



The Relation of Parenting Style and Literacy Skills of 4th Grade Elementary School Students

Fajri Novrizal¹, Wuri Wuryandani¹

¹Master of Elementary Education Study Program, State Universitas Negeri Yogyakarta

*Corresponding Author: Fajri Novrizal

Email: fajrinovrizal.2025@student.uny.ac.id

Article Info

Article History:

Received June 23, 2026

Revised July 15, 2026

Accepted: August 29, 2026

Keywords:

Elementary Education, Literacy Skills, Parenting Style, Parental Involvement, School Students.

Abstract

Students' ability to read, write, comprehend, and use information effectively is a cornerstone of their literacy abilities. The necessity to uncover elements linked with literacy development, particularly family-related issues, is highlighted by the fact that international assessment results show that Indonesian students' reading proficiency remains below expectations. The purpose of this research was to examine the third graders' reading levels at SDN Kampung Sawah in connection to their parents' parenting approaches. Researchers used a quantitative correlational approach. With the use of the Proportionate Stratified Random Sampling method, 80 out of a total of 101 students were chosen for the study. A reading skills test and a parenting style questionnaire were used to gather data. We used Pearson's product-moment correlation, validity, reliability, and normalcy tests to analyse the data. A good and substantial association between parenting styles and pupils' reading abilities was shown by the results, which showed a correlation coefficient of 0.623 with a significance value of <0.001 . Students' reading abilities were impacted by parental approaches to the tune of 38.81%. According to these results, primary school pupils' literacy development is greatly aided by parents' active participation and good parenting practices.

Introduction

Currently, reading and writing skills are regarded as essential indicators of an individual's readiness to cope with the exponential growth of technological innovation, social transformation, and scientific advancement. Literacy extends beyond the ability to read and write; it encompasses the capacity to understand, interpret, evaluate, and apply information to make informed decisions in various life situations (UNESCO, 2004; Allen & Kendeou, 2024; Biagini, 2025). Therefore, strengthening literacy development is crucial for improving the quality of human resources.

Literacy skills are particularly important at the elementary school level because they provide the foundation for students' future academic achievement across all subject areas (Wibowo et al., 2024; Santiago & Mustacisa, 2024; Vadivel et al., 2023; Basileo et al., 2024). Literate students tend to perform better in the classroom, as they are more capable of understanding learning materials, thinking critically, and completing academic tasks effectively (Abidin, 2018; Dalman, 2021; Abidin & Muhammad, 2024). Conversely, limited literacy skills may hinder the learning process, as students struggle to comprehend information presented through various forms of text.

Several international educational assessments have highlighted the importance of literacy proficiency. The Programme for International Student Assessment (PISA) is one of the most widely recognized benchmarks for measuring students' literacy competencies (Bart, 2024; Acun Çelik et al., 2024; Bailey et al., 2023). According to the 2022 PISA results, Indonesian students' reading performance remains below the OECD average (OECD, 2023). These findings indicate the need for collaborative efforts among schools, families, and government institutions to address the persistent challenge of low literacy achievement.

Literacy-related challenges continue to be evident in elementary schools throughout Indonesia (Zakiah et al., 2026). Preliminary observations conducted at SDN Kampung Sawah revealed considerable variation in students' reading comprehension abilities. While some students were able to identify key information and accurately retell the content of reading passages, others continued to experience difficulties in comprehending the overall meaning of texts. These differences suggest that literacy development is influenced by multiple interacting factors.

Educational literature indicates that literacy skills do not develop automatically but are shaped by the interaction of both internal and external factors (Al-Jarf, 2026; Sabatini et al., 2023; Luo et al., 2026). Internal factors include learning motivation, reading interest, language proficiency, and students' cognitive characteristics. External factors encompass instructional quality, the availability of learning resources, the social environment, and family support (Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi, 2021). Among these factors, the family plays a particularly significant role, serving as the child's primary educational environment during early development.

One of the most influential aspects of the family environment is parenting style. According to Baumrind, parenting style encompasses parents' responsiveness to their children's needs as well as the levels of control, support, and guidance they provide (Baumrind, 1967). Parenting practices influence not only children's social and emotional development but also their academic growth. Previous studies have demonstrated that parental involvement in education contributes positively to students' academic achievement and cognitive development across various educational levels (Hill & Tyson, 2009; Sénéchal & LeFevre, 2002; Yang et al., 2024; Eseyin & Benjamin, 2025; Wang et al., 2026).

Research on the home literacy environment has consistently shown that children's literacy experiences at home are associated with the development of reading and language skills (Niklas & Schneider, 2013). A home environment that provides access to reading materials, encourages shared reading activities, and supports language exploration through meaningful communication offers positive stimulation for children's literacy development. More recent studies have further demonstrated that the quality of the home literacy environment is positively associated with reading motivation, language proficiency, and children's academic readiness (Lyu, 2023; Romero-González et al., 2023; Zhang et al., 2024).

However, previous studies have generally examined the home environment as a whole rather than focusing specifically on parenting practices. In particular, empirical research investigating the relationship between parenting styles and literacy skills among students in Indonesian public elementary schools remains limited. Fahmi, Subroto, and Suprijono (2022) found that parental involvement is associated with elementary school children's literacy development. Nevertheless, additional empirical evidence from different social and educational contexts is needed to provide a more comprehensive understanding of this relationship.

Recent studies have also demonstrated that parents' educational beliefs, the quality of family involvement, and the home learning environment contribute to children's literacy development. The Effect of Parental Involvement on Young Children's Literacy Development, 2023; The Role of Home Environments in Children's Literacy Skills Development, 2024; Parents' Literacy Beliefs, Home Literacy Practices, and Early Literacy Development, 2024). However, relatively few studies have specifically examined parenting style as the primary factor explaining differences in elementary school students' literacy abilities. To address this research gap, the present study investigates how different parenting styles are associated with the literacy skills of students in an Indonesian public elementary school setting.

This study contributes to the existing literature on elementary education by integrating perspectives on parenting and literacy development. Rather than focusing solely on the broader home literacy environment, it proposes that parenting style represents a specific dimension of family interaction that may influence how children develop reading and writing skills. The findings are expected to contribute theoretically to educational research while providing a foundation for strengthening school–family partnerships aimed at improving children's literacy development.

Based on this background, the purpose of this study is to examine the relationship between parenting styles and the literacy skills of fourth-grade students at SDN Kampung Sawah.

Method

Research Design

This study employed a quantitative research approach with a correlational research design. The quantitative approach was selected because the study focused on numerical data and statistical analysis to objectively examine the relationship between the variables under investigation. The correlational design was used to determine the strength and direction of the relationship between parenting styles as the independent variable (X) and students' literacy skills as the dependent variable (Y), without manipulating or intervening in the research variables (Creswell & Creswell, 2018; Sugiyono, 2022).

Research Setting and Population

The study was conducted at SD Kampung Sawah, Bogor City, during the second semester of the 2025–2026 academic year. The population consisted of 101 fourth-grade students distributed across three classes, namely IV-A, IV-B, and IV-C. Fourth-grade students were selected as the research population because they had generally acquired basic reading abilities and were therefore considered capable of completing literacy assessments involving reading comprehension, information retrieval, interpretation, inference, and text evaluation.

Sample and Sampling Technique

The sample was determined using Proportionate Stratified Random Sampling. This sampling technique was selected because the population was distributed across several classes with different numbers of students. Proportional allocation was applied to ensure that students from each class were represented according to the size of their respective class populations (Sugiyono, 2022).

Based on the Isaac and Michael sample size table at a 5% significance level, 80 students were selected as research participants from the total population of 101 students. The number of students selected from each class was determined proportionally. Random selection was

subsequently conducted within each class to provide each student with an equal opportunity to become a research participant.

Research Variables and Operational Definitions

This study involved two main variables: parenting styles as the independent variable (X) and students' literacy skills as the dependent variable (Y).

Parenting style refers to the relatively consistent patterns of parental interaction used to guide, supervise, direct, support, and nurture children. In this study, parenting style was operationalized through three dimensions derived from Baumrind's parenting style theory: authoritative (democratic), authoritarian, and permissive parenting styles (Baumrind, 1967).

Students' literacy skills were defined as the ability to understand, retrieve, interpret, analyze, infer, and evaluate information presented in written texts. The literacy variable was assessed through students' performance on a written literacy test developed according to the characteristics and learning level of fourth-grade elementary school students (UNESCO, 2004; Abidin, 2018).

Research Instruments

Data were collected using two instruments: a parenting-style questionnaire and a literacy skills test. The parenting-style questionnaire was used to obtain data concerning students' perceptions of their parents' parenting practices. The questionnaire employed a five-point Likert scale consisting of *strongly agree*, *agree*, *neutral*, *disagree*, and *strongly disagree*. The questionnaire items were developed based on Baumrind's theoretical framework and represented the dimensions of authoritative, authoritarian, and permissive parenting styles (Baumrind, 1967).

Students' literacy skills were measured using a written test consisting of 20 questions. The test was designed to assess several aspects of literacy, including reading comprehension, information retrieval, interpretation, inference, and evaluation of written texts. The test items were adapted to the cognitive and developmental characteristics of fourth-grade students and were aligned with the objectives of the research.

Validity and Reliability Testing

Before being administered to the research participants, the instruments were subjected to validity and reliability testing. Validity testing was conducted to determine whether each item adequately measured the construct intended by the researcher. Item validity was examined using the Product–Moment correlation technique by correlating the score of each item with the total instrument score (Sugiyono, 2021). Items that met the predetermined validity criteria were retained for use in the research.

Reliability testing was conducted to determine the internal consistency of the research instruments. Cronbach's Alpha coefficient was used to assess the reliability of the questionnaire and test instruments (Ghozali, 2021). An instrument was considered to have acceptable internal consistency when the Cronbach's Alpha coefficient exceeded 0.70.

Data Collection Procedure

Data collection was conducted systematically following the approval of the research instruments. The researcher first administered the parenting-style questionnaire to the selected students. The questionnaire was completed individually based on the students' perceptions of their parents' behavior and parenting practices. Subsequently, the students completed the literacy skills test under standardized testing conditions.

The research procedure consisted of several stages: preliminary identification of the research problem, preparation and development of the research instruments, instrument validity and reliability testing, determination of the research sample, data collection, statistical analysis, and formulation of conclusions. This procedure was implemented to ensure that the research was conducted systematically and that the collected data were suitable for subsequent analysis.

Data Analysis Technique

The collected data were analyzed using descriptive and inferential statistical techniques. Descriptive statistics were first employed to present the general characteristics of the data, including minimum and maximum scores, score distributions, and mean values for the parenting-style and literacy variables.

Before conducting hypothesis testing, the normality of the data was examined using the Shapiro–Wilk test. The normality test was performed to determine whether the data met the assumption required for parametric statistical analysis. A significance value greater than 0.05 indicated that the data were normally distributed (Ghozali, 2021).

Because the variables were measured on an interval scale and the normality assumption was satisfied, the relationship between parenting styles and students' literacy skills was examined using the Pearson Product–Moment Correlation analysis. This analysis was used to determine the strength and direction of the relationship between the two variables. Statistical analysis was conducted using Jamovi version 2.7.30 with a significance level of 5% ($\alpha = 0.05$). The alternative hypothesis was considered supported when the resulting p-value was less than 0.05.

Coefficient of Determination

In addition to the Pearson correlation analysis, the coefficient of determination (R^2) was calculated to determine the proportion of variance in students' literacy skills that could be statistically explained by parenting styles. The coefficient of determination was obtained by squaring the Pearson correlation coefficient and expressing the result as a percentage.

The resulting R^2 value provides an indication of the contribution of parenting styles to variations in students' literacy skills. A higher R^2 value indicates a greater proportion of variance in literacy skills that is statistically associated with parenting styles, while the remaining proportion is attributable to other factors not examined in this study.

Research Procedure

The research procedure was conducted in several sequential stages. The first stage involved a preliminary study to identify the research problem and establish the research focus. The second stage involved developing the research instruments based on the theoretical framework and research variables. The third stage consisted of validity and reliability testing to ensure the quality of the instruments. The fourth stage involved determining the sample and collecting data from the selected fourth-grade students. The fifth stage involved processing and analyzing the collected data using descriptive and inferential statistical techniques. Finally, the researcher interpreted the statistical findings and formulated conclusions based on the research objectives and hypotheses.

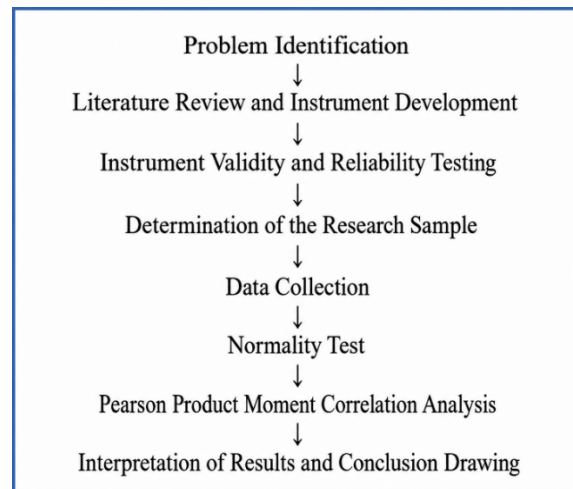


Figure 1. Research Flow

Figure 1 presents the overall research procedure, beginning with the preliminary study and instrument development and continuing through instrument testing, sampling, data collection, statistical analysis, and the formulation of research conclusions.

Research Procedure

Research Data Description

Eighty fourth-grade students from Kampung Sawah Elementary School were selected for this study using a Proportional Stratified Random Sampling method. A parent survey and a student reading comprehension test were used to collect information. Both instruments were tested for their suitability for measuring the research variables before being used in primary data collection.

Findings from the data collection revealed a wide range of scores on students' reading skills and parenting behaviors. This diversity reflects the respondents' varying reading levels and parenting experiences. This situation allowed for a more thorough examination of the correlation between the two factors.

Instrument Validity and Reliability Test Results

To ensure that each item on the instrument adequately reflected the construct being evaluated, a validity test was conducted. All items on the parenting patterns instrument were deemed valid because the test results showed correlations exceeding the table's r value. Similarly, for the reading ability instrument, similar results were obtained, indicating that all questions assessed literacy skills according to the predetermined indications. Furthermore, the instrument's reliability was examined by calculating the Cronbach's Alpha coefficient.

Table 1. Instrument Reliability Test Results

Instrument	Cronbach's Alpha	Category
Parenting Style	0.971	Very High
Literacy Skills	0.790	High

A reliability value of 0.971 was recorded for the parenting style instrument and a score of 0.790 for the reading skills assessment in Table 1. According to [21], the instrument has strong

internal consistency and is acceptable for research because both values exceed the minimum requirement of 0.70.

Normality Test Results

Parametric statistics cannot be used without first ensuring that the data are normally distributed, and the Shapiro-Wilk test was used for this purpose.

Table 2. Normality Test Results

Variable	Shapiro–Wilk Sig.	Interpretation
Parenting Style	0.893	Normally Distributed
Literacy Skills	0.056	Normally Distributed

A significance level higher than 0.05 was observed for all variables in the test. Thus, a Pearson product-moment correlation analysis can be performed on the research data because it conforms to the assumption of a normal distribution.

Hypothesis Test Results

The purpose of this hypothesis test was to identify the correlation between parents' pedagogical approaches and their children's reading ability levels.

Table 3. Pearson Product-Moment Correlation Test Results

Variables	Pearson's r	Sig.
Parenting Style – Literacy Skills	0.623	<0.001

With a value of 0.623, the relationship between parenting approach and students' reading ability is quite strong. The correlation is also considered statistically significant when the p-value is less than 0.05. Consequently, we support the alternative hypothesis that children's reading ability is related to their parents' parenting practices.

Here's how to calculate the coefficient of determination to determine how much the parenting style variable contributes to reading ability:

$$KD = (0,623)^2 \times 100\%$$

$$KD = 38,81\%$$

Based on these findings, parenting style accounted for 38.81% of the variance in students' reading ability. Other variables, not included in this analysis, accounted for the remaining 61.19%.

Relationship Between Parenting Styles and Students' Literacy Skills

Research conducted at Kampung Sawah Elementary School found that fourth-grade students' reading ability was positively and significantly correlated with their parents' parenting styles. This study demonstrated a correlation between children's ability to comprehend, analyze, and apply knowledge gained from reading activities and the quality of their parents' guidance. Students are more likely to acquire reading skills when their parents demonstrate positive parenting practices.

These results provide evidence that a child's home is the first and most influential environment for their education. Baumrind theorized that children are best able to develop their talents, particularly reading and writing, in environments where adults provide emotional support, encourage open communication, and provide adequate supervision (Baumrind, 1967). Study

habits, curiosity, and a love of reading are more likely to develop in children whose parents positively model these traits.

The notion of a home literacy environment also provides an explanation for the beneficial relationship observed in this study. Patterns of interaction between parents and children in their daily activities are an integral part of the home literacy environment and extend beyond the availability of books or reading materials (Niklas & Schneider, 2013). Children have more meaningful literacy experiences when their parents read to them, engage in meaningful conversations about what they read, or provide opportunities to explore other types of sources (Nan & Tian, 2025; Alramamneh et al., 2023). These encounters foster more complex cognitive abilities and the ability to comprehend texts.

These findings align with those of Niklas and Schneider, who demonstrated a strong correlation between children's exposure to literacy at home and their subsequent reading and writing abilities (Niklas & Schneider, 2013). Romero-González et al. (2023) found that children's reading performance, motivation to read, and family relationships are all influenced by the home literacy environment. Therefore, these findings strengthen the argument that children's learning experiences within the family environment contribute to the development of literacy skills.

Furthermore, research by Zhang, Morshedi, and Jiang suggests that a positive literacy environment is associated with the development of children's learning dispositions from an early age (Zhang et al., 2024). These findings indicate that family influence on academic ability is not only evident in learning outcomes but also in the formation of attitudes and habits that support the learning process. In the context of this research, supportive parenting can create conditions that allow children to engage more frequently in reading and learning activities. Fahmi, Subroto, and Suprijono (2022) found a correlation between parental parenting behavior and their children's literacy development in elementary school, and our results corroborate their findings. Consistent findings across studies point to parental participation as a factor associated with children's literacy development, as evidenced by these comparable results.

However, only 38.81% of the variance in reading ability was explained by differences in parenting methods, according to the study authors. Literacy is a construct influenced by several circumstances, according to these results. Learning motivation, reading interest, and language skills are examples of individual characteristics that can contribute to these factors, while school quality, family socioeconomic status, availability of learning resources, and intensity of digital media use are examples of environmental factors (OECD, 2023; Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi, 2021; The Role of Home Environments in Children's Literacy Skills Development, 2024). From a theoretical perspective, these research findings reinforce the understanding that literacy development cannot be separated from the social context in which children grow and learn. Literacy is not simply the result of formal learning processes at school, but also the result of ongoing interactions between children and their environment. Therefore, literacy improvement strategies need to be designed more comprehensively, involving various parties, including families.

Schools and parents can implement the findings of this study. Shared reading programs, family literacy training, and reading activity guides are some ways schools can involve families in literacy efforts. At the same time, parents can help their children become better readers by encouraging them to read, providing them with age-appropriate books, and being available to help them when they need assistance with schoolwork. This study has several limitations. First, it cannot be applied to a larger population because it was conducted in only one school.

Furthermore, the correlational design of this study prevents definitive conclusions about the nature of the relationships between variables. Third, there are many other interacting elements that influence reading ability; this study only examined one family function. Therefore, it is recommended that future research use a larger sample size and develop an analytical model that can explain the role of various elements in improving students' reading ability.

Conclusion

The purpose of this study was to examine the correlation between parenting methods at fourth-grade Kampung Sawah Elementary School and their reading ability. The results showed a Pearson Product Moment correlation coefficient of 0.623 ($p < 0.001$) after analyzing the data. This finding indicates a strong correlation between the way parents raise their children and their children's literacy levels. Therefore, students' reading ability is likely to improve when parents use a superior parenting approach. Parental approaches also accounted for 38.81% of the variance in children's reading ability. These results suggest that children's home lives have a significant impact on their ability to read, understand what they read, and develop good study habits. While parenting approaches certainly play a role, many other elements influence students' reading abilities, such as personal characteristics, the school the student attends, the resources available to them, and the social and cultural environment in which they grow up. Research such as this provides a theoretical foundation for the idea that a child's social environment and the individual interact to shape a child's literacy development. Parenting patterns characterized by support, positive communication, and parental involvement in learning activities have the potential to create more meaningful literacy experiences for children. These findings also support various studies that place the family as a crucial factor in developing literacy skills. Practically, the research findings provide implications for schools and parents to build stronger collaborations to support students' literacy development. Schools can develop family literacy programs through shared reading activities, parental guidance, and the provision of literacy activity guides at home. Meanwhile, parents are expected to increase their involvement in their children's learning process by cultivating a reading habit, providing appropriate reading materials, and providing ongoing support for their children's academic activities. Future research is recommended to involve a larger sample size, encompass diverse school characteristics, and consider other variables that could potentially influence literacy skills, such as learning motivation, reading interest, family economic environment, and the use of digital technology in learning.

References

- Abidin, Y. (2018). *Pembelajaran literasi*. Bumi Aksara.
- Abidin, Z., & Muhammad, N. (2024). Effective classroom management as a quick solution to improve student participation and motivation in the learning process. *Zabags International Journal of Education*, 2(2), 88-104. <https://doi.org/10.61233/zijed.v2i2.22>
- Acun Çelik, S., Özkan Elgün, İ., & Kalelioğlu, F. (2024). Assessment of student ICT competence according to mathematics, science, and reading literacy: Evidence from PISA 2018. *Large-Scale Assessments in Education*, 12(1), 30. <https://doi.org/10.1186/s40536-024-00218-7>
- Al-Jarf, R. (2026). Children's language acquisition and development in Saudi Arabia: A Systematic review and meta analysis. *Journal of Learning and Development Studies*, 6(1), 18-37. <https://doi.org/10.32996/jlds.2026.6.1.3>

- Allen, L. K., & Kendeou, P. (2024). ED-AI Lit: An interdisciplinary framework for AI literacy in education. *Policy Insights from the Behavioral and Brain Sciences*, 11(1), 3-10. <https://doi.org/10.1177/23727322231220339>
- Aramamneh, Y., Saqr, S., & Areepattamannil, S. (2023). Investigating the relationship between parental attitudes toward reading, early literacy activities, and reading literacy in Arabic among Emirati children. *Large-Scale Assessments in Education*, 11(1), 36. <https://doi.org/10.1186/s40536-023-00187-3>
- Bailey, L., Ledger, S., Thier, M., & Pitts, C. M. (2023). Global competence in PISA 2018: deconstruction of the measure. *Globalisation, Societies and Education*, 21(3), 367-376. <https://doi.org/10.1080/14767724.2022.2029693>
- Bart, D. (2024). Research discourse in the programme for international student assessment: A critical perspective. *European Educational Research Journal*, 23(1), 145-162. <https://doi.org/10.1177/14749041221127758>
- Basileo, L. D., Otto, B., Lyons, M., Vannini, N., & Toth, M. D. (2024, May). The role of self-efficacy, motivation, and perceived support of students' basic psychological needs in academic achievement. In *Frontiers in education* (Vol. 9, p. 1385442). Frontiers Media SA. <https://doi.org/10.3389/feduc.2024.1385442>
- Baumrind, D. (1967). Child care practices anteceding three patterns of preschool behavior. *Genetic Psychology Monographs*, 75(1), 43-88.
- Biagini, G. (2025). Towards an AI-literate future: A systematic literature review exploring education, ethics, and applications. *International Journal of Artificial Intelligence in Education*, 35(4), 2616-2666. <https://doi.org/10.1007/s40593-025-00466-w>
- Creswell, J. W., & Creswell, J. D. (2018). *Research design: Qualitative, quantitative, and mixed methods approaches* (5th ed.). Sage Publications.
- Dalman. (2021). *Keterampilan membaca*. Rajawali Pers.
- Eseyin, J. M., & Benjamin, T. (2025). Importance of Parental Involvement in Preschooler's Cognitive Development. *Journal of Institute of Africa Higher Education Research and Innovation (IAHERI)*, 5(1), 50-59. <https://doi.org/10.59479/jiaheri.v5i1.103>
- Fahmi, M. Q., Subroto, W. T., & Suprijono, A. (2022). Analisis peran pola pengasuhan orang tua dalam perkembangan literasi siswa sekolah dasar. *Jurnal Basicedu*, 6(5), 8215-8227.
- Ghozali, I. (2021). *Aplikasi analisis multivariate dengan program IBM SPSS 26*. Badan Penerbit Universitas Diponegoro.
- Hill, N. E., & Tyson, D. F. (2009). Parental involvement in middle school: A meta-analytic assessment of the strategies that promote achievement. *Developmental Psychology*, 45(3), 740-763. <https://doi.org/10.1037/a0015362>
- Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi. (2021). *Panduan penguatan literasi dan numerasi di sekolah dasar*. Kemendikbudristek.
- Luo, M., Kuang, Z., Ng, D. T. K., Zheng, Z., & Yang, Y. (2026). Exploring the influential factors and key dimensions of AI information literacy among high school students: a social-ecological perspective. *Interactive Learning Environments*, 34(6), 3727-3750. <https://doi.org/10.1080/10494820.2025.2575016>

- Lyu, X. (2023). The influence of home literacy environment on children's literacy and language development: A systematic review. *Frontiers in Educational Research*, 6(23).
- Nan, J., & Tian, Y. (2025). Parent-child shared book reading challenges and facilitators: a systematic review and meta synthesis. *Frontiers in Psychology*, 16, 1635956. <https://doi.org/10.3389/fpsyg.2025.1635956>
- Niklas, F., & Schneider, W. (2013). Home literacy environment and the beginning of reading and spelling. *Contemporary Educational Psychology*, 38(1), 40–50. <https://psycnet.apa.org/doi/10.1016/j.cedpsych.2012.10.001>
- OECD. (2023). *PISA 2022 results (Volume I): The state of learning and equity in education*. OECD Publishing.
- Parents' literacy beliefs, home literacy practices, and early literacy development. (2024). *Behavioral Sciences*.
- Romero-González, M., Lavigne-Cerván, R., Gamboa-Ternero, S., Rodríguez-Infante, G., Juárez-Ruiz de Mier, R., & Romero-Pérez, J. F. (2023). Active home literacy environment: Parents' and teachers' expectations of its influence on affective relationships at home, reading performance, and reading motivation in children aged 6 to 8 years. *Frontiers in Psychology*, 14. <https://doi.org/10.3389/fpsyg.2023.1261662>
- Sabatini, J., Graesser, A. C., Hollander, J., & O'Reilly, T. (2023). A framework of literacy development and how AI can transform theory and practice. *British Journal of Educational Technology*, 54(5), 1174-1203. <https://doi.org/10.1111/bjet.13342>
- Santiago, E. T., & Mustacisa, M. L. (2024). Building the foundation: How literacy and numeracy skills in third grade impact overall academic achievement. *Ignatian International Journal for Multidisciplinary Research*, 2(7), 367-381.
- Sénéchal, M., & LeFevre, J. A. (2002). Parental involvement in the development of children's reading skill: A five-year longitudinal study. *Child Development*, 73(2), 445–460. <https://doi.org/10.1111/1467-8624.00417>
- Sugiyono. (2021). *Statistik untuk penelitian*. Alfabeta.
- Sugiyono. (2022). *Metode penelitian kuantitatif, kualitatif, dan R&D*. Alfabeta.
- The effect of parental involvement on young children's literacy development. (2023). *Current Psychology*.
- The role of home environments in children's literacy skills development. (2024). *Humanities and Social Sciences Communications*.
- UNESCO. (2004). *The plurality of literacy and its implications for policies and programmes*. UNESCO.
- Vadivel, B., Alam, S., Nikpoo, I., & Ajanil, B. (2023). The impact of low socioeconomic background on a child's educational achievements. *Education Research International*, 2023(1), 6565088. <https://doi.org/10.1155/2023/6565088>
- Wang, H., Zhan, Z., & Zhang, Z. (2026). Parental involvement and children's cognitive and non-cognitive development: evidence from China. *Frontiers in Psychology*, 17, 1748832. <https://doi.org/10.3389/fpsyg.2026.1748832>

- Wibowo, A., Gularso, D., & Purwaningsih, O. (2024). The importance of social capital in developing students' literacy skills in elementary schools. *Indonesian Journal of Educational Research and Review*, 7(1), 116-127. <https://doi.org/10.23887/ijerr.v7i1.68144>
- Yang, F., Qian, Y., & Xia, Z. (2024). Cognitive ability and locus of control: the effect of parental involvement on the academic performance of elementary and secondary school students. *Current Psychology*, 43(3), 2816-2831. <https://doi.org/10.1007/s12144-023-04572-7>
- Zakiah, A. S., Arismunandar, A., & Aswi, A. (2026). Understanding the Causes, Consequences, and Effective Interventions for Illiteracy in Indonesia: A Systematic Literature Review. *Indonesian Educational Administration and Leadership Journal (IDEAL)*, 8(2), 63-83. <https://doi.org/10.22437/ideal.v8i2.58286>
- Zhang, Q., Morshedi, G., & Jiang, K. (2024). The effect of home literacy environment on preschool children's learning dispositions. *European Early Childhood Education Research Journal*.