Although most of the studies highlight the importance of the kid's corners as literacy areas, which combine educational and recreational activities, most studies continue to concentrate on descriptive aspects, such as space design, the number of visits, and operational constraints. No systematic study has been done on the implementation of kids' corner service based on the structured functional indicator of children's library services. Moreover, research into children's literacy services in university libraries is still relatively scant compared to that done on public libraries or government institutions. This situation suggests that a more in-depth investigation is needed of kids' corner services, with a conceptual framework that is able to systematically map the functions of children's literacy services. Therefore, an analytical approach is needed that not only describes the services but also positions the functions of children's library services as a conceptual foundation for understanding children's literacy service practices.

In this study, the analysis of kids corner services not only uses the framework of children's library services proposed by Akanwa (2013) as an analytical tool, but also places this theory as the basis for developing a model of children's literacy services in the context of university libraries. This framework views children's library services as a system that not only provides reading materials but also forms a learning experience that supports children's literacy development through several main functions, namely the provision of information materials, knowledge acquisition, development of reading skills, cultural knowledge, teaching the use of the library, inculcation of inquiry skills, and introduction of ICT skills. However, this study focuses the analysis on five main aspects: the provision of information materials, knowledge acquisition, development of reading skills, cultural knowledge, and teaching the use of the library. The selection of these five aspects is based on their relevance to the characteristics of kids corner services that are oriented towards strengthening basic literacy and reading habits in the early stages of child development. This focus also demonstrates a form of conceptual innovation in this study, namely the adaptation of the framework of children's library services to the practice of children's literacy services in university libraries, which previously were studied more in general and special libraries.

Unlike previous research that focused more on spatial design or service activities, this study offers an analytical approach that maps the implementation of kids' corner services based on functional indicators of children's library services. This approach provides a more systematic perspective in evaluating the role of children's literacy services, particularly in the context of university libraries, which are still relatively rarely studied. Thus, this study provides a conceptual contribution to the development of an evaluation model for children's literacy services in university libraries and presents practical recommendations for the development of more structured and sustainable innovations in children's literacy services.

RESEARCH METHOD

This study uses a descriptive qualitative approach to analyze the implementation of the kids' corner service as a children's literacy innovation at the UIN Fatmawati Sukarno Bengkulu Library Unit. The qualitative approach was selected because it enables the researcher to gain an in-depth understanding of the phenomenon of service by examining the experiences,

perceptions and interactions of the informants who participate directly in the literacy activities (Creswell & Poth, 2018). This approach also allows for a comprehensive exploration of the service context, providing a more complete picture of the implementation of children's literacy services in the library.

The study was conducted at the UIN Fatmawati Sukarno Bengkulu Library Unit. Research informants were selected using a purposive sampling technique based on their direct involvement in the planning and implementation of the kids' corner service. The informants consisted of two librarians managing the service and two accompanying teachers from educational institutions who regularly participate in library literacy activities. Although the number of informants was relatively limited, the selection was based on the depth of information that could be obtained from individuals with direct experience in program implementation. In qualitative research, selecting informants who have relevance and direct involvement in the phenomenon being studied is considered more important than the number of informants, because the focus of the research is to obtain in-depth and contextual data (Creswell & Poth, 2018).

Table 1. Research Informants

SOURCE	JABATAN	UNIT
Informant 1	Young Expert Librarian	Head of User Services Division
Informant 2	First Expert Librarian	Circulation Services Division
Informant 3	Companion Teacher	MI Plus Ja-Alhaq
Informant 4	Companion Teacher	MI Humairah

Source: UPT Library, UIN Fatmawati Sukarno Bengkulu

The research analysis focused on the implementation of the kids' corner service based on aspects of children's library services. The data used consisted of primary and secondary data. Primary data were obtained through in-depth interviews with the librarian managing the service and the accompanying teacher involved in literacy activities. Secondary data was collected from institutional documents, activity reports and documentation about the implementation of the kids' corner service. The data collection methods used were observation, interviews and documentation. Observations were carried out to directly observe literacy activities, the use of the service space and the interactions between children, the librarians and accompanying teachers in the activities. The aim of the semi-structured interviews was to gain deeper insight into planning, implementing and evaluating literacy activities within the kids' corner service. Observations and interviews provided the primary data with documentation as supporting data to strengthen the results.

Thematic analysis techniques were used in data analysis to look for meaningful patterns in the data that is collected in the study (Braun et al., 2006). Data reduction was the first step in the analysis process, meant to select and simplify the data collected from interviews, observations and documentation that are relevant to the research focus (Miles, Huberman, & Saldaña, 2014). A manual coding approach was then used where all the data was read repeatedly to ensure that every unit of information anecdotally coded was related to the provision of Kids Corner services. Every item of data of significance was coded in a manner which meant something and these coded items were sorted into groups that shared the same meaning. The categories generated were then examined for patterns of relationships between categories and key themes were identified to illustrate the implementation of Kids Corner services. The

research process was carried out systematically to ensure the results of the research were interpreted in a uniform manner.

The analysis process was then geared towards the five aspects of children's library services that Akanwa (2013) proposed, namely, provision of information materials, Knowledge acquisition, development of reading skills, cultural knowledge, and teaching the use of the library. A framework was devised to map the implementation of Kids Corner services according to the main functions of children's library services. Triangulation was used to ensure the validity of data, which includes source triangulation, technical triangulation and time triangulation. Information from librarians and accompanying teachers was compared to carry out the source triangulation for information about the implementation of literacy activities. Technical triangulation was carried out through the comparison of data obtained from field observation, informant interviews and activity documentation. Throughout the literacy activities, however, time triangulation was carried out, so that the researchers could get a more consistent picture of service implementation. Such process ensured data verification which enhanced the findings of the research's credibility and reliability (Saadah et al., 2022).

RESULT AND DISCUSSION

The adopted framework to analyze the provided results incorporated Akanwa's (2013) children's library services framework, coinciding with the implementation of Kid's Corner Services, a children's library innovation at the UPT library of UIN Fatmawati Sukarno Bengkulu. The framework served as an analytical guide for the implementation of children's library services within the context of university libraries. This also provided an opportunity to what extent continued practice in the field described the primary functions of children's library services. The analysis was concerned with five major elements of children's library services: information materials, knowledge acquisition, reading skills, cultural knowledge, and library use instruction. The implementation of these elements was examined in the context of the field study. The focus was also concerned with the service's role, the dynamics of implementation, and the service's role in the university library concerning children's literacy. The examination served a dual purpose of describing the service's role and the dynamics of implementation.

Provision of Information Materials

The provision of informational materials is important to children's library services because it shows how far the library's collection can foster users' literacy. The Kids Corner Service of the UIN Fatmawati Sukarno Bengkulu Library collection consists of illustrated story books with books on the prophets, and companions, and books that teach positive morals and behavior to children with Islamic values. Additionally, several story books focusing on moral themes and positive habits are included in the collection. The Kids Corner collection indicates that the service offers more than reading for children, more so that the service provides early literacy development with a focus on character development.



Figure 1. Utilization of children's reading materials in the kids corner service

Source: Documentation (2025)

The collection also consists of illustrated story books that are visually appealing and are easy to understand because they use simple language. Such books are good for children's early literacy because children at this age develop their understandings of concepts more easily with visual aids as opposed to lengthy textual information. This is captured in the statement of the following librarian:

"In the Kids Corner, the books are almost all illustrated story books. Most of them are of Islam, story books about the prophets, companions, and morals for children are the most of the story books. There are no elementary school learning modules; the story books are all." (Librarian "Y").

The view of the librarian is also supported by the accompanying teacher and was of the opinion that the Kids Corner collection was age-appropriate for kindergarten and early elementary school children.

"We find the Kids' Corner books to be appropriate for children, particularly those in kindergarten and in the primary grades. With many illustrated stories featuring attractive colors and simple language, children are easily drawn to reading. The stories with the prophets and morals aid in value teaching to children." (Assistant teacher "S").

Considering age, the collection focuses on preschool, kindergarten, and early elementary children. Colorful illustrations and enticing activity pictures with simplified text entice early readers. The early readers activity books, for example, will be ideal for early elementary children, but for upper elementary children and those children who are highly literate, reading preferences include books with complex storylines such as adventure books and educational comics. This situation indicates that the collection caters for the early literacy stage but the diverse needs for information at various developmental stages have not been adequately addressed.

Concerning collection development, the Kids Corner service was a result of the children's book donation from PT Pelindo's corporate social responsibility program. The library's decision to purchase more books twice with the library's internal fund was due to the positive response from visiting kindergarten and elementary school students. Unfortunately, the collection focus remained mostly on reading materials with Islamic themes to reflect the nature of an Islamic university. The librarians also noted that the existing collection was still limited and lacked a wider variety of popular reading materials and audio-visual materials.

Considering Akanwa's (2013) theory on children's library services, information provision forms the cornerstone of children's library services. Here, the development of children's library services must consider age, attractive design, accessibility, and the development of reading materials that stimulate literacy. Based on the criteria mentioned, the collection available in the kids' corner service of the UIN Fatmawati Sukarno Bengkulu Library Unit is visually attractive and age appropriate for early childhood. The kids' corner service still needs improvement on the variety of reading formats and the diversity of topics catered in the service. Without these improvements, children's literacy is only confined to the development of social values. This also limits children's literacy to the development of extra reading interests and general knowledge. This situation shows that in order to cater children's literacy services, collection variety is of utmost importance.

These findings relate to the study conducted by Asaniyah (2022). Asaniyah states that having a kids' corner helps develop a children's literate character by having developmentally appropriate reading spaces and reading collections. The findings of Asaniyah, and the findings of this study, indicate that having an interesting collection in a reading room and providing an inviting reading environment helps children to be more interactive in reading. This study also supports the findings of Sintasari et al. (2025). Sintasari indicated that the development of collections to meet the needs of children positively impacts children's reading activities. This study also pointed out that having different reading materials and different media formats serves children's reading interests.

Looking at the two studies, the kids' corner service at the UIN Fatmawati Sukarno Bengkulu Library Unit (UPT Library) shows that early childhood services are offered in the Picture Book collection. The Picture Book collection contains picture books that have illustrations and simplified writing. Some variety of reading materials and different media formats are also offered. However, the collection is dominated by picture books that contain picture stories with a religious theme. This shows that the materials assist early childhood literacy and character development, but still need to be expanded. The Kids' Corner should be a place to develop children's reading interests and a space to explore the children's values a little more.

Knowledge Acquisition

The Children's Corner service at the UIN Fatmawati Sukarno Bengkulu Library Unit (UPT Library) provides children with the opportunity to acquire knowledge through informal structured literacy events. This service conducts storytelling and reading sessions for visiting children from kindergarten, RA, and primary schools. The events are developed based on the age characteristics of the participants. As an example, the storytelling sessions for preschool children are conducted through the use of puppets and picture illustrations. For the primary school children who are at the early stages of developing their reading ability, the reading sessions are conducted through the aid of the television, to enable the children to view the illustrations while they read. This enables the children to comprehend the content of the reading through the text.



Figure 2. Implementation of storytelling and read-aloud activities
Source: Documentation (2025)

This service was visited by a librarian who provided the following account of the activities:

" Storytelling is usually for kindergarten children who can't read yet, so we use puppets and pictures. Elementary school children prefer read-alouds, and we also show the pictures on television so they can see and learn to read at the same time." (Librarian "R").

These results suggest that knowledge acquisition from the kids' corner service represents a multi-dimensional process, demonstrated by child agency and participation in literacy activities such as reading and answering questions while speaking with the librarian. Engaging in these activities enhances children's reading comprehension. Also, children's comprehension of a story or text in an activity is further enhanced by the use of visual media in the storytelling activities, as understanding becomes more thorough and meaningful beyond verbal understanding.

Besides reading literacy, knowledge acquisition is complemented with financial literacy activities in the BI Corner. In these activities, children learn about the basic concepts of money and saving and the different denominations of money that are used in everyday life. From the librarian's viewpoint, the children learn the value of money better when examples are drawn from everyday life, such as the money used to buy snacks vs. money that can be used to buy other items in a larger quantity.

" We explain the nominal value of money and its function, and the children learn better that small change is for snacks while large change can be for books or bicycles. So they learn better that money has value other than being used for snacks." (Librarian "Y").

Literacy activities were supplemented by educational games, such as word games and role play as librarians, and book finding activities among others. These activities were meant to deepen children's comprehension through active learning. This teaching method provides children with the information and knowledge necessary to generate new ideas and actively participate in different social functions.

Akanwa (2013) theoretically elaborated that knowledge acquisition in children's library services will be done effectively when text, graphics and real life experiences are integrated. Most children will be able to understand better when information is not presented to them passively, but rather when it is accompanied with reading, discussion and practice. The results of this study are in agreement with the results of Khairan et al. (2023) who proved that the use

of educational games in kids' corner services motivates children to get involved in the learning process by performing literacy activities. Andriani (2015) described that the incorporation of visual and audio visual media to reading activities enables children to relate text to real life examples, improving reading comprehension. Aeni (2023) conducted research that proved when the read-aloud method is used, it improves vocabulary and comprehension in early childhood. Children will be able to relate information to a situation they comprehend by engaging in reading a text, discussing it and viewing the related illustrations with the aim of facilitating comprehension and promoting learning.

Based on this analysis, the kids' corner service at the UIN Fatmawati Sukarno Bengkulu Library Unit demonstrates the implementation of an interactive and experience-based literacy approach. Storytelling, read-aloud activities, financial literacy, and educational games serve not only as a means of conveying information but also as a medium to help children build understanding through active and contextual informal learning.

However, the success of this approach still relies heavily on school visits and scheduled activities. This situation suggests that optimizing the function of kids' corners as learning spaces for children still requires the development of more sustainable and participatory literacy programs, so that children not only gain learning experiences during activities but are also encouraged to use the library independently. These findings indicate that developing kids' corner services is not only related to the provision of literacy activities, but also to strategies to strengthen children's involvement in using the library as a sustainable learning space.

Reading Skills Development

Reading skills development at the kids' corner service at the UIN Fatmawati Sukarno Bengkulu Library is carried out through read-aloud activities, storytelling, and shared reading during visits by kindergarten and elementary school children. Among these activities, read-aloud is the most dominant method for fostering a reading habit. Children show high enthusiasm when librarians read aloud stories accompanied by visual displays of picture books. Even young children who are not yet able to read independently still show interest through their response to the colors, illustrations, and sounds of the reading. As stated by a librarian:

"For reading development, it's more about read-aloud. They are very enthusiastic when read to. Even young children are still interested because they see colorful, illustrated books. When elementary school children can read independently, usually one book isn't enough; they want to read several more." (librarian "Y").

This observation supports the conclusion that the reading corner promotes an interest in reading. Children who arrived in a passive manner showed greater interest in reading after being involved in the reading activity. This interest spread to selecting other reading materials. As a result, reading was done through motivation rather than through pressure. This conclusion was supported by a teacher's testimony on the behavior of children after they took part in the library's reading activities:

"Children who do shared reading seem to read more, become braver in doing their own reading, learn some new words, and are able to remember what they read and can explain it.." (teacher "R").

This explained that besides having an interest in reading, children also become braver in reading, learn new words, and are able to explain what they read and understand the reading. Thus, the development of reading skills in the kids' corner service does not stop at the habitual

stage, but progresses towards improving technical skills and reading comprehension. This development is also directly visible in the children's activities during shared reading and retelling, where they begin to play an active role as readers and storytellers.



Figure 3. Implementation of reading together and retelling the contents of the reading
Source: Documentation (2025)

Theoretically, Akanwa (2013) emphasized that libraries serve as early environments for developing reading habits through engaging and ongoing programs. Activities such as read-alouds allow children to simultaneously integrate text, audio, and visual elements, thereby strengthening comprehension and retention of reading content. This multi-stimulus approach provides a more meaningful reading experience than unsupervised individual reading. The findings of this study indicate that a reading environment that incorporates audio, visual, and active participation is a crucial factor in supporting the development of children's reading skills. Children's involvement in shared reading activities and the opportunity to retell the reading content provides a more interactive learning experience and helps children understand the story more deeply.

The results of this study are related to research conducted by Khairan et al. (2023), which emphasized that kids' corners function optimally when utilized as interactive literacy spaces, rather than simply passive reading spaces. This research highlights the importance of activities that encourage children's direct involvement in the literacy process. Furthermore, research conducted by Andriani (2015) also demonstrated that kids' corner services play a strategic role as a non-formal learning tool designed to increase children's interest in reading through a communicative and age-appropriate approach. Engaging literacy activities can foster children's interest in reading and engagement in reading activities.

This research finding is further supported by the research of Rahayu and Mustadi (2022), which demonstrated that the structured implementation of the read-aloud method in learning activities positively contributes to the development of children's reading literacy. Reading aloud not only helps children recognize vocabulary and sentence structure more clearly but also improves reading fluency and comprehension. Through these activities, children tend to use more appropriate intonation when reading and find it easier to retell the content of what they have heard or read.

Based on this analysis, the kids' corner service at the UIN Fatmawati Sukarno Bengkulu Library Unit demonstrates the implementation of stimulating and participatory literacy activities to support the development of children's reading skills. The participants were more enthusiastic, more confident in their reading, and showed a desire to read, which are some of the benefits of participating in an activity aimed at the development of basic reading and writing skills. But at the current stage, the activities which are aimed at developing reading skills are

still dependent on the library staff. This shows that the activities which are aimed at developing reading skills have not kept pace with the development of an effective and well-established reading system. Therefore, strengthening literacy programs with a more structured and sustainable approach is needed so that kids' corner services not only foster a temporary interest in reading but also build more stable reading habits in children.

Cultural Knowledge

The kids' corner service at the UIN Fatmawati Sukarno Bengkulu Library plays a role in introducing children to cultural knowledge through library tours, which include an introduction to the Fatmawati Corner and an exhibition of traditional games. Through these activities, children are not only introduced to the library's space and collections, but also to the value of history and cultural heritage as part of national and local identity. At the Fatmawati Corner, children are introduced to photographic documentation of Mrs. Fatmawati and President Soekarno, accompanied by brief explanatory texts and several supporting collections. Although the number of history-related books is limited and some are complex reading materials for children, the visual documentation on display is even more engaging. Children read the captions with great interest and relate them to their school learning.

Fatmawati Corner features photographic documentation of national figures and visual documentation of historical objects like chairs, sewing machines, and the Indonesian Flag. Fatmawati Corner piques children's interest and prompts them to interact imaginatively with the documentation, especially sewing machines. Children acted out making a flag and assumed the role of sewing machine operator, like Ibu Fatmawati. This activity shows cultural learning is not only based on information acquisition. History is best understood through role playing and symbolic experiences. This helps children grasp history in a more tangible and emotional way.

Participating in an exhibition of traditional games helped reinforce knowledge attained through culture. The exhibition helped demonstrate to the children that traditional games can be played as a group and are a way of integrating play with culture in their community. The exhibition was hands-on and demonstrated a variety of traditional games to the children. The hands-on element of the exhibition provided the children the opportunity for a more meaningful learning experience. This was also demonstrated in a response provided by a librarian who was part of the library tour:

" During the library tour, we introduced Fatmawati Corner and explained who Ibu Fatmawati and President Soekarno were. The children were quite enthusiastic about reading the small print on the displayed photographs and examining the exhibits, such as the sewing machines and the Red and White flag. We also introduced traditional games and showed them how to play so that children know playing is not just with gadgets." (librarian "Y").

The response shows that the children's corner service is a great way of offering children an opportunity to learn about their culture through play and to learn its history by getting to know its national heroes through the games documented and preserved. From a children's library service perspective, Akanwa (2013) mentioned that libraries are cultural centers from which various components of the community are accessible and can help children form their social identity.

The results of this study are also connected to the work of Khairan et al. (2023). Their study revealed that children's corners in libraries create spaces that maximize learning through active participation. This study confirms that children's library services create reading and learning spaces that provide children with additional contextual learning. This study shows that

the placement of cultural values through visual documentation in the Fatmawati Corner and the manipulation of the cultural heritage of traditional games show that the services provided go beyond the collection of reading materials to create learning experiences that motivate children to engage directly with cultural heritage.

These findings are also in line with the work of Triwardhani and Mulyani (2023), who stated that children's literacy activities based on local culture are more innovative, interesting, and effective learning activities when they are illustrated using active participation. This innovation provides children with opportunities to learn and appreciate cultural values through direct engagement with cultural objects and symbols. In conjunction with field findings, the presence of visual elements such as photos of national figures, replica sewing machines, and traditional game activities demonstrates that the kids' corner service provides a contextual and easily understood form of cultural learning for children.

Based on this analysis, the kids corner service at the UPT Library of UIN Fatmawati Sukarno Bengkulu demonstrates an effort to introduce historical and cultural values to children through a visual and participatory approach. Library tours, introductions to the Fatmawati Corner, and traditional game practices provide learning experiences that enable children to understand cultural heritage more concretely. Children's enthusiasm in reading captions on photo documentation, demonstrating flag sewing activities, and trying traditional games demonstrates that an experiential learning approach can increase children's interest in cultural knowledge. However, the use of cultural media in this service still needs to be strengthened through the development of a collection of historical and cultural readings that are more appropriate to the characteristics of children's ages. In addition, the provision of more interactive interpretive media is also needed so that the process of cultural introduction is not only incidental during visits, but can take place continuously as part of the cultural literacy program in the library.

Teaching Library Use

The kids' corner service at the UIN Fatmawati Sukarno Bengkulu Library plays a role in introducing children to the use of the library through library tours and direct guidance from librarians. The introduction process involves taking children on a tour of the service area, showing them the circulation area, the Islamic collection, the librarian's office, and the galleries. While this facility does not function as a children's library and has space and collection constraints, the introduction is simple, communicative, and considerate of young patrons.

Besides introducing the space and resources, the librarian explains the library's rules and procedures in a manner that is easy for children to understand. Young patrons must take off their shoes, put their bags in a specific spot, and be quiet and considerate in the library. Because most children visit for a short period of time, and are usually supervised by a teacher, the librarian does not provide a detailed explanation of the borrowing procedures. If a child expresses interest in borrowing a book, the librarian recommends that they return with a parent or adult guardian for further explanation. This is as conveyed by a librarian:

"We introduce the space and collections through a library tour. Children are shown around and given an overview of the rules, such as removing shoes and putting bags in their proper places. If anyone wants to borrow a book, we recommend coming with a parent so we can explain further. Usually, they are eager to return." (librarian "R").

This implies that a gradual and contextual approach to teaching library procedures has been adopted, which prioritizes helping children feel relaxed and comfortable within the library. Because children want to and do return to the space, and because some have shown an interest in becoming a librarian, it is likely that the introduction of these procedures has helped children understand that the library is an engaging place to learn.

From the standpoint of children's library services, Akanwa (2013) argues that early exposure to library services is vital for children to comprehend the library's purpose, the basic library etiquette, and ways of employing collections effectively. Children are able to cultivate an enduring library habit for the sake of enlightenment and information. The findings of this study bear the resemblance of findings of Andriani (2015), where it was found that children's service corners have the dual purpose of not only offering children's reading materials but also performing the function of educational services for orienting children to the library. The study indicated that a communicative approach is of prime importance to the extent that children appreciate the functions of the library without the formality of library discipline.

The present findings are also in line with the findings of Asaniyah (2022), where it was pointed out that children's corners possess a strategic function in establishing the habit of reading and the nurturing of a close relationship with the library when facilitated in a child-friendly manner. The initial exposure of children to library materials and services and an orientation to library rules and etiquette are essential in providing a positive early library experience for children.

Research conducted by Izzah et al. (2025) states that incorporating library facility tours as part of a library orientation program shows an increase in user information literacy. Within the scope of this study, librarian-led library tours at the Kids Corner services provide children with an orientation to the library space; providing children with a basic understanding of library rules, the library space, and library services in a manner that is both age-appropriate and engaging.

Based on this analysis, teaching library use at the kids' corner services at the UIN Fatmawati Sukarno Bengkulu Library Unit demonstrates an initial effort to build children's understanding of the library's basic functions and rules. A communicative approach through library tours and librarian support helps children become more familiar with the library environment in a more engaging and enjoyable way. However, the introduction of service procedures, particularly regarding borrowing collections, still needs to be developed through more structured educational activities so that children not only become familiar with the library space but also understand how to utilize library services independently in the future.

The findings of this study also indicate that the implementation of kids' corners in university libraries has different characteristics compared to children's services generally developed in public libraries. In university libraries, these services do not function as stand-alone children's service units, but rather as educational literacy spaces that support visits to educational institutions such as schools and kindergartens. This situation results in children's literacy activities in the library taking place more often in structured activities, such as storytelling, read-alouds, educational games, and library tours, rather than children using the services independently. These findings indicate that the development of kids' corners in university libraries requires an adaptive approach, emphasizing not only the provision of children's reading materials but also the design of sustainable literacy programs and strengthening the role of librarians as informal learning facilitators for child visitors.

CONCLUSION

Based on the research results, the kids corner service at the UPT Library of UIN Fatmawati Sukarno Bengkulu has been implemented in accordance with the five aspects of children's library services according to Akanwa, namely the provision of information materials, knowledge acquisition, development of reading skills, cultural knowledge, and teaching the use of the library. The provision of age-appropriate collections and oriented towards character building are the foundation of early literacy services, while storytelling activities, read alouds, financial literacy at the BI Corner, educational games, introduction to Fatmawati Corner, traditional games, and library tours support the process of acquiring knowledge, developing reading skills, and understanding culture interactively and contextually. Conceptually, the findings of this study indicate that children's services in college libraries have different characteristics compared to public libraries, because they emphasize structured and participatory learning experiences. This confirms the relevance of the Akanwa children's library service framework in an academic context, while broadening the perspective on the role of college libraries as inclusive non-formal literacy spaces for child user groups outside the academic community. In addition, the integration of reading collections, literacy activities, visual media, and direct experiences has proven to be important factors in building a literacy environment that can stimulate children's interest in reading and meaningful learning. Optimizing Kids' Corner services will require more advancement on several fronts, particularly in diversifying children's reading collections, developing interactive learning media, and building adaptive literacy programs. These findings have implications that extend to the practice and policies and will serve as the starting point for systematically developing children's literacy service models in other university libraries. It will also serve library managers and educational policy makers as a guide in formulating literacy services that foster early age lifelong learning.

SUGGESTION

Based on the research results, it is recommended that the UPT Library of UIN Fatmawati Sukarno Bengkulu continue to develop its kids corner service by strengthening several key aspects. First, the diversification of children's reading collections needs to be expanded, including popular knowledge materials, simple science, as well as interactive and audiovisual learning media appropriate to children's developmental stages. Second, literacy programs should be designed in a more structured and sustainable manner so that children's literacy experiences are directed, consistent, and able to develop reading skills and cultural understanding meaningfully. Third, the strengthening of thematic media such as Fatmawati Corner and interactive activities based on direct experience need to be increased to support contextual introduction to culture and history. Fourth, the support of communicative and child-friendly librarians should be maintained and enhanced through special child service training, so that children's interactions and guidance remain high-quality. Fifth, management of service access should be optimized, for example by adjusting visiting times, dividing sessions, or adding companions during peak hours, so that every child has an equal opportunity to utilize literacy facilities and activities. Furthermore, the findings of this study can serve as a basis for developing a more systematic model of children's literacy services in other university libraries, as well as serve as a reference for policymakers and library managers in designing literacy services that support lifelong learning from an early age.

For future research, it is recommended to explore the impact of services on children's literacy development longitudinally, or conduct a comparative study of kids' corner implementation in various types of libraries. This study will enrich the literature on children's literacy service innovations and support the development of more inclusive and conceptual library practices.

THANK YOU-NOTE

In the first place, I would like to send my deepest gratitude to the Almighty for giving me the will and strength to accomplish this. I owe my deepest appreciation to my family for their prayers, love, and unfailing support. Special thanks are given to my supervisors, Ms. Lailatus Sa'diyah and Mr. Aang Gunaidi, for their invaluable insights and support. I would like to thank my friends who helped me draft this journal. I owe my gratitude to the Library Unit of UIN Fatmawati Sukarno Bengkulu for their support and cooperation and to the informants for their invaluable insights.

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