

## **The Role Of Parents In Improving Literacy Skills Of Elementary School Students In Early Grades Through A Home-Based Literacy Program (A Case Study On Early Grades In Bantul Regency, Yogyakarta)**

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**Abstrak:** This study employs a case study method with a qualitative approach to understand the home-based literacy program and its impact on early-grade students' literacy. Data were collected through interviews, observations, audio recordings, and written documents from principals, parents, and teachers. Data analysis was conducted using thematic techniques, triangulation, and interpretation to explain the role of parents in enhancing students' literacy skills. The research findings indicate that parental involvement is crucial in supporting elementary school students' literacy abilities. Good literacy skills at an early age form a critical foundation for future academic success and cognitive development. The home-based literacy program is an effective approach that requires active parental participation. Creating a rich reading environment, establishing daily reading routines, and integrating literacy into everyday activities can increase children's interest and reading skills. Support from technology, social, and emotional backing, along with collaboration with schools and communities, ensures the improvement of students' literacy and educational quality. The home-based literacy program enhances the success of the learning process and the quality of education by actively involving parents in supporting children's literacy.

**Keywords:** Elementary School; Literacy Skills; Parental Role

### **Peran Orang Tua dalam Meningkatkan Kemampuan Literasi Siswa Sekolah Dasar di Kelas Awal melalui Program Literasi Berbasis Rumah (Studi Kasus pada Kelas Awal di Kabupaten Bantul, Yogyakarta)**

**Abstrak:** Penelitian ini menggunakan metode studi kasus dengan pendekatan kualitatif untuk memahami program literasi berbasis rumah dan dampaknya terhadap kemampuan literasi siswa kelas awal. Data dikumpulkan melalui wawancara, observasi, rekaman audio, dan dokumen tertulis dari kepala sekolah, orang tua, dan guru. Analisis data dilakukan menggunakan teknik tematik, triangulasi, dan interpretasi untuk menjelaskan peran orang tua dalam meningkatkan keterampilan literasi siswa. Hasil penelitian menunjukkan bahwa keterlibatan orang tua memiliki peran yang sangat penting dalam mendukung kemampuan literasi siswa sekolah dasar. Kemampuan literasi yang baik sejak usia dini menjadi fondasi penting bagi keberhasilan akademik dan perkembangan kognitif di masa depan. Program literasi berbasis rumah merupakan pendekatan yang efektif dan membutuhkan partisipasi aktif dari orang tua. Menciptakan lingkungan membaca yang kaya, membangun rutinitas membaca harian, serta mengintegrasikan literasi dalam aktivitas sehari-hari dapat meningkatkan minat dan keterampilan membaca anak. Dukungan teknologi, sosial, dan emosional, serta kolaborasi dengan sekolah dan komunitas, turut menjamin peningkatan literasi siswa dan mutu pendidikan. Program literasi berbasis rumah berkontribusi pada keberhasilan proses pembelajaran dan peningkatan kualitas pendidikan melalui keterlibatan aktif orang tua dalam mendukung literasi anak.

**Kata Kunci:** Keterampilan Literasi; Peran Orang Tua; Sekolah Dasar

## 1. Introduction

Literacy skills are a fundamental aspect of the learning process and intellectual development of students. Literacy not only encompasses basic reading and writing abilities but also includes the capacity to comprehend, analyze, and utilize information effectively. In the context of education in Indonesia, the literacy skills of early grade elementary school students are of primary concern as they form the foundation for future educational success (Linggasari & Rochaendi, 2022). Unfortunately, various studies and surveys indicate that the literacy skills of early grade students in Indonesia are still below expectations. Surveys and research conducted by multiple organizations, including the international PISA survey and national studies, reveal that the literacy skills of early grade students in Indonesia fall short of the desired standards.

The 2012 UNESCO survey showed that the reading index of the Indonesian population was 0.001, meaning that out of 1,000 Indonesians, only one person engaged in serious reading activities. Additionally, research by The World's Most Literate Nations (WMLN) ranked Indonesia's reading interest at 60 out of 61 surveyed countries. This indicates that the basic literacy culture in Indonesia is still low (Hasanah & Silitonga, 2020). The PISA reading score in 2022 dropped 12 points to 359 from 371 in 2018, whereas the target score in the 2024 National Medium-Term Development Plan (RPJMN) is 392. Only about 25% of Indonesian students reach Level 2 or higher in reading (OECD average: 74%). These students can identify the main idea in a moderately long text, find information based on explicit criteria, and reflect on the purpose and form of texts when explicitly directed to do so (OECD, 2023).

The 2023 Indonesian Education Report for elementary schools nationally shows that only about 61.53% of students have literacy competencies above the minimum standard, while the rest are below the minimum competency. In regions like Bantul Regency, Yogyakarta, the literacy skills of elementary students are depicted as follows: approximately 40%-70% of students have achieved minimum reading literacy competence, and only 2.81% of students have literacy skills above the minimum competence. These figures indicate that many students still require more optimal handling in the literacy aspect (Kemdikbudristek Republik Indonesia, 2023).

The National Reading Index shows that literacy activities in Indonesia are categorized as

low, with a score of 37.32. Factors contributing to the low literacy skills of elementary students include a lack of quality reading materials, low reading interest, teachers not receiving adequate training on literacy teaching methods, and insufficient parental support (Kementerian Pendidikan dan Kebudayaan Republik Indonesia, 2020; Susanti, 2019; Universitas Gadjah Mada, 2019; Universitas Negeri Jakarta, 2020; Universitas Pendidikan Indonesia, 2021).

Lack of parental support is one of the main factors affecting the low literacy skills of elementary students in Indonesia. Many parents are unaware of the importance of literacy for their children's academic and cognitive development and lack access to adequate reading materials at home. Emotional support and motivation from parents are also crucial in building children's confidence in reading. Therefore, the utilization of a home-based literacy program approach is an effective strategy to improve children's literacy skills, particularly for elementary students. This approach encourages parental involvement in the learning process, provides reading materials suited to children's interests and reading levels, and ensures that learning continues beyond school hours.

The importance of parental involvement in enhancing children's literacy cannot be underestimated. Research shows that children who receive literacy support at home tend to have better literacy skills. This support can include reading books together, providing various reading materials, and modeling good reading behavior. Thus, children can see reading as an enjoyable and beneficial activity (Universitas Negeri Jakarta, 2020).

Several reasons highlight the importance and effectiveness of this approach: early grades are a critical period in children's literacy development, home support helps strengthen basic literacy skills, and early intervention in the form of a home-based literacy program can prevent more severe literacy issues in the future. Additionally, fostering an early interest in reading is crucial for long-term literacy development, and parental involvement provides essential emotional support for children. The curriculum and teaching methods in early grades are also more flexible and can be tailored to meet individual student needs.

Research on the role of parents in supporting elementary students' literacy skills through a Home-Based Literacy Program is needed to identify the challenges parents face and develop effective strategies to engage them in the program. As an educational initiative that

emphasizes parental involvement as the primary facilitator, this program aims to foster children's literacy skills through continuous text-based interactions within the family environment while establishing a synergistic literacy ecosystem among schools, families, and communities to enhance children's literacy competence holistically and sustainably.

Consequently, the literacy skills of elementary students in Indonesia can be significantly improved, providing a strong foundation for success in higher education levels. Furthermore, this study seeks to explore the effectiveness of various home-based literacy methods, assess the program's impact on children's reading interest and critical thinking skills, and formulate policy recommendations for schools and governments to support the program's sustainability. Through a comprehensive approach, this research is expected to make a meaningful contribution to improving the quality of literacy education from an early age.

## 2. Methods

This study utilized a case study method with a qualitative approach to deeply understand the home-based literacy program and its impact on early grade students' literacy skills. The case study method, as explained by Rahardjo (2017), allows for an in-depth analysis of programs, events, or activities in natural conditions. A qualitative approach was chosen because it is suitable for describing events and behaviors in detail in a narrative form (Sugiyono, 2021). The focus of this research is on natural settings, involving various methods to obtain a holistic view of ongoing activities and related attitudes or behaviors (Moleong, 2018). The types of data collected are schematic, narrative, and descriptive, including explanations from informants through oral interviews and written documents, such as audio recordings of interviews with school principals, field notes, and documentation from various relevant written sources.

This research involved early grade students (grades 1 to 3), their parents, school principals, and early grade teachers, with a particular focus on third-grade students who are at a critical stage of literacy development. Data collection techniques included interviews, observations, documentation, and field notes. Interviews were conducted to gather views and experiences from school principals, teachers, parents, and literacy program coordinators, while observations were made at the students' homes and schools to see

the program's implementation directly. Documentation involved collecting relevant written data, while field notes recorded all events and interactions during the research. Data analysis was carried out by reducing, categorizing, and presenting data in narrative, table, or graph form to facilitate understanding and interpretation. Thematic analysis techniques were used to identify and analyze patterns in the data, and triangulation was performed to ensure data validity and reliability. The final step was data interpretation by linking findings with the theoretical framework used to explain how parental roles influence students' literacy skills through the Home-Based Literacy Program. The parameters include parental involvement in assisting children with reading, the frequency and quality of text-based interactions within the family environment, support for creative writing activities, and access to literacy resources provided through collaboration with schools and communities.

## 3. Result and Discussion

In early elementary school, parental involvement is crucial in supporting children's literacy development. The Home-Based Literacy Program utilizes the home environment as a rich space for literacy activities, with parents playing a key role in providing positive and sustained reading experiences for their children. Interviews with parents revealed several effective practices they employ to support the program.

Daily reading routines are one of the most effective practices. Parents recognize that consistency is key to developing reading habits. Each day, they set aside about 20-30 minutes for reading with their children, often during quiet times like before bed or after dinner. They choose picture books with simple texts and easy-to-understand stories, read expressively, and encourage their children to participate in the reading process. This activity not only enhances reading skills but also strengthens the emotional bond between parents and children.

Additionally, some parents create reading corners at home, placing them in quiet and comfortable areas like a corner of the living room or the child's bedroom. Small bookshelves filled with engaging children's books, along with comfortable pillows, rugs, and reading lamps, make these spaces inviting. Parents accompany their children in these reading corners, either by reading together or simply sitting and listening to their children read, helping them see reading as an enjoyable activity.

Technology also plays an important role in supporting children's literacy. Many parents use interactive reading apps designed for children, featuring engaging stories, animations, and educational games. Parents ensure that screen time is managed wisely, so technology complements rather than replaces direct interaction and physical activities. Collaboration between parents and schools is another vital element in supporting the Home-Based Literacy Program. Parents actively communicate with teachers to get guidance and advice on how to support their children's literacy at home, often attending regular meetings and literacy workshops organized by the school.

For example, one mother shared her daily routine with her child. Every night before bed, they spend about 20 minutes reading together. She selects books that interest her child, like those about dinosaurs or adventure stories. This not only helps her child improve reading skills but also creates a strong emotional bond. Another father reported that his child became more enthusiastic about reading because they regularly spent time reading together. He chose books that his child found appealing and made the daily reading routine enjoyable.

Supporting the literacy skills of young children in elementary school often presents complex challenges for parents. One major challenge is time constraints. Many parents work full-time or have other responsibilities that limit their availability for quality literacy activities with their children. Fatigue after a long day at work can also make it difficult for them to provide the necessary support consistently.

Limited resources and access to reading materials also pose significant challenges. In some families, especially those with economic constraints, providing quality books and literacy aids is difficult. Regularly purchasing books may not be affordable, and access to public libraries might be limited due to distance or unsuitable operating hours. One mother, for instance, struggled to provide engaging picture books for her child due to the high cost of books and limited access to public libraries.

Many parents lack confidence in supporting their children's literacy due to their own limited literacy skills and knowledge. Parents who might not have a high educational background or who are unfamiliar with modern literacy practices often find it challenging to help their children. They may not know how to effectively teach reading and writing skills or how to make literacy activities engaging. For example, a mother with only a basic education felt inadequate in

understanding the books her child read and did not know how to teach phonics or explain more complex concepts in texts.

In today's digital era, technology and digital media can be significant distractions in supporting children's literacy. Many children are more attracted to electronic devices like phones or TVs than to books. Parents often find it challenging to regulate screen time and ensure their children also spend time reading books. One father, for example, found it difficult to limit his children's screen time and discovered that they preferred watching TV or playing games to reading books.

Children's social and emotional conditions can also be barriers to literacy support. Children experiencing stress, anxiety, or other emotional issues often show a lack of interest in literacy activities. Parents frequently struggle to motivate children facing these issues to read or write. For instance, one mother reported that her anxious child often refused to read or write and preferred to be alone.

The Home-Based Literacy Program aims to enhance elementary school students' literacy skills, especially in the early grades, by actively involving parents in the learning process. One of the main indicators of the program's effectiveness is the improvement in students' reading and writing skills. Children involved in the program show significant progress in their reading abilities, from recognizing letters to reading simple words and understanding short sentences. Parental involvement in home literacy activities provides positive role models for their children, boosting literacy skills and strengthening emotional bonds.

Children's motivation and interest in reading also increase through creative and interactive approaches such as reading picture books, creating their own stories, and using interactive reading apps. The program also develops children's critical thinking and creativity through activities like drawing scenes from books and acting out stories with puppets. For instance, a mother reported that her child greatly enjoyed creating picture stories and felt proud of their work. This activity not only improved the child's writing skills but also fostered imagination and critical thinking.

The program's effectiveness is further enhanced by community support and school collaboration. Successful Home-Based Literacy Programs often involve local libraries, community organizations, and schools in providing resources and support for families. Literacy workshops, book clubs, and community reading events offer



additional motivation and support for parents and children. Schools that actively collaborate with parents play a crucial role in the program's success. Teachers provide guidance, advice, and reading materials suitable for children's skill levels. They also hold regular meetings with parents to discuss children's literacy progress and offer the necessary support.

For example, a teacher noted that children involved in the home-based literacy program showed significant improvement in reading skills compared to those who did not receive similar support at home. This teacher emphasized that parental involvement is a key factor in the success of literacy programs and that collaboration between school and home is essential for creating a holistic and supportive learning environment.

Overall, the effectiveness of the Home-Based Literacy Program in enhancing elementary school students' literacy skills in the early grades is evident. The program successfully improves children's reading and writing skills, boosts motivation and interest in reading, and develops critical thinking and creativity. Active parental involvement, community support, and school collaboration are key factors contributing to the program's success. Despite the challenges, with dedication and joint efforts, the Home-Based Literacy Program can establish a strong foundation for children's literacy.

The role of parents in supporting home-based literacy programs has been a primary focus in educational research for several decades. Contemporary theories and expert opinions provide deep insights into the importance of parental involvement and effective strategies for supporting home-based literacy programs. Urie Bronfenbrenner's updated ecological theory emphasizes that a child's development is influenced by various interconnected environmental systems. The microsystem, which includes the family, is one of the closest and most influential environments in a child's life. In the context of literacy, the interaction between parents and children at home is crucial for the development of literacy skills. (Swick & Williams, 2016) highlight that parents who are actively involved in home literacy activities create an environment rich in language and texts, which significantly supports the child's literacy development. For example, bedtime reading routines where parents read stories to their children every night help develop early reading skills and a love for books (Niklas & Schneider, 2013).

Albert Bandura's updated Social Learning Theory emphasizes that children learn through

observing and imitating models around them, including their parents. Children who see their parents engaging in literacy activities such as reading, writing, and discussing books are likely to mimic these behaviors (Bandura, 1977). Recent studies show that children whose parents are often seen reading or writing at home have a higher tendency to develop their own interest and literacy skills. Positive reinforcement, such as praise and encouragement from parents when children engage in literacy activities, also plays a significant role in increasing children's motivation to learn (Clinton & Hattie, 2014).

Jean Piaget and Lev Vygotsky, two main figures in constructivist theory, offer important insights into how children build knowledge through interaction with their environment. Piaget focuses on stages of cognitive development, while Vygotsky emphasizes the role of social interaction and adult guidance in learning (Miller, 2016). Recent research supports Vygotsky's concept of the "*zone of proximal development*" (ZPD), which refers to the gap between what a child can do independently and what they can achieve with adult assistance. Parents who provide literacy support by helping children understand more complex texts, asking questions that encourage critical thinking, and giving constructive feedback help children reach their full literacy potential (Daniels, 2016).

Joyce Epstein developed a model of parental involvement that includes six types of engagement: parenting, communicating, volunteering, learning at home, decision-making, and collaborating with the community. In the context of the Home-Based Literacy Program, the "*learning at home*" type is particularly relevant. Epstein argues that parents involved in home learning by providing time and space for reading, assisting with schoolwork, and showing interest in their children's learning activities can improve children's academic and literacy outcomes (Epstein & Sheldon, 2023). Recent studies indicate that consistent and positive parental involvement significantly impacts children's motivation and academic achievement. For example, a mother who routinely helps her child with reading assignments, discusses books they read together, and shows genuine interest in her child's learning creates an environment that supports literacy development (Harris & Goodall, 2007).

The theory of multiliteracies developed by The New London Group expands the traditional concept of literacy to include various forms of literacy, such as digital and visual literacy. In the digital age, parents also play a role in helping

children develop digital literacy skills (Cope & Kalantzis, 2016b). Recent research shows that parents who teach children to use technology wisely, select digital resources and applications that support literacy, and supervise internet use help children develop relevant literacy skills for the 21st century. For instance, a father who teaches his child how to search for safe and accurate information online, use interactive reading apps, and discuss online content contributes to the development of the child's digital literacy skills (Rowse & Walsh, 2021).

Despite the critical role of parents in supporting their children's literacy, many face various challenges that hinder optimal support. One major challenge is the lack of access to quality reading materials. Research shows that access to quality books and reading materials is crucial for children's literacy development (Rowse & Walsh, 2021). Efforts to overcome this challenge include providing mobile libraries that visit communities with limited access to public libraries. Additionally, developing digital libraries accessible from home can be an effective solution. Digital libraries allow parents and children to borrow e-books and other reading materials through electronic devices (Baro et al., 2014).

The lack of literacy knowledge and skills among parents is also a significant challenge. Research indicates that parent training and workshops can improve their ability to support children's literacy (Cope & Kalantzis, 2016a). Efforts may include holding literacy workshops that provide practical knowledge about shared reading techniques, teaching phonics, and strategies to make reading enjoyable. These workshops can be organized by schools or community organizations. A study by Manz et al. (2015) found that parents who attended literacy workshops showed significant improvement in their ability to support their children's literacy at home.

Technology can be a highly effective tool in supporting children's literacy, especially in today's digital era. However, many parents feel less confident in using technology. Efforts to overcome this challenge include training parents on how to use interactive literacy applications accessible from mobile devices or tablets. These applications often feature elements that make learning enjoyable for children. A study by Hutchison et al. (2014) found that the use of technology and digital literacy applications can increase children's interest and literacy skills.

The social and emotional conditions of parents and children can also be barriers to

literacy support. Research shows that social and emotional support is essential for creating a positive learning environment (Rahmawati, 2016). Efforts can include forming support groups for parents where they can share experiences, strategies, and challenges in supporting their children's literacy. These groups can be facilitated by schools or community organizations. A study by Goodall (2015); Goodall (2018), and (2021) found that parent support groups can increase parents' confidence and involvement in their children's education.

Lack of communication and collaboration between parents and schools often becomes a barrier. Research shows that good collaboration between parents and schools can improve children's literacy outcomes (Epstein & Sheldon, 2023). Efforts can include holding regular meetings between parents and teachers to discuss children's literacy progress, provide feedback, and develop joint strategies to support literacy at home. For instance, a study by (Kraft & Rogers, 2015) found that regular communication between parents and teachers can enhance parental involvement and children's academic achievement.

To improve the effectiveness of home-based literacy programs in enhancing literacy skills of elementary school students in lower grades, a holistic and sustainable approach is needed. Access to a diverse range of high-quality reading resources is a fundamental foundation in supporting literacy. Providing books that are engaging and age-appropriate is crucial. Research by (S. B. Neuman & Celano, 2021) shows that the availability of books that are interesting and relevant to children's daily lives can increase reading frequency and literacy skills.

Parents play a crucial role in literacy education, but many may lack the knowledge or skills to effectively support their children's learning. Providing workshops and training on how to teach reading at home, as highlighted by Sheridan et al. (2015), can help parents become better facilitators of learning. Utilizing technology in literacy is one effective way to engage digital-generation children. Applications and e-book platforms like Raz-Kids offer interactive and engaging ways for children to learn to read and improve their literacy skills. A study by Hutchison et al. (2014) emphasizes that technology, when used appropriately, can significantly boost children's engagement and literacy development.

Creating an emotionally supportive environment is essential for motivating children to learn. Research by Goodall (2021) shows that

parental emotional support and motivation are closely linked to improvements in children's literacy achievement. Parental recognition and praise can reinforce children's efforts in reading and learning at home. Collaboration between school and home is crucial for the success of literacy programs. Effective communication between teachers and parents, as described by Epstein & Sheldon (2023), allows parents to receive valuable feedback on the best ways to support their children's learning at home. This approach ensures that the strategies used at home align with teaching methods at school. By implementing these evidence-based strategies, it is hoped that home-based literacy programs can be more effective in improving the literacy skills of elementary school students in lower grades, helping them achieve academic success and a better life.

Parents' perception of the importance of literacy and their awareness of the key role they play in enhancing their children's literacy skills are determining factors in the success of home-based literacy programs. Parents need to understand that literacy is a fundamental skill that affects all aspects of their children's lives, from academic achievement to social and emotional abilities. Literacy is not just the ability to read and write, but also involves critical thinking, understanding information, and communicating effectively. According to research by M. J. Neuman & Powers (2021) and S. B. Neuman & Celano (2021), children who grow up in literacy-rich environments tend to have better cognitive and social development. They are better prepared to face academic challenges and have the necessary skills to succeed in everyday life.

Providing education and training to parents about the importance of literacy and ways to support their children's literacy development is crucial. Workshops and seminars organized by schools or community organizations can help parents understand their role and how they can effectively contribute. Sheridan et al. (2015) highlight the importance of parental involvement in their children's education, especially in literacy activities. Effective training can provide parents with practical skills and strategies to support literacy at home, such as how to read engagingly, ask questions that stimulate critical thinking, and create daily reading routines.

Technology can be a powerful tool in enhancing literacy for both children and parents. Interactive reading apps and digital resources can make the learning process more engaging and accessible. Parents can be taught how to use this technology to support their children's literacy.

Hutchison et al. (2014) found that using tablets and reading apps can increase children's interest in reading and improve their literacy skills. Parents who use this technology with their children can see significant improvements in their children's reading abilities.

Strong collaboration between schools, communities, and parents is essential to creating a supportive literacy environment. Schools can provide the resources, support, and information needed for parents to become active partners in their children's education. Epstein & Sheldon (2023) emphasize the importance of collaboration between schools and families in enhancing parental involvement. By involving parents in school activities such as regular meetings, literacy workshops, and reading events, schools can help parents feel more confident and competent in their roles.

Involving parents in case studies and sharing real-life experiences from other parents who have successfully supported their children's literacy can be an effective way to enhance their perception. Success stories can provide inspiration and motivation for parents to take the necessary steps in supporting their children's literacy. Research by (Goodall, 2015, 2018, 2021) shows that sharing experiences and successful strategies in parent support groups can increase parents' confidence and involvement. These support groups can also be a platform for sharing ideas and finding collective solutions to challenges faced.

To effectively engage parents in home-based literacy program activities, parental education and training, the use of technology, social and emotional support, and collaboration with schools and teachers are some strategies that can be implemented. By actively involving parents, home-based literacy programs can have a significant positive impact on the literacy skills of elementary school children. Creating a literacy-rich environment at home, developing shared reading habits, teaching literacy skills through daily activities, using technology, providing social and emotional support, and collaborating with schools and teachers are some steps that can be taken to achieve this goal.

#### 4. Conclusion and Recommendations

The findings of this study highlight the crucial role of parents in supporting the literacy development of elementary school students through the Home-Based Literacy Program. As an educational initiative, this program fosters literacy skills by encouraging continuous parental involvement, establishing a synergistic literacy

ecosystem among schools, families, and communities. The study demonstrates that structured literacy activities at home, such as daily reading routines, interactive storytelling, and guided creative writing, significantly enhance children's reading comprehension and critical thinking skills. Furthermore, parental support not only improves children's literacy competence but also strengthens their motivation and emotional engagement in the learning process, making literacy an enjoyable and integral part of their daily lives.

Despite its effectiveness, the Home-Based Literacy Program faces several challenges, including parents' time constraints, limited access to quality reading materials, low parental literacy confidence, and the influence of digital distractions. To address these issues, strategic interventions are necessary, such as improving access to digital and physical reading resources, providing literacy training for parents, and fostering stronger collaboration between schools and communities. Schools play a vital role in guiding parents through literacy workshops, providing structured reading materials, and ensuring ongoing communication between teachers and families to align home and school literacy practices. These efforts can help sustain and maximize the program's long-term impact on students' literacy growth.

Ultimately, the Home-Based Literacy Program has the potential to significantly improve elementary school students' literacy skills in Indonesia, laying a strong foundation for their academic success and lifelong learning. By adopting a holistic and sustainable approach, integrating parental education, leveraging technology, and strengthening partnerships between schools, families, and communities, this initiative can serve as a key strategy in addressing Indonesia's literacy challenges. The research underscores the need for continuous policy support and educational reforms to expand the program's reach, ensuring that every child, regardless of background, receives the literacy foundation necessary for higher education and future opportunities.

To improve students' literacy skills and the quality of learning through Home-Based Literacy Programs, parents need to create a literacy-friendly environment by providing engaging and age-appropriate reading materials and setting up a comfortable reading corner. Daily reading routines, such as reading with children before bedtime using expressive intonation, can make reading activities more interactive. Integrating literacy into daily activities, such as writing

shopping lists or reading recipes, helps children understand the importance of literacy. The use of technology, such as interactive reading applications like Raz-Kids or Epic!, can also support literacy as long as parents manage screen time wisely. Social and emotional support from parents, through praise and encouragement, is crucial for boosting children's motivation. Collaboration between parents and schools through regular meetings and literacy workshops ensures that efforts at home align with school teachings. Community support, such as literacy events and cooperation with public libraries, along with regular monitoring and evaluation, helps adjust the program to be more effective, ensuring improved literacy skills and the quality of education.

The role of parents in home-based literacy programs has significant implications for enhancing literacy skills, learning activities, and educational quality. When parents actively support their children's literacy, the impact is seen in improved reading and writing skills, as well as the entire educational system. Parental involvement builds a strong literacy foundation for children, which is essential for future academic success. Children with good literacy skills find it easier to understand lesson materials and actively participate in class.

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