

UNDERSTANDING LITERACY CONSTRAINTS IN ELEMENTARY CLASSROOMS; EVIDENCE FROM THE KAMPUS MENGAJAR INITIATIVE

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Abstract : This study explores the literary skills of elementary school students in Surakarta, that focusing on factors influencing their development. Employing a descriptive qualitative method, the study investigates the experiences and perspectives of university students participating in the Kampus Mengajar program in Soloraya, spanning the Kampus Mengajar 3 to Kampus Mengajar 7 over two years with a total of 21 respondents. The data was collected through an open-ended survey using Google Forms, supplemented by field supervisor lecturer observations and analyses of students' reports. The study's findings show four major issues that students with reading difficulties face: a lack of parental education prioritization, poor student motivation and enthusiasm, and the presence of specific educational requirements. Furthermore, teachers use a variety of tactics to address these reading issues, such as reading aloud, playing interactive games, creating specific educational modules, and offering tailored reading support. In addition, parental attitudes about their children's literacy challenges are marked by denial of their children's literacy problems and participation in home-based reading activities. The study also identifies dyslexia indicators and emphasizes the importance of inclusive education solutions for kids who struggle with reading.

Keywords : Literacy; Elementary School; Kampus Mengajar.

Abstrak : Penelitian ini mengeksplorasi kemampuan literasi siswa sekolah dasar di Surakarta, yang difokuskan pada faktor-faktor yang memengaruhi perkembangan mereka. Dengan menggunakan metode kualitatif deskriptif, studi ini menyelidiki pengalaman dan perspektif mahasiswa yang berpartisipasi dalam program Kampus Mengajar di Soloraya, yang mencakup Kampus Mengajar 3 hingga Kampus Mengajar 7 selama dua tahun dengan total 21 responden. Data dikumpulkan melalui survei terbuka menggunakan Google Forms, dilengkapi dengan pengamatan dosen pembimbing lapangan dan analisis laporan mahasiswa. Temuan studi menunjukkan empat masalah utama yang dihadapi siswa dengan kesulitan membaca: kurangnya prioritas pendidikan orang tua, motivasi dan antusiasme siswa yang rendah, dan adanya persyaratan pendidikan khusus. Lebih jauh, guru menggunakan berbagai taktik untuk mengatasi masalah membaca ini, seperti membaca dengan suara keras, memainkan permainan interaktif, membuat modul pendidikan khusus, dan menawarkan dukungan membaca yang disesuaikan. Selain itu, sikap orang tua tentang tantangan literasi anak-anak mereka ditandai dengan penyangkalan terhadap masalah literasi anak-anak mereka dan partisipasi dalam kegiatan membaca berbasis rumah. Studi ini juga mengidentifikasi indikator disleksia dan menekankan pentingnya solusi pendidikan inklusif bagi anak-anak yang kesulitan membaca.

Kata Kunci : Literasi; Sekolah Dasar; Kampus Mengajar.

INTRODUCTION

Literacy skills learned in the early years of school are commonly viewed as essential for both academic progress and overall personal development (Tan, 2013; Umar, 2023). Children who have good reading, writing, and comprehension skills at an early age outperform in all subjects and are more likely to become lifelong learners (Held & Meje, 2024). Early literacy affects not just immediate school achievements, but also long-term cognitive, social, and emotional development (Milin et al., 2016; Rulyansah et al., 2023). Furthermore, research reveals that the level of literacy practices developed in elementary school has a substantial impact on future achievement, since these practices encourage critical thinking abilities and adaptive learning techniques (Kim & Park, 2020; Mundiri et al., 2021).

Literacy continues to be a national goal in Indonesia, despite new data highlighting ongoing issues. According to the Ministry of Education, Culture, Research, and Technology, while overall primary school attendance rates have grown, the country's reading performance remains behind regional and worldwide norms (Astuti et al., 2024). The Programme for International Student Assessment (PISA) findings also show that Indonesian pupils have lower-than-average reading scores, indicating gaps in reading comprehension and critical analysis (Bucea-Manea-țoniș et al., 2022). These findings are consistent with qualitative research indicating that limited access to excellent reading resources, different degrees of teacher readiness, and socioeconomic inequities continue to impede optimum literacy development (Hemmerechts et al., 2017). Addressing these difficulties via targeted interventions—such as better teacher training programs, increased resource allocation, and culturally suitable curricula—has become a priority for both government-led and community-based projects across the nation.

Literacy growth is not only a foundation for personal success, but also a crucial engine of national progress (UNESCO, 2023). Countries with higher literacy rates typically have better economic performance, more civic involvement, and lower poverty rates (World Bank, 2022). Literacy is especially important in Indonesia, where large regional differences and a fast-expanding young population exist. According to current data, Indonesian students continue to trail below their Southeast Asian counterparts in reading comprehension, putting the country's international competitiveness at danger. Thus, early literacy development is critical to ensure that young students have the core abilities required to prosper academically and contribute effectively to society. Literacy skills are fundamental to elementary school pupils' academic progress and personal development (Ameliah et al., 2022; Eivers et al., 2004; Satgas Gerakan Literasi Sekolah Kemendikbud, 2016). In Indonesia, however, recent statistics highlight substantial challenges that ranging from restricted access to reading materials in rural locations to insufficient teacher training that

cumulatively impede great literacy results (Hunaepi & Suharta, 2024; OECD, 2023). Although various national efforts, such as the Gerakan Literasi Nasional, seek to increase reading engagement, continuing disparities in reading comprehension and critical-thinking abilities highlight the complexities of the issues at hand . A rising amount of research emphasizes the need of addressing not just institutional impediments but also individual learning variations when studying literacy development. Dyslexia, specifically, has surfaced as a possibly underdiagnosed or misunderstood problem among Indonesian primary pupils (Susanti, 2023). Given Indonesia's language and cultural variety, identifying and assisting dyslexic learners might be complicated by bilingual classrooms and a scarcity of specialist teaching methodologies (Hamzah & Widiatmoko, 2023). This underexplored aspect of literacy emphasizes the importance of focused research that integrates a comprehensive knowledge of learning impairments with wider educational improvements (Asykur et al., 2022).

Literary skills are crucial for elementary school students in Indonesia as they enable students to comprehend and interpret written texts effectively (Asykur et al., 2022). Research has consistently shown that literary skills are positively correlated with academic achievement and cognitive development in children. In Indonesia, the development of literary skills is emphasized in the national curriculum, which aims to equip students with the skills to read, write, and communicate effectively. Despite the importance of literary skills, there is limited research on the current state of literacy skills among elementary school students in Indonesia. A study conducted in 2018 found that elementary school students in Indonesia struggled with reading comprehension and vocabulary skills (Álvarez & Szücs, 2023). Another study in 2020 highlighted the importance of parental involvement in the development of literary skills among elementary school students. Indonesian primary schools continue to encounter several literacy issues that impede children' reading comprehension, critical thinking, and general academic success. One common concern is low reading competence, as evidenced by national and international evaluations that rank Indonesian children below global criteria (OECD, 2022). Furthermore, inadequate availability to excellent reading materials, particularly in rural and isolated locations, limits children's exposure to different texts, impeding their capacity to acquire strong reading habits and linguistic abilities (Setiawan & Abidin, 2023). Insufficient teacher preparation exacerbates these challenges; many educators lack specific pedagogical methodologies for literacy education, resulting in obsolete or rote-based teaching approaches (Saidah & Imron, 2022). These structural impediments highlight the need for more comprehensive and contextually appropriate interventions that focus on classroom practices, reading resources, and teacher capacity building.

The current study seeks to bring insight into the major impacts on children's reading and writing development by analyzing literacy abilities in the context of systemic, societal, and individual-level variables. Through mixed-method analysis, it will offer insight on how dyslexia markers may affect Indonesia's overall literacy landscape. These findings will assist policymakers, educators, and community stakeholders in developing more comprehensive initiatives, such as early dyslexia screening and increased teacher training, to guarantee that every child has equal access to effective literacy teaching. To address these difficulties, the Indonesian government and numerous non-governmental groups have launched literacy-improvement programs. The Gerakan Literasi Nasional (National Literacy Movement), led by the Ministry of Education, Culture, Research, and Technology, is a fundamental policy that aims to improve classroom literacy activities and train educators in effective reading instruction (Siswanto, 2013). NGOs such as Save the Children and Room to Read have also launched initiatives aimed at rural and underprivileged areas, providing supplemental reading materials and including parents in literacy support (USAID, 2022; UNICEF, 2023). Despite these efforts, disparities remain in terms of resource allocation, equal access to excellent instructional materials, and teacher professional development (Mubarok et al., 2024; Pettersson, 2021). To overcome these challenges, stakeholders must work together more closely and review program outcomes on a constant basis to ensure that initiatives actually satisfy local needs.

Although various studies have been conducted on literacy growth in Indonesia, many of them focus on specific areas such as teacher training, family participation, or educational resources (Susanti, 2023; Setiawan & Abidin, 2023). Few studies have looked at how these many components interact—especially in diverse geographic contexts that include urban, rural, and distant places. For example, while research emphasizes the value of culturally sensitive teaching approaches, there is little debate about how bilingual or multilingual instruction might be optimized in schools with linguistically varied populations. Furthermore, previous research has relied mainly on quantitative data, leaving a lack in qualitative insights that might reveal complex aspects impacting students' day-to-day learning experiences and results (Cahyadi & Maryati, 2023). It will specifically investigate the intersection of socioeconomic determinants, teacher capabilities, curriculum design, and cultural contexts—a comprehensive approach that is frequently lacking in present work. The research attempts to uncover context-specific obstacles and facilitators of reading skill acquisition through cross-regional comparisons. In-depth interviews and classroom observations will also provide qualitative insights into how local practices and beliefs impact student involvement with reading and writing. Finally, these findings will give evidence-based recommendations to policymakers and educators, leading tailored initiatives that reflect the reality of Indonesia's diverse educational environments. This

study aims to build on these findings by investigating the literary skills of elementary school students in Indonesia and identifying factors that influence their development. The findings of this study will contribute to the existing body of knowledge on literary skills in Indonesia, ultimately informing the development of more effective educational strategies and policies.

METHOD

The research utilized a descriptive qualitative approach to explore the lived experiences of university students participating in the *Kampus Mengajar* program within the Soloraya region. As part of the national *Merdeka Belajar Kampus Merdeka* (MBKM) initiative, the *Kampus Mengajar* program engages students in four-month teaching assignments in schools to support literacy, numeracy, and digital adaptation. The research focused on understanding student perspectives regarding challenges, strategies, and achievements during their placement. Participants included 21 students from the *Kampus Mengajar* 3 to 7 cohorts, most of whom were in their 3rd to 5th semester. Of these, 61.9% were female and 38.1% male. Figure 1 presents the demographic composition of the respondents.

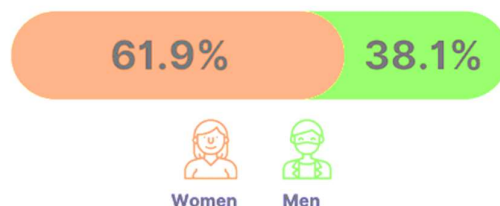


Figure 1: Respondents' Demographic

The student participants as figure 2, selected from universities under Kemendikbudristek, were placed primarily in state elementary schools (81.5%) across Soloraya, targeted based on low literacy and numeracy indicators. The program differs from conventional *KKN* by centering on instructional support aligned with the Collaborative Action Plan and tailored training. The researcher, serving as field supervisor for cohorts 4 to 7, gathered insights into how students contributed to learning improvements amid post-pandemic recovery efforts. The program not only addresses immediate educational needs but also fosters essential 21st-century skills including critical thinking, leadership, teamwork, and communication among future educators and community leaders.

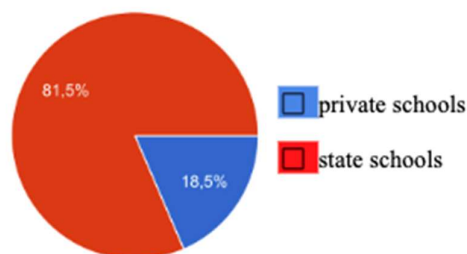


Figure 2: Schools' Data for Internships

The data for this study were collected using a qualitative approach that combined open-ended surveys, field observations, and analysis of student reports. The primary tool was a Google Forms survey featuring open-ended questions, allowing participants from Kampus Mengajar cohorts 3 to 7 to express their experiences and perspectives in depth. Students in cohorts 3 to 6 submitted weekly reports, while cohort 7 submitted monthly reflections, all of which enriched the dataset. In addition, the researcher, serving as a Field Supervisor Lecturer, gathered firsthand data through active observation and participation in classroom settings, including direct involvement in learning activities and discussions. Data analysis followed a systematic process of coding and thematic exploration to identify key patterns related to literacy, numeracy, and technology adaptation. Themes were interpreted in alignment with the study's objectives, and triangulation across surveys, observations, and reports ensured validity and reliability. The final analysis produced a coherent narrative illustrating student contributions, program effectiveness, and the broader educational impact of the Kampus Mengajar initiative.

RESULT AND DISCUSSION

The following section presents the results of this study, which explores the real-world challenges and teaching strategies experienced by Kampus Mengajar participants in addressing literacy difficulties among elementary school students. Drawing from open-ended surveys, direct field observations, and student reports, the data were thematically analyzed to identify core issues encountered in schools, such as students' inability to read, low motivation, special educational needs, and indications of dyslexia. This section also examines the responsive strategies employed by teachers and student-teachers ranging from reading interventions and interactive methods to parental engagement and individualized support highlighting their efforts to improve literacy outcomes. Each theme is supported by excerpts from participant reflections and illustrated with figures and tables for clarity.

1. The Challenges Faced by Students Who Cannot Read at Your School

Literacy remains a fundamental cornerstone in a child's educational development, yet many elementary students continue to face significant barriers in acquiring basic reading skills. This section presents findings from Kampus Mengajar

participants who directly observed and engaged with students in primary school classrooms, highlighting the multifaceted challenges that contribute to students' inability to read as follows;

a) Lack of Parental Prioritization of Education

Based on the observations and gathered information, there are various challenges faced by students who are unable to read. Firstly, many parents do not prioritize education, perceiving it as unimportant (*The background of parents who perceive education as unimportant - Student A*). This lack of support at home significantly undermines students' motivation and progress in learning to read. Parents often fail to monitor their children's literacy development, resulting in inadequate encouragement for reading both at home and school. Additionally, some students live with stepparents who do not acknowledge their special educational needs, leading to insufficient support.

“Due to experiencing difficulties, their interest in learning diminishes. Additionally, there is no one to teach them at home (their parents do not pay attention). At school, they struggle to understand the material and complete assignments. Usually, the teacher reads the questions aloud. Some students even feel inferior because they are ostracized, mocked, or belittled by their classmates” (Student B)

The interviews' data also showed that work commitments often hinder parental involvement in their children's reading development. Many parents cite busy schedules as a barrier, limiting their ability to supervise or support learning at home effectively. As a result, they rely heavily on schools to address their children's educational needs.

“Due to their work commitments, parents often do not pay much attention to their children's learning. They explained that they are busy with work, making it difficult for them to monitor their children's study habits.” (Student D)

The level of parental involvement varies widely. While some parents ensure their children participate in extra reading lessons and engage actively in their learning process, others acknowledge the issue but do not take significant action. This disparity underscores the importance of consistent support both within the educational institution and at home.

b) Low Motivation and Interest

Students frequently find it difficult to engage in reading activities and resist learning how to read. Irregular school attendance further impedes their progress, causing them to fall behind their educational targets. Many students lack enthusiasm for reading, preferring to play instead. Their ability to remember and retain information is weak, and they struggle with recognizing letters and differentiating

similar-looking characters, such as 'b' and 'd' or 'p' and 'q'. Additionally, they find it challenging to read longer sentences fluently and have trouble decoding or reading individual words directly.

“There are students who are unable to read because they are still confused by fixed letter combinations such as h, ng, k, t, s. Some students also find it difficult to read words with combinations like me+ny+vowel and me+ng+vowel. Occasionally, students forget the shapes of letters or confuse similar-looking letters, such as b, d, and p.” (Student B)

Frequent absences result in students missing essential lessons, leading to significant gaps in their knowledge. They are not accustomed to reading regularly either at school or at home, which hinders their comprehension and mastery of the subject matter. This lack of practice exacerbates their difficulties in catching up with the curriculum.

A major challenge is the low motivation and interest in learning to read. Students often exhibit a lack of interest in reading books and show no intrinsic motivation to improve their reading skills. In the classroom, they tend to be shy and reluctant to express themselves, requiring encouragement to participate actively in lessons. This lack of engagement further complicates the teaching process. Based on their parents' information, they also agree that their children's lack of motivation as a significant barrier to improving reading skills. Instilling the importance of reading can be challenging for many parents, complicating efforts to foster their children's literacy development effectively.

“Most parents are aware of their children's conditions. Some parents are quite attentive to their children's difficulties in reading. According to one parent, they are very willing to support and work with their child, but the child's lack of motivation to learn is a significant obstacle to their progress. Meanwhile, several parents, who are mostly workers, may not provide special attention to their children who struggle with learning.” (Student C)

In some instances, parents agree to school-based initiatives such as additional reading sessions but do not extend similar efforts at home. This highlights a need for a more integrated approach that combines efforts from both school and family environments to effectively support children with reading difficulties.

c) Special Educational Needs

Moreover, some students have special educational needs that are not adequately addressed. For instance, in inclusive public schools, students with learning disabilities often do not receive the necessary individualized support. This lack of specialized attention means these students struggle more significantly with reading compared to their peers.

“It turns out that the student is a child with special needs. A teacher once told me that the child has special needs, but the stepmother does not believe it, so the child

continues to attend Sunniah Elementary School and lives with the biological father. However, I prefer not to get too involved in this matter.” (Student D)

In Grade 1, some students find it difficult to recognize letters, which forms a fundamental barrier to their literacy development. This early struggle sets the stage for ongoing difficulties in subsequent grades. By Grade 2, a few students continue to struggle with reading, although some show slow progress, indicating that foundational reading skills have not been fully grasped. Moving into Grade 3, students may read slowly but remain unable to write words, suggesting a disconnect between their reading and writing abilities. In Grade 4, misreading similar words and names, such as confusing "Fahima" with "Fahmi," becomes a common issue, pointing to persistent challenges in phonetic differentiation and word recognition. By Grades 5 and 6, students face increased difficulty with reading and writing complex words like "to question" and "abstract," reflecting their struggle with more advanced vocabulary and word structure. In Grades 8 and 9, the challenges become more pronounced, as students struggle with long-distance reading and can only write by copying examples, demonstrating significant gaps in both their reading comprehension and independent writing skills. These ongoing difficulties across grade levels underscore the critical need for targeted interventions to support students' literacy development at each stage.

2. Teachers’ Strategies for Reading Difficulties in Schools

Based on research findings during your assignment at the school, a variety of strategies and methods were employed to assist students struggling with reading. These efforts aimed to enhance their reading skills through both structured and creative approaches, addressing the diverse needs and challenges faced by these students.

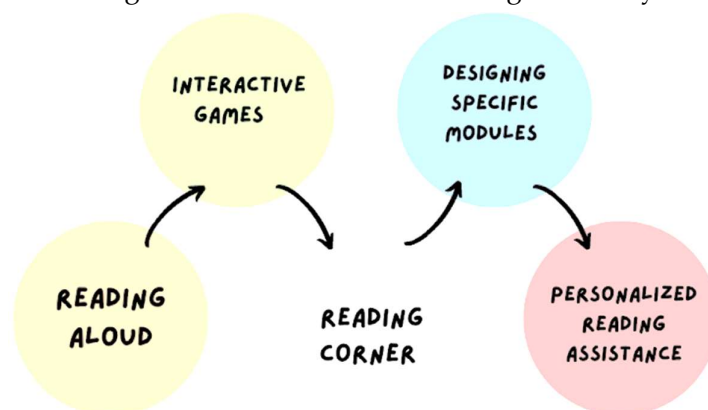


Figure 3: Teachers’ Strategies

One of the key strategies was to engage students through random participation, where you selected students randomly to read paragraphs from their worksheets (*When*

teaching, I randomly select students to read one paragraph from the worksheet.). This method ensured that all students had the opportunity to practice reading aloud, which not only fostered engagement but also helped reduce reading anxiety. By making sure each student had a chance to read, you created an inclusive environment that encouraged active participation and built confidence.

To make learning to read more interactive and enjoyable, you incorporate guessing games into your teaching methods (*Teaching them through guessing games.*). These games captured the students' interest and made the learning process less intimidating. By turning reading into a fun activity, students were more motivated to participate and less likely to feel overwhelmed by the challenges of learning to read. A literacy corner was set up in each classroom, stocked with visually appealing books to attract students' interest and make reading more accessible and enjoyable. Special training sessions every Wednesday morning included activities like identifying alphabets, tracing letters on a whiteboard with a projector, and arranging letters to form words and sentences, further supporting students' literacy development.

“Creating reading corners in the classroom because students are less interested in going to the library.” (Student A)

Various literacy programs using engaging media were implemented, such as identifying alphabets for Grade 1, arranging and reading sentences for Grades 2-4, and writing words with prefixes for Grades 5-6. Reading books in the library with or without assistance was encouraged for all grades, promoting a culture of reading. Creating a comfortable learning environment where students felt safe and non-judged was a priority. This approach aimed to build their confidence and encourage active participation in reading activities. Lessons were designed to be fun and interactive, including activities like guessing games, naming objects starting with specific letters, and using alphabet teaching aids to help students recognize and remember letters more effectively.

"During the assignment, we as campus students teach by implementing several treatments. We strive to create a fun and enjoyable teaching-learning process. We package learning with interesting games to stimulate students' enthusiasm, such as guessing games, naming objects starting with specific letters, and using teaching aids like alphabet tools to help students recognize and remember letters." (Student E)

Structured reading modules were created and five specific reading and writing methods were employed, tailored to address the varied learning needs of the students (*Creating a reading module and implementing five reading and writing methods.*). These modules provided a structured framework for reading instruction, ensuring that each student received consistent and targeted support. The use of individualized vocabulary guidance further helped students familiarize themselves with new words, using word

media available in the library to improve their reading skills (*Assisting by using word media available in the library and guiding the students one by one.*).

Additional reading sessions were organized for Grade 1 students after regular school hours (*By implementing additional reading hours after school.*). These extra classes provided focused support for those struggling with reading, giving them the time and attention needed to develop their skills. As part of the campus teaching program, a structured literacy schedule was implemented, with designated days for reading, writing, and comprehension classes. This schedule ensured consistent practice and allowed students to build on their skills progressively.

"In the teaching campus program, we created a program that includes reading, writing, and comprehension classes scheduled weekly. Each class is scheduled on a different day." (Student C)

Personalized reading assistance sessions were conducted, where you taught students to spell out letters when writing words (e.g., "bendera" as b-e-n-d-e-r-a). This one-on-one approach addressed individual difficulties and helped students develop a better understanding of word formation. Dictation exercises were also used to reinforce spelling and reading skills, and a reading and writing clinic offered special guidance every Monday through Thursday after regular class hours.

"I teach spelling letters, for example, if writing the answer 'flag' from the letters b, then e, n. The students also ask what shape the letters are like." (Student C)

Students struggling with reading received special guidance using AISM books, which helped assess and enhance their reading abilities through targeted practice. Interactive teaching methods, such as playing with rhyming words and breaking down long words into syllables, made reading practice more engaging and accessible for students.

"We provide special guidance in reading for students who have difficulty reading using the AISM book. The AISM book is used to assess students' reading abilities" (Student D)

Special after-school sessions focused on improving literacy and numeracy skills through word games and puzzles, making learning fun and interactive. A morning reading habit was established, where students engaged in reading activities before regular classes, aiming to build a routine and reinforce daily reading habits.

"We provide additional hours after school related to literacy and numeracy by (1) engaging in wordplay with rhyming words. For example, duku (chiko fruit), kuku (nail), suku (tribe), tinta (ink), dadu (dice), and others. (2) Encouraging them to practice breaking down long words into syllables. For example, words like me-nu-lis (write), be-lok-an (turning), and others." (Student E)

Pre-lesson reading sessions were introduced, where students engaged in a 15-minute reading session before lessons began (*"Implement a program called the 15-Minute Reading Movement before lessons: where students are asked to read either a textbook or a non-textbook of their choice."*). Collaborative reading instruction with teachers, along with literacy games and numeracy activities, made learning more engaging and helped students develop a positive attitude toward reading. A flexible schedule was maintained to accommodate students who might miss school, and teaching aids were used to make learning more appealing and support students in developing their reading skills in an enjoyable manner. These comprehensive efforts highlight the multifaceted approach required to effectively address reading challenges among students, involving collaboration between parents, teachers, and the broader community.

3. Parents' Attitudes towards their Children Reading Difficulties

Parental awareness and response to their children's reading difficulties vary significantly, reflecting a spectrum of attitudes and actions that impact their children's educational journey. Some parents demonstrate a high level of concern and actively seek ways to assist their children, such as through home-based reading activities, private tutoring, or participation in school-initiated programs. These parents often maintain communication with teachers and strive to reinforce reading habits at home. Conversely, other parents may exhibit a lack of awareness or even denial regarding their child's struggles. In some cases, work obligations and limited educational background hinder their ability to provide adequate support. This disparity underscores the critical role of parental involvement in early literacy development and the importance of strengthening school-family collaboration.



Figure 3. Parents' Attitudes

Firstly, many parents have been notified about their children's struggles with reading but display indifference towards addressing the issue. This group shows little interest in taking proactive steps to support their children's learning at home, often assuming that formal education alone will suffice. A notable number of parents express surprise or disbelief upon discovering their children's reading difficulties, particularly in

higher grades like Grade 4. This reaction sometimes stems from a lack of prior communication or understanding regarding their child's academic progress.

“The parents were surprised and concerned when they learned that their child, who is already in fourth grade, still cannot read.” (Student A)

Conversely, there are parents who actively engage in helping their children overcome reading challenges. These proactive caregivers initiate home-based reading activities, enroll their children in tutoring programs, or seek out additional educational resources. However, there's also a segment of parents who delegate the responsibility entirely to the school due to work commitments or other reasons, relying solely on school efforts to address reading issues.

“Parents generally entrust their children to the school, but at home, they still provide individual reading instruction.” (Student C)

Some parents opt for individual tutoring support as a proactive measure to address their children's reading difficulties. They choose to invest in private tutors or enroll their children in specialized reading programs outside of school hours, reflecting a strong commitment to improving literacy outcomes. This initiative often stems from a sense of urgency and concern, particularly when parents recognize that their child is lagging behind peers. These efforts not only provide targeted instruction tailored to the child's specific needs but also signal parental involvement as a crucial factor in academic progress. While such support can significantly enhance a child's reading ability, it also highlights disparities in access to resources among families, underlining the need for equitable support systems across educational settings.

“The parents responded by hiring private tutors for additional support, providing a study teacher (special assistant teacher) for their children. The additional costs and expenses are covered by the parents.” (Student D)

Overall, while most parents are aware of their children's reading challenges, their responses vary widely depending on individual circumstances, socioeconomic background, educational awareness, and personal beliefs about learning. Some parents recognize the urgency of the issue and take active steps to support their children, while others may rely solely on the school system, assuming that formal education alone is sufficient to address their child's needs. Additionally, certain parents may feel overwhelmed or ill-equipped to help, especially when dealing with complex literacy difficulties or suspected learning disorders. These varying responses highlight the importance of cultivating strong, collaborative relationships between educators and families. By fostering mutual understanding and shared responsibility, schools and

parents can work together to create a consistent and supportive environment that promotes effective literacy development for all learners.

The indications of Dyslexia or Inclusion among students who struggle with reading vary based on observations and assessments provided by teachers and school staff. In some instances, students are identified as part of Inclusion programs due to difficulties in remembering letters and unclear pronunciation, particularly evident in Grade 3. These students often require personalized attention and specialized teaching methods to address their unique learning challenges effectively. The school's approach involves creating a supportive environment that accommodates diverse learning needs, ensuring these students receive the necessary resources and assistance to thrive academically.

Table 1: Students' Data of Dyslexia Signs

Grade	Dyslexia Signs
1st	Difficulty with letter recognition and reversal
2nd	Difficulty in recognizing and memorizing letters
3th	Challenges with reading comprehension; frequent letter reversal
4th	Difficulty in expressing language; potential underlying learning issues
5th	Can engage in conversation but struggles with reading and comprehension

Conversely, signs of Dyslexia are occasionally noted among students. For example, one student in Grade 3 demonstrates classic symptoms such as difficulty with letter recognition and struggles in reading comprehension, contrasting with their peers who exhibit normal reading abilities. This highlights the importance of early detection and intervention to mitigate the impact of Dyslexia on the student's educational progress. Teachers play a crucial role in implementing tailored strategies, such as multisensory learning techniques and individualized reading sessions, to support these students effectively.

“One of the students we teach may show indications of dyslexia. This is supported by their difficulty in reading, writing, or spelling. Additionally, this student frequently reverses letters that have similar shapes. A point of concern for us is that the student's sibling also has similar difficulties with reading.” (Student H)

Additionally, behavioral indicators sometimes suggest underlying challenges related to attention and concentration. Students who are easily distracted or exhibit impulsive behaviors, such as calling out or laughing randomly, may require specialized attention to help them focus during learning activities. While these behaviors do not necessarily confirm a diagnosis of Dyslexia or Inclusion, they prompt educators to adopt

proactive measures to enhance the student's engagement and learning experience in the classroom.

"The school explained that there are no indications of inclusion students at their elementary school. However, there is one fourth-grade girl who, even when speaking, uses language that differs from most students. She has difficulty expressing herself, her speech is overly simplistic and fragmented. Her interest in reading is very low, and she is still focused on toys that many fourth-grade girls would no longer be interested in." (Student A)

Moreover, familial and environmental factors can significantly influence a student's learning journey. For instance, a Grade 4 student's difficulty in speech coherence, combined with a lack of interest in reading and minimal parental involvement, underscores the impact of home support on academic development. This scenario highlights the importance of collaboration between school and family to create a holistic support system for students with learning difficulties, ensuring consistent encouragement and reinforcement of educational goals both at school and at home.

The research reveals that the lack of parental prioritization of education and low student motivation significantly hinder literacy development. Parents' disinterest in education leads to minimal support for students at home, negatively affecting their reading skills, especially when compounded by irregular school attendance. Recent studies corroborate these findings, showing that parental involvement is crucial for academic success, particularly in literacy (Hemmerechts et al., 2017). Additionally, the students' struggles with letter recognition and reading fluency are consistent with research highlighting the importance of regular practice and motivation in developing reading skills (Gedik & Akyol, 2022). The convergence of these factors – parental disengagement and low intrinsic motivation – creates substantial barriers to effective literacy education, suggesting the need for interventions that address both home and school environments to improve students' reading outcomes.

The research findings show a comprehensive approach to supporting students with reading difficulties, utilizing a range of strategies tailored to their needs. This approach aligns with recent studies in the field, emphasizing the effectiveness of multifaceted interventions. Reading Aloud has been consistently highlighted as an effective method in various studies. Recent research by (Ameliah et al., 2022; Gedik & Akyol, 2022; Gibson, 2008) support this strategy, demonstrating that engaging students in reading aloud improves their reading fluency and reduces anxiety. Similarly, your approach of random student participation aligns with these findings, fostering a supportive environment and enhancing students' confidence.

Parental awareness and response to their children's reading difficulties display considerable variation, significantly impacting their children's educational progress. Many parents, despite being informed of their children's reading struggles, show indifference, often believing that formal education alone will resolve the issue. This mirrors findings from recent studies that highlight a gap between parental awareness and active involvement (Ameliah et al., 2022; Hemmerechts et al., 2017). Some parents, especially those of older students, are surprised by their children's reading difficulties, reflecting a lack of prior communication or understanding about their child's academic progress (Gedik & Akyol, 2022). Work commitments often hinder parental involvement, with many parents citing busy schedules as a barrier to supervising and supporting their children's learning at home. This results in a reliance on schools to address educational needs, with some parents delegating responsibility to schools and others using grandparents for supervision.

Parental responses to reading difficulties also vary widely. While some parents are proactive, engaging in home-based reading activities or enrolling their children in tutoring programs, others only remind their children to study without providing substantial support. This disparity underscores the importance of a collaborative approach between home and school to address literacy challenges effectively. Proactive parents who engage in home-based reading activities or hire private tutors represent a committed subset, demonstrating a strong willingness to support their children's literacy development despite challenges (Hemmerechts et al., 2017). However, many parents, especially those with demanding jobs, rely heavily on school-based initiatives and do not extend similar efforts at home. Overall, addressing these varied responses requires a more integrated approach that combines school and family efforts to create supportive learning environments for children.

The implication of this study emphasizes the crucial importance of a collaborative approach to enhancing literacy outcomes by addressing the interwoven roles of family participation, student motivation, and school-based interventions. Parental disengagement and work-related limitations have a substantial impact on literacy development, highlighting the need for measures that raise parental awareness and support, such as seminars, home-based reading activities, and improved school-home communication. Additionally, low student motivation and limited practice increase reading issues, necessitating engaging classroom tactics such as reading aloud and peer-supported activities to boost confidence and proficiency. Schools must develop strong literacy programs, such as remedial courses and after-school tutoring, while legislators promote family-friendly work arrangements and community-led literacy initiatives. A comprehensive effort that brings together families, schools, and communities is required to provide fair and supportive learning environments.

CONCLUSION

This study emphasizes the value of collaborative efforts between families, schools, and communities in improving literacy results by addressing parental disengagement, student motivation, and school-based interventions. Strategies such as home-based reading activities, engaging classroom practices, and family-friendly policies are critical for fostering equitable educational settings. However, the study is constrained by its context-specific emphasis, a lack of longitudinal data to assess long-term effects, and a scarcity of empirical information on the actual use of several proposed solutions. Furthermore, structural hurdles like resource restrictions and economic pressures go neglected. Future study should widen the scope to cover a variety of contexts, undertake longitudinal studies to measure long-term benefits, and investigate the feasibility and efficacy of suggested interventions while addressing systemic issues to enable more sustainable and meaningful literacy programs.

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