

Parenting Patterns in Overcoming Reading Difficulties in Grade V Students at Public Elementary School Gondangslamet 2 Boyolali

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Abstract

This article discusses parenting and innovative learning approaches in overcoming reading difficulties in grade V students at Gondangslamet 2 Boyolali State Elementary School. Parenting is necessary to support learning success. The purpose of this study is 1) To describe the extent to which parenting overcomes reading difficulties of fifth-grade children at Gondangslamet 2 Boyolali State Elementary School; 2) to explore the effectiveness of innovative learning approaches in improving the reading skills of fifth-grade children at the school. The research method is qualitative with a phenomenological approach. The research subjects involved parents and grade V students at Gondangslamet 2 Boyolali State Elementary School. Data were collected by interview and documentation analysis. Data validity using triangulation of sources and methods. The results showed, that 1) Actively involving parents in supporting children's reading skills, both at home and at school; 2) Applying innovative learning approaches can be an effective strategy in overcoming reading difficulties in grade V children.

Keywords: innovative, struggling readers, parents, parenting patterns

Introduction

In assisting children's learning, it is essential for parents to adopt parenting patterns that significantly affect the child's achievement and success in the learning process. Parenting is the parents' attitude in interacting, guiding, fostering, and educating their children in everyday life, hoping to make them successful. (Fatmawati, et al. 2021). Parenting is a series of intensive interactions to direct children to have life skills. Parents provide attention and treatment and educate children in a family environment, which can affect children in character building and knowledge through the parenting patterns given and applied by parents. Parenting also includes ways and habits practiced by parents, which directly impact children, resulting in each parent having a unique approach (Aryani & Fauziah, 2020). Proper parenting will affect children's development, especially in developing reading, writing, or spelling skills. Parenting is the interaction between children and parents during parenting activities. This means that parents educate, guide and set an excellent example for their children. Parents need to instil self-confidence and self-responsibility in directing and guiding children towards the future (Rahman, 2013)

Education is essential in human life and significantly impacts one's overall well-being. One of the skills that children must have in the teaching and learning process at school is the ability to read (Irdawati & Darmawan, 2014). Reading ability is essential in everyday life, such as understanding instructions, information, and communication (Fazrul & Fahrozy, 2023). However, not all children have the same reading ability, some children have difficulty reading. One of the factors that affect children's reading ability is parenting. Reading can be interpreted as basic knowledge obtained in elementary school because reading is a crucial role holder. Reading is one of the four language skills: reading, writing, speaking, and listening (Kusno et al., 2020). Reading skills are carried out so that students cannot only read, but carry out activities to understand essays, and readings, respond to reading texts, communicate orally and in writing, and so on. In reading, students also often do not understand letters, and some students still do not recognize letters. This is because most students still remember letters and spell letters. This creates problems for students because it can cause reading difficulties. Internal factors in the child cause factors that cause reading difficulties experienced by children and can also be due to external factors outside the child. Internal factors in children include physical, physiological, and psychological factors. While external factors occur due to family and school environment factors (Kusno et al., 2020).

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Amidst these challenges, consistent parenting is required to offer guidance and provide additional attention, which can significantly benefit children's development, particularly in reading and learning ([Aryani & Fauziah, 2020](#)). Additionally, besides understanding children's characteristics, parents must also play a forward-thinking role in assisting with meeting basic needs, stimulating, supporting, teaching, and providing guidance to enable them to carry out activities effectively. From here, the level of parental care will be seen as the first and foremost teacher for children, especially at home, so that the goal of making children able to be responsible, independent, and behave according to the values and norms that apply in society is achieved and well implemented.

Based on the above and preliminary studies conducted, a relationship between parenting patterns and reading skills in elementary school children exists. This is the background of this study because it examines the extent of the influence of parenting patterns on dealing with reading difficulties in grade V students of Gondangslamet 2 Boyolali State Elementary School. The purpose of this study: 1) Describe the extent to which parenting patterns overcome the reading difficulties of fifth-grade children at Gondangslamet 2 Boyolali State Elementary School; 2) Exploring the effectiveness of innovative learning approaches in improving the reading skills of fifth-grade children at the school.

Research Method

The type of research in this article is qualitative. Qualitative research methods are based on postpositivism, used to research natural object conditions where researchers act as crucial instruments, and research results emphasize meaning rather than generalization (Sutama, 2019). Qualitative research methods are carried out on scientific objects, namely objects that develop as they are, not manipulated by researchers and the presence of researchers does not affect the dynamics of these objects, this research is also carried out in natural conditions ([Sutama, 2019](#)). The approach design used is a phenomenological approach, namely phenomenological research, where the researcher observes the participants to discover the phenomena that occur in the participant's life ([Sugiyono, 2014](#)).

This research was conducted at Gondangslamet 2 Boyolali State Elementary School, grade V in the 2023/2024 school year. The research time used was 6 months. The time is divided into several stages, namely the preparation stage, the implementation stage, the data analysis stage, the article draft writing stage and the report writing stage. In this study, the subjects used were parents and fifth-grade students of Gondangslamet 2 Boyolali State Elementary School. The object of this research is related to parenting patterns in dealing with reading difficulties carried out on fifth-grade children at Gondangslamet 2 Boyolali State Elementary School. The subjects of this study were fifth-grade parents, fifth-grade students who were not fluent in reading and fifth-grade teachers at Gondangslamet 2 Boyolali State Elementary School.

The data validity used in this research is source triangulation and method triangulation. Triangulation of sources is used to test the credibility of data by checking data obtained through several sources. Triangulation of methods is used to test the credibility of data by checking data to the same source with different techniques.

Data collection techniques are interviews and documentation analysis. The interview technique can be used to collect information or subjective data from sources such as opinions, behaviour, attitudes, and other things related to the events or things being studied ([Hansen, 2020](#)).

The data analysis technique in this study uses three paths in qualitative data analysis: data reduction, data presentation, and conclusion drawing. Data reduction is sorting out the main things contained in various data, focusing on essential data and discarding unnecessary data ([Amaliah, 2020](#)). Data presentation activities compile various data or information, making it easier to conclude and take action ([Rijali, 2018](#)). The concluding activity is to make a new statement based on proven correct data ([Taraka & Masyakristi, 2022](#)). The activity of concluding is to make a new statement on data that has been proven correct ([Taraka & Masyakristi, 2022](#)).

Results

Planned Parenting in Overcoming Reading Difficulties in Children

Planned and supportive parenting plays a central role in supporting grade V children to overcome reading difficulties. Interviews with parents at Gondangslamet 2 Boyolali Primary School revealed several essential aspects of appropriate parenting to build a solid foundation of reading skills in children.

First, parents are expected to be role models in reading. They can demonstrate their love of reading by reading books regularly in front of their children. Parents also need to understand children's literacy interests. By knowing what children are interested in, parents can be more effective in choosing reading books that match their interests. This helps create an emotional connection and higher motivation towards the reading process.

Effective parenting also involves actively guiding children when they face reading difficulties. Parents can provide moral support and help solve difficult words or understand complex concepts. Creating a pressure-free and supportive environment makes children feel more confident in facing reading challenges. In addition, utilizing technology wisely is also part of proper parenting. Parents can integrate media to support reading skills, such as interactive games, or audiobooks

as an additional learning tool. Parents can use technology positively to create a modern and engaging literacy experience for children.

The interview with Ms. Yohana Oktavani highlighted that parents who implement this planned parenting successfully create a positive atmosphere related to reading at home. Children feel supported and motivated to continue developing their reading skills. Thus, proper parenting is the key to overcoming reading difficulties in grade V children at Gondangslamet 2 Boyolali Primary School. Through the active role of parents as supporters and facilitators, children cannot only overcome obstacles in reading but also form a strong literacy foundation for their future.

The Role of Parents and Innovative Learning Approaches in Overcoming Children's Reading Difficulties

In order to explore practical strategies for improving reading skills in grade V children at Gondangslamet 2 Boyolali State Elementary School, an in-depth study was conducted through interviews with Mrs. Yohana Oktavani, a dedicated teacher at the school. The results highlighted the critical role of parenting and innovative learning approaches in forming a solid foundation of reading skills for children.

Mrs. Yohana Oktavani provided insights into how parents at Gondangslamet 2 Boyolali Primary School actively contribute to overcoming their children's reading difficulties. One of the main steps taken by parents is to get children used to reading books every day before starting learning activities. They realize that reading plays a crucial role in children's literacy development. In addition, parents also provide suitable facilities for learning to read, such as using picture reading books, paper alphabet boards and others to support children's learning at home.

In the context of school learning approaches, teachers at Gondangslamet 2 Boyolali Primary School explore creative and interactive methods. They integrate reading activities with interesting word games and group discussions to enrich children's understanding of the reading material.

This innovative approach is also manifested in out-of-class activities involving reading skills. Teachers organize library visits or book signings to introduce children to different genres of literature. This aims to provide immersive, hands-on experiences and build positive connections between children and the world of literacy.

Interviews with three grade V students, Akila, Fathun and Oktavia, provided further insight into the effectiveness of this strategy. Akila emphasized that parental support in building reading habits gave her the confidence to overcome reading difficulties. Fathun stated that the learning method involving interaction made him more interested in the world of reading skills. Oktavia, with a smile, expressed her pleasure at the out-of-class activities that were fun and supported reading.

Thus, building a solid foundation of reading skills in grade V children at Gondangslamet 2 Boyolali Primary School requires the active role of parents in shaping children's reading habits and implementing creative and interactive approaches to learning at school. Combining these two elements forms a learning ecosystem that holistically supports children's literacy growth.

Discussion

Planned Parenting in Overcoming Reading Difficulties in Children

Parents need to understand their children's interests and literacy preferences to choose reading books that match their interests more effectively. Before children start learning activities at school, parents at Gondangslamet 2 Boyolali State Elementary School accustom children to reading books for at least 20 minutes daily. They create a home environment that supports literacy by providing a variety of reading books that match children's interests and reading difficulty levels. In addition, parents also invite children to talk about the content of the books they read, help them understand the story and stimulate literacy discussions at home. Parents are also expected to be role models in reading and create an environment that supports strong reading skills in children. Effective parenting involves active involvement in guiding children when they face reading difficulties. Parents can provide moral support and help solve difficult words or understand complex concepts.

Previous research conducted by [Sari \(2019\)](#) showed that actively involving parents in supporting children's reading skills can improve children's reading skills. In addition, the research also showed that teaching methods involving interaction and discussion can help improve children's reading skills.

The learning process at school is also carefully structured using teaching methods involving word games, open-ended questions and group activities to improve children's reading skills. Interviews with three grade V students, Akila, Fathun and Oktavia, also provided a positive picture. Akila stated that his parents' encouragement of reading made him more interested in books. Fathun thought learning methods involving interaction and discussion helped him overcome his reading difficulties. Meanwhile, Oktavia was happy that her parents and teachers supported her in developing her reading skills.

Previous research conducted by [Kurniawan \(2020\)](#) showed that actively involving parents in supporting children's reading skills can improve children's reading skills. In addition, the study also showed that the strategies used by teachers in overcoming early reading difficulties in class I of Madrasah Ibtidaiyah Badrissalam include using the Short Card Game

strategy, Singing and Playing, Reading Tutoring, Motivating Students, Letter Cards, Learning Outside the Classroom, and Giving Assignments.

Actively involving parents in supporting children's reading skills at home and school can effectively overcome reading difficulties in grade V children. This is in line with previous researchers' opinion that involving parents and using teaching methods that involve interaction and discussion can improve children's reading skills. Therefore, the role of parents and teachers is vital in developing children's reading skills. That way, children become trained to read in addition, making the situation not boring so that learning activities become fun.

Thus, proper parenting is the key to overcoming reading difficulties in grade V children at Gondangslamet 2 Boyolali State Elementary School. Through the active role of parents as supporters and facilitators, children feel supported and motivated to continue developing their reading skills.

The Role of Parents and Innovative Learning Approaches in Overcoming Children's Reading Difficulties

The following are the stages in the implementation of parenting patterns and Innovative Learning Approaches in Overcoming Reading Difficulties in Grade V Children at Gondangslamet 2 Boyolali State Elementary School:

First, particular socialization was conducted with parents at Gondangslamet 2 Boyolali State Elementary School about the sustainability of parenting patterns that support children's reading ability. This socialization activity aimed to provide an in-depth understanding of the role of parenting in overcoming reading difficulties. The material presented includes how crucial parenting is in shaping children's reading habits, strategies to support literacy at home, and creating an environment that supports literacy.

In this activity, parents will be invited to reflect on the positive impact of parenting on children's literacy development. The discussion will focus on how planned parenting can create an environment that motivates children to read actively. Parents will also be given insights into their role as role models and prime movers in shaping positive reading habits. In addition, concrete strategies will be given to parents on how they can integrate reading skills into their daily parenting. This includes selecting books that match children's interests, setting aside dedicated time to read together, and providing active support when children face reading difficulties.

A discussion space will be provided for parents to share their experiences, challenges and solutions in shaping literacy parenting at home. This socialization is not only an information session but also an interactive forum that allows parents to exchange ideas and support. Through this socialization activity, parents can better understand how vital the role of parenting is in shaping children's reading skills. This awareness is expected to encourage positive changes in daily parenting, creating a supportive home environment and motivating children to succeed in reading skills.

After the workshop, parents were encouraged to implement reading habits at home consistently. They get their children used to reading books daily before starting learning activities. Parents actively select reading books that suit their children's interests and reading difficulty levels. This step aims to create a home environment that supports literacy and provides continuous support in overcoming reading difficulties.

On the school side, teachers implement creative and interactive learning approaches. They integrate reading activities with interesting word games and group discussions to enrich children's understanding of the reading material. The main focus is shifting from conventional learning to more dynamic and interactive learning. In addition, out-of-class activities involving reading skills, such as library visits or book shows, are organized to provide hands-on experiences and strengthen positive connections between children and literacy.

Conclusion

Actively involving parents in supporting children's reading skills both at home and at school and then planned parenting, which includes being a role model in reading, understanding children's interests and literacy preferences, and providing active support when they face reading difficulties, is critical to success in forming a solid foundation of reading skills.

Furthermore, exploring innovative learning approaches in schools forms a holistic learning ecosystem, creating an environment that actively motivates children to read, develop confidence, and achieve success in literacy. Thus, the role of parents and teachers is crucial in supporting children's literacy growth for a brighter future.

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