



An Analysis of the Role of the Family Environment in Supporting Early Reading Fluency among First-Grade Students at State Elementary School 7 Kediri, Tabanan

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Abstract

Early reading proficiency is one of the fundamental competencies that determines elementary school students' academic success, as it serves as the foundation for understanding information, developing language skills, and participating effectively in learning activities across various subjects. However, difficulties in achieving fluent early reading remain a challenge for some elementary school students. One factor presumed to influence this condition is the family environment, which functions as the child's first and primary educational setting. This study aims to analyze the role of the family environment in supporting the early reading fluency of elementary school students. The research employed a qualitative approach with a descriptive research design and was conducted among first-grade students at State Elementary School 7 Kediri. The research participants consisted of six parents, six students, and one classroom teacher, who were selected purposively based on their involvement in the early reading learning process. Data were collected through observation, in-depth interviews, and documentation and were subsequently analyzed using the stages of data reduction, data display, and conclusion drawing. The findings reveal that students' early reading fluency is influenced not only by technical reading practice but also by the quality of family interactions. Parental assistance, educational communication, family literacy culture, and a conducive learning environment contribute significantly to enhancing students' motivation, self-confidence, and reading fluency. The study also found that digital technology exerts varying effects on children's reading habits. The use of digital media primarily for entertainment tends to reduce reading intensity, whereas the utilization of reading applications, educational videos, and digital storybooks accompanied by parental guidance can support the development of early reading skills. This study concludes that active family involvement through the establishment of a literacy culture, emotional support, educational communication, and the wise management of digital technology use constitutes a strategic factor in promoting the early reading fluency of elementary school students.

Keywords: Family Environment; Early Reading Fluency; Parental Involvement; Family Literacy Culture; Digital Technology; Elementary Education

Introduction

Early reading is one of the fundamental competencies that elementary school students are expected to master during the initial stage of formal education. This competency serves as an essential foundation for literacy development because it involves the ability to recognize written language symbols, understand words, and gradually develop language skills. At this stage, reading encompasses not only the ability to pronounce letters and words but also fluency, accuracy, and reading speed, all of which form the basis for students'

academic success in subsequent learning. Strong early reading skills enable students to comprehend written information effectively and support learning across various subject areas (Dalman, 2017). The importance of early reading proficiency lies in its role as a fundamental determinant of students' academic achievement in elementary education.

Nearly all classroom learning activities require reading as a means of accessing information and understanding instructional materials. Students with well-developed reading skills are generally more capable of comprehending learning content, following teachers' instructions, and developing critical thinking skills. Conversely, students who experience reading difficulties often struggle to understand learning materials across different subjects, resulting in lower overall academic achievement. Therefore, early reading proficiency is closely associated with students' intellectual development and learning success (Tarigan, 2015).

Field evidence indicates that early reading proficiency remains a significant challenge among elementary school students. International assessments have consistently shown that Indonesian students' literacy achievement remains below the average of students in many developed countries, highlighting the urgent need to strengthen literacy development from the early years of formal education (Schleicher, 2023). This issue is also reflected in the local context. Based on preliminary observations conducted at State Elementary School 7 Kediri, Tabanan Regency, during the second semester of the 2025/2026 academic year, it was found that among 29 first-grade students, three students still read haltingly, four students were unable to read simple words fluently, and three students experienced difficulties in connecting letters with their corresponding sounds.

These findings were further confirmed through an interview with Ella Deviana, S.Pd., the first-grade classroom teacher, who explained that students' reading abilities varied considerably and that several students still required intensive assistance in developing early reading skills. The phenomenon of low early reading proficiency is influenced by a combination of internal and external factors. Internal factors include learning motivation, learning readiness, cognitive ability, reading interest, and students' psychological conditions. External factors encompass the school environment, instructional methods, learning facilities, social environment, and family environment, all of which directly or indirectly shape children's early literacy experiences.

These factors interact with one another in influencing children's reading development. Consequently, poor early reading proficiency should not merely be viewed as an individual student's problem but rather as the result of a complex interaction between individual potential and the learning support available within the child's environment (Rahim, 2018; Clay, 2015). Among these external factors, the family environment occupies a particularly important position because it represents the child's first and primary educational setting. Within the family, children acquire their earliest learning experiences through daily social interactions, language exposure, and literacy behaviors modeled by their parents.

These experiences establish the foundation for reading readiness before children enter formal schooling. Furthermore, the family plays a crucial role in developing children's psychological foundations, including feelings of security, self-confidence, and learning motivation, all of which significantly influence the development of early reading skills in elementary school (Dewantara, 2013; Snow, Burns and Griffin, 1998). Parents play a central role in fostering a family literacy culture that supports children's reading development. Beyond supervising learning activities, parents function as literacy facilitators by providing meaningful reading experiences through shared reading activities, supplying reading

materials at home, engaging in educational communication, and creating a supportive learning environment. Repeated literacy interactions within the family help children expand their vocabulary, improve language comprehension, and accelerate the acquisition of foundational reading skills.

Children who receive consistent literacy stimulation within the family environment tend to demonstrate better reading proficiency than those who receive limited support (Sari and Puspita, 2022; Cunningham and Zibulsky, 2014). Previous studies have consistently demonstrated that parental involvement in home literacy activities has a significant influence on children's early reading development. Such involvement contributes not only to children's cognitive development but also to affective aspects such as learning motivation and reading self-confidence.

Families that actively cultivate shared reading habits, provide constructive feedback, and establish regular literacy routines have been shown to facilitate children's reading development more effectively. Thus, the family's role extends beyond providing support to becoming a determining factor in the development of early literacy competencies among elementary school students (Epstein, 2018). In addition to parental involvement, the family's literacy culture substantially influences children's reading development. Home environments that provide storybooks, educational reading materials, and opportunities for shared reading encourage children to develop reading motivation from an early age.

Children raised in families with strong literacy practices generally recognize words more quickly, comprehend texts more effectively, and achieve higher levels of reading proficiency than those growing up in homes with limited literacy practices. These findings indicate that the family environment directly contributes to the establishment of children's reading habits (Pratiwi, 2021). However, these ideal conditions are not always reflected in everyday family life. Many parents have limited time to assist their children with learning due to occupational demands and economic constraints.

Moreover, the rapid development of digital technology has encouraged children to spend more time playing digital games for entertainment rather than reading books. Limited parental involvement in children's learning activities has consequently become one of the contributing factors to the low level of early reading proficiency among elementary school students. These conditions suggest that family participation in supporting children's literacy development has not yet reached its optimal level (Handayani and Fauziah, 2023). Several previous studies have examined the relationship between parental support, family literacy culture, and children's reading interest in relation to reading achievement.

Sénéchal and LeFevre (2002) demonstrated that parental involvement in home literacy activities contributes significantly to children's reading development. Likewise, Niklas and Schneider (2013) found that the home literacy environment has a significant influence on children's reading development during the early years of education. Nevertheless, these studies primarily examined individual dimensions of the family environment separately and did not comprehensively investigate the interrelationships among parental support, family literacy culture, educational communication between parents and children, the home learning environment, and the use of digital technology in supporting early reading fluency among elementary school students.

Consequently, there remains a research gap regarding how these various components of the family environment interact to shape children's early reading development. Addressing this gap constitutes the primary focus of the present study. Based on the foregoing discussion, this study aims to analyze the role of the family environment in supporting the early reading

fluency of first-grade students at State Elementary School 7 Kediri, Tabanan Regency, by examining parental support, family literacy culture, educational communication, the home learning environment, and the utilization of digital technology. The findings are expected to contribute theoretically to the development of research in elementary education and family literacy while also providing practical recommendations for schools and parents to enhance students' early reading proficiency.

Methods

This study employed a qualitative approach using a descriptive research design to analyze the role of the family environment in supporting the early reading fluency of elementary school students. A qualitative approach was selected because the study sought to gain an in-depth understanding of the family environment, parental assistance, family literacy culture, and their influence on students' early reading proficiency. The study was conducted at State Elementary School 7 Kediri, Tabanan Regency, during the second semester of the 2025/2026 academic year. The research participants consisted of six first-grade students, six parents, and one first-grade classroom teacher. Participants were selected purposively based on their direct involvement in the students' early reading learning process. The selected students met one or more of the following criteria: reading haltingly, being unable to read simple words fluently, or experiencing difficulties in associating letters with their corresponding sounds, as identified through reading assessments conducted by the classroom teacher. The parents included those who actively assisted their children with learning at home as well as those with varying levels of involvement in order to provide comparative perspectives. The selected teacher was the first-grade homeroom teacher responsible for early reading instruction. The study focused on aspects of the family environment, including parental learning support, educational communication, home reading habits, and the availability of literacy resources in fostering children's reading development. Data were collected through observation, in-depth interviews, and document analysis. Observation was conducted to obtain an overview of students' learning activities and reading habits at school, complemented by supporting information regarding learning activities at home. In-depth interviews were carried out with students, parents, and the classroom teacher to explore parental support, family literacy culture, educational communication, the use of digital media, and factors influencing students' early reading fluency. Document analysis was employed to examine supporting evidence, including students' reading assessment results, learning progress records, photographs of literacy activities, and other documents relevant to the research focus. The collected data were analyzed using the interactive model of data analysis, which involved data reduction, data display, and conclusion drawing and verification. To ensure the trustworthiness of the findings, data credibility was established through source triangulation and methodological triangulation. These procedures enhanced the validity of the findings and ensured that the results accurately and comprehensively represented the phenomenon under investigation.

Results and Discussion

1. The Role of Parental Assistance in Supporting Early Reading Fluency

The findings indicate that parental assistance plays a crucial role in supporting the early reading fluency of first-grade elementary school students. Based on observations and in-depth interviews with six parents, six students, and one classroom teacher, it was found that students who received regular learning assistance at home generally demonstrated better

reading fluency than those who received less intensive support. Parental assistance took various forms, including listening to children read aloud, helping them recognize letters and words, correcting pronunciation, encouraging repeated reading, and providing motivation throughout the learning process. These findings suggest that parental involvement constitutes a key factor in fostering the development of children's early reading skills. The most common form of parental assistance identified in this study was listening to children read and providing support when they encountered difficulties in pronouncing words. Parents actively guided their children whenever reading errors occurred.

As expressed by Elsa Dwipayani, the mother of Amor Gaveria Ersa: Every evening, I ask my child to read a storybook. Whenever there is a word that cannot be read correctly, I help by sounding it out and asking my child to repeat it until it can be read fluently. (Interview, February 9, 2026). Similarly, Putrini Anggasari, the mother of Citra Aurelia Qirana Putri, stated: I usually sit beside my child while studying. Whenever my child misreads a word, I immediately correct it and ask for another attempt (Interview, February 10, 2026).

These repeated learning interactions enabled children to recognize words more quickly and gradually improve their reading fluency. The interview data further revealed that parents deliberately allocated specific time for reading practice at home. Most parents established a regular daily learning schedule. Gusti Ayu Trisna Dewi, the mother of I Gusti Ayu Diana Dewi, explained: I spend about twenty to thirty minutes every evening accompanying my child in reading before bedtime (Interview, February 12, 2026). Likewise, Gusti Ayu Meirayanti, the mother of I Gusti Kadek Raka Pradana, remarked: Although I am busy with work, I always try to accompany my child while reading so that my child does not fall behind at school (Interview, February 12, 2026).

These findings indicate that consistent parental involvement provides children with more frequent opportunities to practice reading, thereby facilitating the gradual development of reading fluency. Beyond improving the technical aspects of reading, parental assistance also contributed to students' self-confidence. Ella Deviana, S.Pd., the first-grade classroom teacher, observed that students who regularly received learning support from their parents tended to be more confident when asked to read aloud in class. She stated: Children who regularly practice reading at home are usually more confident when reading in front of the class. They hesitate less and recognize words more quickly (Interview, February 9, 2026).

In contrast, students who rarely received parental support tended to read hesitantly and required greater assistance from the teacher during classroom instruction. From the students' perspective, parental assistance created a sense of comfort and helped them understand reading materials more effectively. Azriel Abdhi Famili, a first-grade student, commented: When I study with my mother, I feel more motivated because she helps me whenever I find difficult words (Interview, February 9, 2026). Similarly, I Gede Eren Adi Sedana Wirata stated: I like it when my father listens to me read because he immediately tells me if I make a mistake (Interview, February 10, 2026).

These positive learning experiences demonstrate that parents' presence during reading activities enhances children's motivation and encourages them to practice reading consistently. The study also found that educational communication between parents and children contributed significantly to the development of early reading fluency. Parents not only encouraged their children to read but also engaged them in discussions about the content of the texts. Yunita Karolina, the mother of Azriel Abdhi Famili, explained: After my child finishes reading, I usually ask questions about the story so that my child understands what

has been read (Interview, February 9, 2026). Likewise, Gusti Ayu Trisna Dewi stated: I ask my child to retell the story that has been read so that the content is better understood and remembered (Interview, February 12, 2026). Such educational communication enriched children's vocabulary, improved reading comprehension, and fostered critical thinking skills from an early age.

Another important finding revealed that parents who demonstrated a strong awareness of the importance of education were more likely to provide literacy resources at home. These resources included illustrated storybooks, children's reading books, alphabet cards, and other simple learning materials. Gusti Ayu Meirayanti explained: I bought several illustrated storybooks to encourage my child to read instead of spending too much time using digital devices (Interview, February 12, 2026). Similarly, Putrini Anggasari stated: At home, I prepared a small bookshelf specifically for my child's books so that they are easy to access and read (Interview, February 10, 2026).

The availability of these literacy resources provided children with greater opportunities to interact with reading materials in their daily lives. Empirically, the findings of this study reinforce previous research demonstrating that parental involvement significantly contributes to children's early reading development. Kurniawati (2022) reported that consistent parental assistance through daily reading practice at home positively improved elementary school students' reading fluency. Likewise, Setiawan and Lestari (2021) found that verbal interactions between parents and children during shared reading activities enhanced children's vocabulary acquisition and reading comprehension. Furthermore, Wulandari (2020) emphasized that parents' emotional support plays an essential role in developing children's confidence when reading aloud in public settings.

Overall, the findings suggest that parental assistance is a critical factor in promoting the early reading fluency of elementary school students. The forms of assistance identified in this study include allocating dedicated study time, accompanying children during reading activities, correcting pronunciation, encouraging repeated reading, providing motivation, engaging in educational communication, and supplying literacy resources at home. These forms of support were found to improve reading fluency, accelerate word recognition, strengthen reading comprehension, and enhance students' self-confidence in reading activities. Therefore, active parental involvement should be continuously encouraged as an integral component of building a family literacy culture that effectively supports the development of children's early reading proficiency.

2. Family Literacy Culture and the Home Learning Environment in Supporting Early Reading Development

The findings indicate that the family environment plays a pivotal role in supporting the development of elementary school students' early reading proficiency, particularly with respect to reading fluency and children's motivation to read. Based on observations and in-depth interviews with six parents, six students, and one classroom teacher, the study found that students raised in families with a strong literacy culture generally demonstrated greater reading fluency, higher self-confidence when reading, and stronger learning motivation than those from families with limited literacy practices.

The classroom teacher explained that students who were regularly exposed to reading materials at home tended to recognize words more quickly and comprehend simple texts more effectively. As stated by Ella Deviana, S.Pd., the first-grade classroom teacher: Children who read regularly at home are usually more fluent when reading in class. They

recognize words more quickly and rely less on sounding out words than students who rarely read at home (Interview, February 9, 2026). The family literacy culture observed in this study was reflected in a range of literacy activities consistently carried out by parents and children, including shared reading, reading aloud, providing reading materials, and allocating dedicated time for reading. Elsa Dwipayana, the mother of Amor Gaveria Ersu, explained: Every night, I read a story to my child before bedtime, and then I ask my child to read some of the simpler parts (Interview, February 9, 2026).

Similarly, Putrini Anggasari, the mother of Citra Aurelia Qirana Putri, stated: We have a reading schedule of about twenty minutes every evening so that my child becomes accustomed to books (Interview, February 10, 2026). These literacy activities familiarized children with written language and reading materials, thereby facilitating the development of letter recognition, word comprehension, and the ability to read simple sentences more effectively. Children who received regular literacy stimulation also demonstrated greater vocabulary development than those who rarely engaged in reading activities at home.

These findings suggest that family literacy culture constitutes an essential component in the development of children's language abilities and early reading proficiency (Dalman, 2017). In addition to literacy culture, the quality of the home learning environment also influenced students' motivation to read. The findings revealed that students who had a relatively quiet, comfortable learning environment and received adequate attention from their families were better able to concentrate during reading activities. Azriel Abdhi Famili, a first-grade student, stated: I usually study at my desk with my mother. When I read there, I can concentrate better (Interview, February 9, 2026).

In contrast, I Gusti Ayu Diana Dewi explained: Sometimes I study while watching television because I do not have a special place for reading (Interview, February 12, 2026). These differing home learning conditions influenced students' concentration and the consistency of their reading practice. The findings demonstrate that both the physical and social dimensions of the family environment are closely associated with children's literacy development during the early years of elementary education (Hurlock, 2013). Parental involvement in children's reading activities also emerged as a decisive factor in the development of early reading proficiency.

Parents who actively accompanied their children while reading, monitored their learning progress, read stories aloud, and acknowledged their achievements were more successful in fostering children's self-confidence and motivation to read. I Ketut Putra, the father of I Gede Eren Adi Sedana Wirata, remarked: Whenever my child finishes reading, I always give praise to encourage greater enthusiasm for learning (Interview, February 10, 2026). This statement was reinforced by I Gede Eren Adi Sedana Wirata, who commented: I feel happy when my mother tells me that I read well. It makes me want to read again (Interview, February 10, 2026).

These simple forms of support including praise, attention, and positive communication helped children feel appreciated and motivated to develop their reading skills independently. The findings further indicate that educational communication within the family contributed significantly to children's language development and reading motivation. Parents who frequently discussed reading materials, encouraged storytelling, and provided opportunities for children to express their opinions created positive verbal interactions that enriched children's literacy experiences. Yayuk Aurelia, the mother of Azriel Abdhi Famili, explained: After reading a story, I usually ask who the main character is or what the moral message of the story is so that my child understands the reading better (Interview, February

9, 2026). Such interactions helped children expand their vocabulary, deepen their understanding of language, and foster curiosity about reading materials. In this context, the family environment functions not merely as a place of residence but also as the child's first learning environment, where literacy skills and intellectual development are gradually nurtured (Tarigan, 2015).

Further analysis revealed a marked contrast between families with strong literacy cultures and those with limited literacy practices. In families with well-established literacy cultures, parents consistently allocated time for reading, accompanied children during learning activities, read stories aloud, and incorporated reading into their daily routines. Students from these families generally demonstrated greater reading fluency, more appropriate reading intonation, and better reading comprehension. In contrast, reading activities had not yet become a regular habit among families with weaker literacy cultures.

I Gusti Kadek Raka Pradana, a first-grade student, stated: I rarely read books at home because I usually play with digital devices after school (Interview, February 12, 2026). The classroom teacher further explained that students who received limited literacy stimulation at home generally required more time to recognize words and read simple sentences. These findings demonstrate that family literacy culture directly influences children's reading fluency. The study also found that the family's socioeconomic background influenced the quality of the home literacy environment; however, this influence cannot be understood solely in terms of the availability of learning resources.

Several parents with limited financial resources were nevertheless able to establish positive literacy practices through active involvement in their children's learning. Gusti Ayu Trisna Dewi, the mother of I Gusti Ayu Diana Dewi, explained: We do not have many books, but I still accompany my child in reading books borrowed from school every evening (Interview, February 12, 2026). Conversely, some families possessed more complete learning facilities but demonstrated relatively low parental involvement in literacy activities due to work commitments. These findings suggest that the quality of parent-child interactions, parental attention, and emotional support are as important as the availability of literacy resources in fostering children's reading development.

The findings are consistent with those reported by Pratiwi (2021) who concluded that family literacy culture significantly influences the reading development of elementary school students. Similarly, Sari and Puspita (2022) found that family involvement in children's learning activities enhances both reading motivation and reading achievement. Rahim (2018) further emphasized that children's reading development is shaped by the interaction of environmental, psychological, and motivational factors. The consistency of these findings reinforces the conclusion that the family environment is a fundamental determinant of early reading development among elementary school students.

The present findings are also consistent with Ki Hadjar Dewantara's educational philosophy, which emphasizes that the family constitutes the child's first and primary educational environment. Within the family, children acquire their earliest learning experiences through social interaction, communication, habituation, and parental role modeling. A harmonious, communicative, and literacy-rich family environment fosters reading proficiency, learning motivation, and children's academic readiness from an early age. Overall, the findings demonstrate that family literacy culture and the home learning environment make substantial contributions to the development of students' early reading fluency and reading motivation.

Shared reading practices, the availability of reading materials, educational communication, emotional support, and active parental involvement emerged as essential factors in fostering children's literacy development. The findings further suggest that success in early reading is determined not only by the quantity of learning resources available within the family but also by the quality of everyday interactions between parents and children. Therefore, sustained collaboration between families and schools is essential for creating a literacy-rich culture and a supportive learning environment that can optimally promote children's reading development and enhance literacy outcomes in elementary education.

3. Digital Technology Use and Children's Reading Habits

The findings indicate that digital technology has a substantial influence on the reading habits of elementary school students, producing both positive and negative effects. Based on observations and in-depth interviews with six parents, six students, and one classroom teacher, the study found that digital technology has become an integral part of children's daily lives. The digital media most frequently used by the participants included educational and entertainment videos on YouTube, interactive reading applications, digital storybooks, literacy-based educational games, online games, and various forms of short video content.

While digital technology provides broad access to diverse learning resources, it also presents challenges to the development of children's reading habits when it is not used appropriately. The findings revealed that most students were more interested in using digital devices for entertainment than for reading activities. Parents reported that their children spent more time watching videos or playing digital games than reading the storybooks available at home. Gusti Ayu Meirayanti, the mother of I Gusti Kadek Raka Pradana, explained: If I do not remind my child, he can spend hours watching videos or playing games. Sometimes the books we have at home are not read at all (Interview, February 12, 2026).

This statement was supported by I Gusti Kadek Raka Pradana, a first-grade student, who commented: I prefer watching videos on my phone because it is more fun than reading books (Interview, February 12, 2026). These findings indicate that the visual and interactive appeal of digital media often encourages children to choose digital entertainment over conventional reading activities. The high intensity of digital media use for entertainment also reduced the amount of time children devoted to reading. Classroom observations showed that students who spent more time using digital devices generally read less frequently than those who followed a regular reading routine.

The classroom teacher further explained that this habit influenced students' reading development. Ella Deviana, S.Pd., the first-grade classroom teacher, stated: Some students who spend excessive time using digital devices appear less accustomed to reading longer texts and lose concentration more quickly during reading activities (Interview, February 9, 2026). These findings suggest that uncontrolled use of digital technology may reduce children's opportunities to practice reading, thereby hindering the development of early reading fluency.

In addition to affecting reading frequency, excessive digital media use also influenced the quality of children's interaction with reading materials. Children who primarily accessed videos and digital games tended to receive information instantly and became less accustomed to reading activities that require sustained attention and concentration. I Ketut Putra, the father of I Gede Eren Adi Sedana Wirata, explained: My child is more interested in watching animated pictures and videos than reading stories in books (Interview, February 10, 2026). As a result, children had fewer opportunities to encounter new vocabulary typically acquired

through reading activities. Consequently, their reading comprehension and vocabulary development progressed more slowly than those of children who maintained regular reading habits. Nevertheless, the findings also demonstrate that digital technology does not inevitably have negative effects on children's reading development. In several families, digital technology was effectively utilized as a learning medium that supported literacy activities.

Parents incorporated interactive reading applications, educational videos introducing letters and words, digital storybooks, and literacy-based educational games to make reading instruction more engaging. Elsa Dwipayani, the mother of Amor Gaveria Ersas, stated: I often encourage my child to learn using a reading application that includes pictures and audio. My child becomes more enthusiastic because learning feels like playing (Interview, February 9, 2026). The use of educational digital media provided children with more varied learning experiences and increased their interest in reading activities.

From the students' perspective, educational digital media also facilitated reading comprehension. Amor Gaveria Ersas, a first-grade student, explained: I enjoy learning to read using the application because the audio helps me pronounce the words (Interview, February 9, 2026). Similarly, Citra Aurelia Qirana Putri stated: When I watch story videos, it is easier for me to understand the story that I read (Interview, February 10, 2026). These findings indicate that digital technology can serve as an effective complementary learning medium for introducing new vocabulary, supporting letter and word recognition, and improving reading comprehension when used appropriately.

Therefore, digital technology should not merely be viewed as a source of entertainment but also as a valuable educational resource that can support children's literacy development. The study further found that parental supervision was the primary factor determining whether digital technology exerted positive or negative influences on children's reading habits. Parents who established clear rules regarding digital device use were generally more successful in guiding their children toward productive technology use. The forms of supervision identified in this study included limiting screen time, selecting age-appropriate digital content, accompanying children while using digital media, and integrating digital technology with conventional book-reading activities.

Yayuk Aurelia, the mother of Azriel Abdhi Famili, explained: I limit my child's smartphone use to one hour a day. After that, my child has to read a book or complete school assignments (Interview, February 9, 2026). Likewise, Putrini Anggasari, the mother of Citra Aurelia Qirana Putri, stated: When my child watches educational videos, I usually stay with her and explain any material that she does not understand (Interview, February 10, 2026). These findings demonstrate that parental involvement plays a critical role in ensuring that digital technology contributes positively to children's literacy development.

Beyond parental supervision, the findings indicate that integrating digital technology into an existing family literacy culture can enhance children's motivation to read more effectively. In families where reading was already an established habit, digital technology functioned as a complement rather than a substitute for printed reading materials. Gusti Ayu Trisna Dewi, the mother of I Gusti Ayu Diana Dewi, explained: After my child reads a storybook, I sometimes invite her to watch an educational video related to the story so that she can better understand what she has read (Interview, February 12, 2026).

This approach provided children with more interactive learning experiences while reinforcing their comprehension of reading materials. The findings are consistent with those of Handayani and Fauziah (2023) and Sari and Puspita (2022) who argued that the impact of digital technology on children's reading development is largely determined by the extent of

family involvement in guiding its use. Similarly, Putra and Wibawa (2021) found that integrating educational digital media into family literacy activities significantly enhanced elementary school students' reading interest and reading comprehension when accompanied by consistent parental guidance. Overall, the findings suggest that the use of digital technology should be balanced with a strong family literacy culture and sustained parental support in order to maximize its contribution to the development of elementary school students' early reading fluency. Rather than replacing conventional reading practices, digital technology should function as a complementary educational tool that enriches children's literacy experiences and promotes the development of lifelong reading habits.

Conclusion

The findings of this study demonstrate that the family environment plays a pivotal role in supporting the development of early reading fluency among elementary school students. Early reading fluency is influenced not only by technical reading practice but also by the quality of interactions established within the family. Parental involvement through listening to children read aloud, correcting pronunciation, encouraging repeated reading, providing motivation, and fostering educational communication was found to enhance students' reading fluency, self confidence, and learning motivation. Furthermore, a strong family literacy culture, reflected in shared reading activities, the availability of reading materials, and a supportive home learning environment, provides continuous language stimulation that facilitates the optimal development of children's early reading proficiency. The study also reveals that digital technology has a multifaceted influence on children's reading habits. The use of digital devices primarily for entertainment purposes, particularly without adequate parental supervision, tends to reduce reading frequency and weaken children's interest in reading. Conversely, the educational use of digital technology including interactive reading applications, digital storybooks, educational videos, and literacy-based games can effectively support reading development when accompanied by appropriate parental guidance and supervision. Therefore, the development of students' early reading fluency is optimized when families cultivate a strong literacy culture, foster positive educational interactions, provide consistent emotional support, and manage children's use of digital technology wisely in their daily lives.

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