



The Role of Parents in Increasing the Responsibility Level of Students Toward Literacy Activities in Grade III at Sahabat Cendikia Islamic Elementary School, Ternate City

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Abstrak

Penelitian ini bertujuan untuk mendeskripsikan peran orang tua dalam meningkatkan tingkat tanggung jawab (responsibility) peserta didik kelas III terhadap kegiatan literasi membaca dan menulis di Sekolah Dasar Islam Sahabat Cendikia, Kota Ternate. Penelitian ini dilatarbelakangi oleh rendahnya minat baca dan kebiasaan menulis peserta didik, yang berdampak pada belum optimalnya kemampuan literasi dasar mereka. Orang tua memiliki peran strategis dalam membentuk kebiasaan dan sikap tanggung jawab anak terhadap literasi melalui pembiasaan, pendampingan, serta pemberian motivasi belajar di rumah. Penelitian ini menggunakan metode deskriptif kualitatif. Data dikumpulkan melalui wawancara semi-terstruktur, angket, dan observasi yang melibatkan 25 orang tua peserta didik kelas III. Hasil penelitian menunjukkan bahwa sebagian besar orang tua berperan aktif dalam membangun tanggung jawab anak dengan cara menyediakan waktu khusus untuk membaca, membiasakan rutinitas menulis, memberikan tanggung jawab merawat buku, memberikan motivasi yang konsisten, serta menjadi teladan positif dalam kegiatan literasi. Keterlibatan orang tua yang konsisten terbukti memberikan pengaruh positif yang signifikan terhadap penyelesaian tugas literasi di sekolah. Penelitian ini menyimpulkan bahwa keberhasilan pembelajaran literasi di sekolah dasar tidak hanya ditentukan oleh peran guru, melainkan juga memerlukan dukungan aktif dari orang tua di rumah. Oleh karena itu, penguatan kolaborasi antara sekolah dan keluarga menjadi sangat penting untuk menciptakan lingkungan literasi yang kondusif bagi peserta didik.

Kata Kunci: peran orang tua, tanggung jawab siswa, kegiatan literasi, pendidikan dasar, kolaborasi sekolah-keluarga

Abstract

This study aims to describe the role of parents in increasing the level of responsibility among third-grade students toward reading and writing literacy activities at Sahabat Cendikia Islamic Elementary School, Ternate City. The research was motivated by the low interest in reading and writing habits among students, which negatively affects their basic literacy skills. Parents play a strategic role in shaping children's habits and attitudes of responsibility toward literacy through habituation, mentoring, and motivation at home. This study employed a qualitative descriptive method. Data were collected through semi-structured interviews, questionnaires, and observations involving 25 parents of Grade III students. The findings reveal that most parents actively contribute to building students' responsibility by allocating specific time for reading, establishing regular writing routines, assigning responsibility for book care, providing consistent motivation, and serving as positive role models in literacy activities. Consistent parental involvement has a significant positive influence on students' completion of school literacy tasks. The study concludes that the success of literacy learning in primary schools is not determined solely by teachers but also requires active support from parents at home. Therefore, strengthening school-family collaboration is essential to create a conducive literacy-rich environment for students.

Keywords: parental role, student responsibility, literacy activities, primary education, home-school collaboration

Introduction

Literacy is one of the main pillars in human resource development in the current global era. Literacy skills are not only an indicator of a nation's education quality but also serve as the foundation for individuals to access knowledge, participate in social life, and face 21st-century challenges. Various international studies show that a high level of literacy correlates positively with academic achievement, creativity, and future success. In Indonesia, improving literacy has become a national priority as outlined in the National Literacy Movement (Gerakan Literasi Nasional – GLN) launched by the government.

At the elementary school level, particularly in Grade III, reading and writing literacy skills play a highly strategic role. At this age, children are in a critical cognitive development stage for building the foundations of critical thinking and effective communication. Good reading and writing abilities will facilitate students in understanding other subject materials. Conversely, low literacy skills at an early age can create learning gaps that are difficult to overcome in subsequent educational levels.

However, field realities indicate that many elementary school students still have low interest in reading and poor writing habits. This phenomenon occurs not only in public schools but also in private Islamic-based schools. The low level of literacy interest negatively affects students' reading comprehension, underdeveloped writing skills, and lack of responsibility (responsibility) toward literacy tasks both at school and at home.

The family, especially parents, has a fundamental role as the first and primary educational institution for children. Parents are not only responsible for fulfilling children's physical needs but also for

shaping their attitudes, values, and learning habits. Through habituation, mentoring, motivation, and serving as role models, parents can significantly increase children's responsibility toward literacy activities. Parental involvement at home becomes a determining factor in the success of school literacy programs.

This study was conducted at Sahabat Cendikia Islamic Elementary School, Ternate City. Based on preliminary observations, there is a significant variation in the literacy abilities of third-grade students. Differences in parents' educational backgrounds and awareness of the importance of literacy greatly influence students' level of responsibility in carrying out reading and writing activities. Most parents of the students only graduated from senior high school, making it necessary to enhance their understanding of their strategic role in supporting children's literacy.

Although many studies have discussed the importance of literacy in elementary schools, research that specifically highlights the role of parents in increasing students' responsibility toward literacy activities is still relatively limited, especially in Eastern Indonesia. Previous studies have focused more on the role of teachers and classroom teaching methods, while the aspect of family-school collaboration has not received adequate attention.

This study aims to describe the role of parents in enhancing the level of responsibility among third-grade students toward reading and writing literacy activities at Sahabat Cendikia Islamic Elementary School, Ternate City. Specifically, this research will reveal the forms of parental involvement, the strategies used, and their impact on students' responsibility in literacy activities.

It is hoped that the results of this study can provide both theoretical and practical contributions. Theoretically, this research enriches the body of knowledge on family-school collaboration in literacy development. Practically, the findings are expected to serve as recommendations for schools, teachers, and parents in building a conducive literacy environment and improving students' responsibility from an early age.

Method

This study employed a qualitative descriptive research design. The qualitative approach was chosen because the research aims to describe in depth the role of parents in enhancing students' responsibility toward literacy activities. According to Sugiyono (2022), descriptive qualitative research is appropriate for understanding natural phenomena through the researcher's direct involvement as the main instrument, focusing on holistic descriptions of participants' experiences and perspectives.

The research was conducted at Sahabat Cendikia Islamic Elementary School, Ternate City, North Maluku Province. The study took place during the odd semester of the 2025/2026 academic year. This location was deliberately selected because preliminary observations indicated variations in students' literacy abilities and differing levels of parental involvement in literacy activities at home.

The participants in this study were 25 parents of third-grade students at Sahabat Cendikia Islamic Elementary School. The selection of participants used a purposive sampling technique, focusing on parents who had direct involvement in their children's education and were willing to participate in the study. This sample size was considered sufficient to obtain rich and in-depth information regarding parental roles.

Data were collected using three main techniques: semi-structured interviews, questionnaires, and observations. Semi-structured interviews were conducted with selected parents to explore their perceptions, strategies, and experiences in fostering responsibility in literacy activities. Questionnaires were distributed to all 25

parents to obtain broader data regarding the frequency and forms of their involvement. In addition, non-participant observations were carried out during literacy activities at school and through home visits when possible.

The data analysis process followed the interactive model proposed by Miles and Huberman, which includes data reduction, data display, and conclusion drawing/verification. All interview transcripts and observation notes were coded thematically to identify patterns of parental involvement and its impact on students' responsibility. Triangulation of data sources (interviews, questionnaires, and observations) was performed to ensure the credibility and trustworthiness of the findings.

To maintain research ethics, all participants were given informed consent before data collection. Confidentiality of participant identities was guaranteed, and pseudonyms were used in reporting the results. This ethical procedure ensured that participants felt comfortable sharing their honest experiences regarding their involvement in children's literacy development.

Result and Discussion

The results of this study describe the role of parents in enhancing third-grade students' responsibility toward literacy activities at Sahabat Cendikia Islamic Elementary School, Ternate City. Data obtained from interviews, questionnaires, and observations with 25 parents revealed that the majority of parents demonstrated active involvement in their children's literacy development at home.

Most parents allocated specific time every day for reading activities. They accompanied their children in reading textbooks as well as storybooks. This habituation helped children develop reading routines and increased their sense of responsibility in completing literacy tasks assigned by the school.

Parents also established regular writing routines at home. Several parents asked their children to rewrite story summaries or record daily experiences in notebooks. This practice not only improved writing skills but also trained students to be responsible for their learning tasks.

Another significant finding was that parents assigned responsibility for maintaining books and stationery. Children were required to organize and care for their own reading materials. This activity directly contributed to building discipline and responsibility toward literacy tools.

Consistent motivation and positive reinforcement were widely practiced. Parents provided praise, small rewards, and emotional support when children completed reading or writing activities. This approach effectively increased students' enthusiasm and persistence in literacy tasks.

Parents served as positive role models by reading books and writing in front of their children. This modeling behavior strongly influenced children's attitudes toward literacy, as children tend to imitate their parents' habits.

Communication between parents and teachers was also maintained regularly. Parents actively inquired about their children's progress and coordinated with the class teacher to support school literacy programs. This collaboration strengthened the consistency of literacy habituation between school and home.

Overall, the findings indicate that parental involvement has a positive and significant impact on students' responsibility level. Students whose parents were actively engaged showed higher discipline, better task completion, and greater enthusiasm in literacy activities compared to those with lower parental support.

Table 1. Forms of Parental Involvement in Enhancing Students' Responsibility Toward Literacy Activities

N	Form of Involvement	Frequency (out of 25 parents)	Example of Activity
1	Allocating specific reading time	22 (88%)	Daily reading sessions with children
2	Establishing writing routines	20 (80%)	Rewriting stories or daily journals
3	Assigning responsibility for books	21 (84%)	Organizing and caring for books

4	Providing motivation & rewards	23 (92%)	Praise and small rewards
5	Serving as role models	18 (72%)	Reading and writing in front of children
6	Maintaining school communication	19 (76%)	Regular discussion with teachers

DISCUSSION

The findings of this study confirm that parents play a crucial and strategic role in increasing students' responsibility toward literacy activities. This result aligns with previous studies emphasizing that parental involvement at home significantly influences children's learning habits and academic responsibility.

The practice of allocating specific time for reading and writing demonstrates effective habituation strategies. Such consistent routines help transform literacy activities from school obligations into daily family habits, thereby strengthening students' intrinsic responsibility.

Assigning children responsibility for maintaining books and learning tools proved effective in building discipline. This finding supports the theory that giving real responsibility to children fosters greater ownership of their learning process.

Parental modeling behavior emerged as one of the strongest influences. Children who observed their parents reading and writing tended to show higher motivation and responsibility. This supports Bandura's social learning theory, which states that children learn significantly through observation and imitation.

The high level of parent-teacher communication found in this study highlights the importance of school-family collaboration. This synergy creates a consistent support system that reinforces literacy values across two primary environments: school and home.

The use of motivation and positive reinforcement by parents effectively increased students' persistence in literacy tasks. This approach not only improves skills but also builds positive attitudes and self-confidence in literacy activities.

Although most parents showed active involvement, variations still existed. Parents with higher awareness and education levels tended to provide more structured support. This indicates the need for schools to provide literacy education programs for parents, especially those with lower educational backgrounds.

Overall, this study reinforces that successful literacy learning in elementary schools cannot rely solely on teachers. Active parental support at home is an essential factor in developing students' responsibility. Therefore, strengthening school-family partnerships should become a priority program in literacy development, particularly in regions such as Eastern Indonesia.

Conclusion

This study concludes that parents play a significant and strategic role in enhancing the level of responsibility among third-grade students toward literacy activities at Sahabat Cendikia Islamic Elementary School, Ternate City. Through consistent habituation, mentoring, motivation, and serving as positive role models, most parents successfully fostered greater discipline, persistence, and ownership in their children's reading and writing activities. The findings clearly demonstrate that active parental involvement at home has a positive and substantial impact on students' responsibility in completing literacy tasks assigned by the school.

The success of literacy education in primary schools cannot be achieved by teachers alone. This research confirms that strong collaboration between school and family is essential in creating a supportive literacy-rich environment. When parents actively participate, students show improved reading and writing habits, higher motivation, and stronger sense of responsibility. This study therefore reinforces the importance of viewing literacy development as a shared responsibility between educational institutions and families.

Based on the results, schools are recommended to strengthen programs that empower parents, such as regular literacy workshops, home-school communication platforms, and parental guidance on effective literacy support strategies. Future research is suggested to expand the sample size, use mixed methods, or conduct comparative studies across different regions to further enrich understanding of parental roles in literacy development, particularly in Eastern Indonesia.

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