

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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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 (2013). 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. Practically, the research findings provide a basis for developing a kids' corner service model that is more structured, sustainable, and has the potential to 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.

Strengthening literacy in early childhood plays a crucial role in developing lifelong learning skills. Literacy is not only related to reading and writing skills but also encompasses the ability to understand information, develop critical thinking, and form sustainable learning habits (Melfan et al., 2023). UNESCO (2017) confirms that literacy experiences in the early stages of a child's development significantly influence academic readiness and future social participation. Therefore, libraries hold a strategic position as non-formal learning spaces that allow children to interact naturally with books, librarians, and various enjoyable literacy activities.

In the context of children's library services, reading spaces such as kids' corners serve not only as collection centers but also as recreational and educational spaces that foster participatory literacy experiences. 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. Furthermore, the collection, which is still dominated by fiction reading materials, and limited space capacity when visitor numbers increase, have the potential to impact the effectiveness of interactions and the comfort of the service. These conditions indicate that the service innovations developed still require strengthening in terms of program planning, equitable collection distribution, and optimization of service facilities to maximize their impact on children's literacy development.

Several previous studies have examined the existence of kids' corners as an innovative children's library service. Research by Andriani (2015) showed that integrating learning and play activities in children's literacy spaces can increase children's interest in visiting and engagement in reading. Khairan et al. (2023) found that attractive room design, educational games, collections tailored to children's characteristics, and active librarian support can create enjoyable learning experiences for children. Meanwhile, research by Asaniyah (2022)

emphasized that kids' corners can function as micro-literacy environments that allow for natural interactions between children, books, and librarians, thereby strengthening early reading habits.

While these studies emphasize the importance of kids' corners as literacy spaces that integrate educational and recreational functions, most studies still focus on descriptive aspects such as space design, increasing visits, and operational constraints. Previous research has not systematically analyzed the implementation of kids' corner services based on structured functional indicators of children's library services. Furthermore, studies of children's literacy services in the context of university libraries are still relatively limited compared to research conducted in public libraries or government institutions. This situation indicates the need for a more comprehensive study of kids' corner services using a conceptual framework that can 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 chosen because it allows researchers to understand the service phenomenon in depth through the experiences, perceptions, and interactions of

informants directly involved in 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 were obtained from institutional documents, activity reports, and documentation related to the implementation of the kids' corner service. Data collection techniques used included observation, interviews, and documentation. Observations were conducted to directly observe literacy activities, use of the service space, and interaction patterns between children, librarians, and accompanying teachers during the activities. Semi-structured interviews were conducted to gather more in-depth information regarding the planning, implementation, and evaluation of literacy activities in the kids' corner service. Documentation was used as supporting data to help strengthen the findings from the observations and interviews.

Data analysis was conducted using thematic analysis techniques to identify meaningful patterns from the research data (Braun et al., 2006). The analysis process began with data reduction, which involved selecting and simplifying data from interviews, observations, and documentation relevant to the research focus (Miles, Huberman, & Saldaña, 2014). Next, a coding process was conducted by repeatedly reading all the data to identify units of information related to the implementation of Kids Corner services. Each piece of data with significant meaning was assigned a specific code, and these codes were then grouped into categories based on similarity of meaning. The resulting categories were then analyzed to identify patterns of relationships between categories, thus formulating key themes that illustrate the implementation of Kids Corner services. This process was conducted systematically to produce a consistent interpretation of the research data.

The analysis process was then directed at the five aspects of children's library services proposed by Akanwa (2013): provision of information materials, knowledge acquisition, development of reading skills, cultural knowledge, and teaching the use of the library. This framework was used to map the implementation of Kids Corner services based on the primary functions of children's library services. To ensure data validity, this study employed source triangulation, technical triangulation, and time triangulation techniques. Source triangulation was conducted by comparing information obtained from librarians and accompanying teachers regarding the implementation of literacy activities. Technical triangulation was conducted by comparing data from field observations, informant interviews, and activity documentation. Meanwhile, time triangulation was conducted by collecting data at different points during the literacy activities, allowing researchers to obtain a more consistent picture of service implementation. This process allowed for data verification, thereby increasing the credibility and reliability of the research findings (Saadah et al., 2022).

RESULT AND DISCUSSION

The research results were analyzed using the children's library services framework proposed by Akanwa (2013) to examine the implementation of kids' corner services as a children's literacy innovation at the UPT Library of UIN Fatmawati Sukarno Bengkulu. The framework was used as an analytical tool to understand how children's library services are implemented in the context of university libraries and the extent to which ongoing practices in the field reflect the primary functions of children's library services. The analysis focused on five main aspects of children's library services: provision of information materials, knowledge acquisition, development of reading skills, cultural knowledge, and teaching the use of the library. These five aspects were analyzed based on empirical findings in the field to identify the form of service implementation, the dynamics of its implementation, and its contribution to supporting children's literacy activities in the university library environment. This approach allows the research not only to describe service practices but also to examine their relationship to the concept of children's library services and their implications for the development of literacy services for children.

Provision of Information Materials

The provision of information materials is a crucial component of children's library services because it determines the extent to which the available collections support users' literacy development. At the Kids Corner service at the UIN Fatmawati Sukarno Bengkulu Library, the collection is dominated by illustrated storybooks with Islamic values, such as stories of the prophets and companions, as well as readings that instill positive morals and behavior in children. In addition, there are also several general storybooks that highlight moral themes and good habits in everyday life. This dominant collection indicates that the Kids Corner service is not only intended as a reading space for children, but also as a means of early literacy development oriented toward character building.



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

Source: Documentation (2025)

The available collection consists primarily of illustrated storybooks with engaging visuals and simple language. These characteristics are considered appropriate for the literacy development stage of early childhood, who tend to understand information more easily through visual illustrations and short narratives. This is as stated by the following librarian:

"In the kids' corner, the books are mostly illustrated storybooks. Most of them are about Islam, such as stories about the prophets, companions, and morals for children. There are no elementary school learning modules; the contents are all storybooks." (Librarian "Y").

This view was reinforced by the accompanying teacher, who assessed that the collection in the kids' corner service is appropriate for children's developmental characteristics, particularly for kindergarten and early elementary school students.

"We believe the books in the Kids' Corner are suitable for children, especially those in kindergarten and early grades. They contain many illustrated stories, attractive colors, and simple language, so children are quickly drawn to reading. The stories about the prophets and morals also help us introduce good values to children." (Assistant teacher "S").

In terms of age-appropriateness, the collection is most relevant for preschool, kindergarten, and early elementary school children. Books with colorful illustrations, engaging pictures, and simple text are easier to understand and more appealing to this age group. However, for children with higher literacy levels, such as upper elementary school students, reading needs tend to shift toward types of books with more complex storylines, such as educational comics or adventure stories. This situation indicates that although the available collection supports the early literacy stage, the diverse information needs of children at different developmental levels have not been fully accommodated.

In terms of collection procurement, the kids' corner service originated from PT Pelindo's corporate social responsibility program, which donated a number of children's books to the library. The positive response from visits by kindergarten and elementary school students then prompted the library to make further purchases using internal funds twice. Despite this, the selection orientation of the collection remains dominated by Islamic-themed reading materials, which aligns with the institution's identity as an Islamic university. Librarians also acknowledge that the available collection remains limited due to the lack of a wider variety of audiovisual materials or popular knowledge reading materials.

From the perspective of the children's library service theory proposed by Akanwa (2013), the provision of information materials is the main foundation of children's library services, which must consider age-appropriateness, visual appeal, ease of access, and the reading material's ability to stimulate literacy development. Based on these indicators, the collection in the kids' corner service at the UIN Fatmawati Sukarno Bengkulu Library Unit meets the requirements of age-appropriateness and visual appeal for early childhood. However, in terms of format variety and reading topic diversity, this service still needs strengthening so that children's literacy functions are not limited to character building but also encompass the development of general knowledge and the exploration of broader reading interests. This situation indicates that collection diversity is a crucial factor in supporting children's literacy development more comprehensively.

This finding is related to research conducted by Asaniyah (2022), which states that the existence of a kids' corner can support the development of children's literate character by providing reading spaces and collections that are appropriate to their developmental needs. This research indicates that the availability of an attractive collection and a comfortable reading environment can encourage children to interact more actively with reading materials. Similar findings were also expressed by Sintasari et al. (2025) explained that collection development strategies tailored to the needs of child users contribute to increased child engagement in reading activities. This study emphasized that a variety of reading materials and the availability of various media formats can expand children's opportunities to explore their reading interests.

When compared to the two studies, the condition of the kids' corner service at the UIN Fatmawati Sukarno Bengkulu Library Unit (UPT Library) demonstrates suitability in terms of providing an engaging collection for early childhood, particularly through picture books with engaging illustrations and simple language. However, the variety of reading materials and media formats available is still relatively limited, as the collection is dominated by religiously themed picture stories. This situation indicates that although the provision of materials supports early literacy and character development, the diversity of the collection still needs to be developed so that the kids' corner service functions not only as a means of instilling values, but also as a space for exploring knowledge and developing children's broader reading interests.

Knowledge Acquisition

The kids' corner service at the UIN Fatmawati Sukarno Bengkulu Library Unit (UPT Library) serves as an informal learning space that facilitates children's knowledge acquisition through various structured literacy activities. This process is realized through storytelling and read-aloud activities held each time kindergarten, RA, and elementary school students visit. Activities are tailored to the age characteristics of the participants. For young children who don't yet have reading skills, activities are more focused on storytelling, supported by visual media such as puppets and illustrations. Meanwhile, for elementary school-aged children who already have early reading skills, activities focus on reading aloud, supported by visual media such as television, allowing children to read and observe the illustrations simultaneously. This approach allows children to understand the story's content through a complementary combination of text and visuals.



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

The implementation of these activities was also confirmed by a librarian directly involved in the kids' corner service, as stated in the following interview excerpt:

"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 findings indicate that the knowledge acquisition process in the kids' corner service is not a one-way process, but rather an interactive approach that positions children as active participants in literacy activities. Children's involvement in reading aloud, answering questions, and interacting directly with the librarian strengthens their comprehension of the reading material. The use of visual media in storytelling and read-aloud activities also helps children connect the text to the context of the story, so that understanding is not only verbal but also more concrete and meaningful.

In addition to reading literacy activities, the knowledge acquisition process is also strengthened through financial literacy activities conducted at the BI Corner. In these activities, children are introduced to basic concepts about money, saving, and the different denominations of currency and their use in everyday life. The librarian explained that children tend to understand the value of money more easily when given examples related to everyday experiences, such as comparing money used to buy snacks to larger amounts of money that can be used to buy other items.

"If we explain the nominal value of money and its function, the children understand better, for example, small change is for snacks, while large change can be used to buy books or bicycles. So they understand better than just knowing that money is for snacks." (Librarian "Y").

The literacy activities were then complemented by various educational games, such as word games, role-playing as librarians, and book-finding activities. These activities were designed to strengthen children's understanding through participatory learning experiences. Through this approach, children not only gain information but also develop creativity, social skills, and active involvement in the learning process.

Theoretically, Akanwa (2013) explained that the process of acquiring knowledge in children's library services will be more effective if it integrates text, visual elements, and direct experience. The combination of these three elements allows children to build more meaningful understanding because information is not simply received passively but is processed through

reading, discussion, and hands-on practice. The findings of this study align with those of Khairan et al. (2023), who demonstrated that the implementation of educational games in kids' corner services can increase children's engagement in the learning process because they participate directly in literacy activities. Furthermore, Andriani (2015) explained that the use of visual and audiovisual media in reading activities can help children connect text with concrete representations, thus enhancing their understanding of the reading content. This view is further supported by the findings of Aeni (2023), who demonstrated that the implementation of the read-aloud method contributes to improving vocabulary mastery and comprehension in early childhood. Reading aloud activities, accompanied by dialogue and story visualization, enable children to more easily connect information to the context they understand, thus optimizing the internalization of knowledge.

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 statement demonstrates that literacy activities at the kids' corner can stimulate a natural interest in reading. Children who initially arrived passively, after participating in the shared reading activity, began to show a stronger interest in books. The curiosity sparked by one reading led them to choose other books independently, so that the reading process developed through intrinsic motivation, not coercion. This finding was reinforced by the statement of a teacher who observed changes in children's behavior after participating in literacy activities in the library:

"Children who participate in shared reading activities appear more confident in reading independently. They are beginning to recognize new vocabulary and are more confident when asked to retell the content of the reading." (teacher "R").

This statement indicates that the impact of literacy activities is not only reflected in increased interest in reading, but also in their courage to read aloud, vocabulary enrichment, and the ability to understand the story. 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' enthusiasm, increased reading confidence, and the emergence of motivation to read independently indicate a positive contribution to the development of early literacy skills. However, the development of reading skills that occurs during these activities still relies heavily on visits and assistance from librarians. This situation indicates that the success of literacy stimulation has not been fully followed by a sustainable reading development 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 enthusiastically read the captions and relate them to the knowledge they have acquired in school.

In addition to photographic documentation of national figures, the Fatmawati Corner also features visual elements such as replicas of chairs, sewing machines, and the Indonesian flag, displayed as part of the historical narrative. These visual objects capture children's attention and encourage imaginative interaction. The children enthusiastically approached the sewing machines and demonstrated activities as if they were sewing a flag, imitating Ibu Fatmawati's role in history. This spontaneous activity demonstrated that cultural learning occurs not only through information acquisition but also through symbolic experiences and role-playing, which helps children grasp the meaning of history more concretely and emotionally.

Cultural knowledge was also reinforced through an exhibition of traditional games accompanied by hands-on practice. The children were introduced to various types of traditional games and how to play them, enabling them to understand that play is not limited to the use of gadgets but also reflects the values of togetherness and local culture. This approach provides a more meaningful learning experience because children not only receive information verbally but also engage directly in cultural activities. This was conveyed by a librarian involved in 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. Furthermore, we introduced traditional games and demonstrated

how to play them so that children understand that play involves more than just gadgets." (librarian "Y").

This statement indicates that cultural introduction in kids' corner services is conducted through visual approaches and direct experiences. Children gain historical understanding through documentation of national figures, while also understanding cultural values through traditional games. From the perspective of children's library services, Akanwa (2013) emphasized that libraries function as cultural centers that provide access to history, art, social values, and the intellectual heritage of the community, thus playing a role in the formation of children's social identities from an early age.

The findings of this study are related to research conducted by Khairan et al. (2023), which showed that kids' corner facilities provide optimal benefits when utilized as learning spaces that encourage active participation by children. This research confirms that children's library services function not only as reading spaces but also as educational environments that enable children to gain more contextual learning experiences. In this study, the presentation of cultural values through visual documentation at Fatmawati Corner and the practice of traditional games demonstrates that the service's utilization extends beyond providing a reading collection to creating learning experiences that involve children's direct interaction with cultural objects.

These findings also align with research by Triwardhani and Mulyani (2023), which states that local culture-based literacy for children is more effective when delivered through visual media and hands-on activities. This approach allows children to understand cultural values more concretely because the learning process occurs not only through verbal explanations but also through practical experiences and interactions with cultural 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.

Although this is not a children's library and has limited space and collections, the introduction is simple yet communicative, tailored to the characteristics of young visitors.

In addition to introducing the space and facilities, the librarian also explains the rules and procedures for using the library in language that children can easily understand. Children are instructed to remove their shoes, place their bags in the designated areas, and maintain order while in the library. Detailed explanations of the borrowing procedures are not provided, as most children come for short visits and are accompanied by teachers. 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").

These findings indicate that teaching library use is done in a gradual and contextual manner, with an emphasis on fostering a sense of comfort and connection with the library environment in children. Children's responses, indicating a desire to return, and even expressing interest in becoming librarians, indicate that these early experiences foster a positive perception of the library as a fun learning space.

From the perspective of children's library services, Akanwa (2013) explains that introducing children to library use from an early age is an important step in helping children understand the space's function, basic rules, and how to properly utilize the collection. Through this guidance, children can develop the habit of using the library as a source of learning and information on an ongoing basis. The results of this study are related to research conducted by Andriani (2015), which showed that kids' corner services not only serve as providers of children's reading materials but also as educational tools to introduce library procedures. The study emphasized that the delivery of library rules and procedures needs to be done through a communicative approach so that children can understand the library's function without feeling pressured by formal rules.

These findings align with research by Asaniyah (2022), which states that kids' corner services have strategic potential in shaping literacy habits and fostering a close relationship with the library for children when managed with a child-friendly approach. An introduction to library facilities and rules is crucial in building a positive initial experience, ensuring children feel comfortable returning and utilizing available services.

Furthermore, research by Izzah et al. (2025) shows that a structured library orientation program, including an introduction to facilities and service procedures by librarians, can positively contribute to improving information literacy and more effective use of library services. In the context of this research, the library tours conducted by librarians at the kids' corner services demonstrate a similar function: providing children with an initial understanding of the library's environment, rules, and how to utilize facilities in a simple and child-friendly manner.

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. However, optimizing kids' corner services still requires strengthening in several aspects, particularly diversifying children's reading collections, developing more interactive learning media, and designing sustainable literacy programs. These findings have practical and policy implications, including serving as a basis for developing a more systematic children's literacy service model in other university libraries, as well as serving as a reference for library managers and education policymakers in designing literacy services that support lifelong learning from an early age.

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.

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