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Habituation of Family Assistance on Early Reading Ability of Grade VI Students at State Elementary School Cijoro Lebak

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ABSTRACT

This study investigates the role of family-based habituation in developing early reading skills among Grade VI students at SDN 1 Cijoro Lebak, focusing on how parental involvement contributes to students' reading courage, self-confidence, reading initiative, and reading fluency. A qualitative case study design was employed, with data collected through interviews, observations, and documentation, and analyzed using NVivo 12 through coding and visualization techniques such as word cloud, project map, matrix coding, and tree map analysis. The findings show that family habituation is implemented through structured study schedules, parental supervision, motivational support, rewards, and restrictions on mobile phone use, which together create a consistent home literacy environment that encourages repeated reading practice. The results indicate significant improvements in students' early reading skills, particularly in confidence, independence, and fluency, as students gradually shift from dependent readers to more autonomous learners. The study concludes that family involvement plays a crucial role in shaping early literacy development, as supported by Bronfenbrenner's Ecological Systems Theory, Family Literacy Theory, and Bourdieu's Theory of Habitus, all of which emphasize that reading development is strongly influenced by continuous interaction within the family environment.

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1. INTRODUCTION

Reading ability is one of the language skills that plays an important role in the learning success of students at the elementary school level [1]. Reading is not only understood as the activity of pronouncing written language symbols, but also as a process of understanding, interpreting, and deriving meaning from the information being read [2]. Reading is a process carried out by the reader to obtain the message intended by the writer through written language [1]. It is an activity of comprehending meanings contained in

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written symbols so that readers can acquire new information and knowledge [2]. Therefore, reading ability becomes an essential foundation in mastering various subjects because almost all learning activities require students to understand written information [3] independently.

In children's literacy development, early reading is a basic skill that must be mastered before entering the advanced reading stage [4]. This ability includes letter recognition, understanding the relationship between sounds and symbols, reading syllables, words, and simple sentences [5]. Early reading serves as an important foundation in literacy development because through this process students begin to build phonological awareness, alphabet knowledge, and decoding skills needed to understand more complex texts [6]. Mastery of early reading skills will support students' success in understanding learning materials, whereas difficulties at this stage may lead to low literacy ability and academic achievement in later levels [4].

For upper-grade elementary school students, especially Grade VI, reading ability should have developed to the reading-to-learn stage, where students use reading skills as a means to acquire knowledge and understand various learning concepts. At this stage, students are no longer focused on mastering basic reading skills but instead use reading to support learning success across subjects [7]. Ideally, Grade VI students are already able to read fluently, comprehend reading content, identify key information, and use reading skills to support daily academic activities [8]. However, various studies show that some upper-grade elementary students still experience early reading difficulties, resulting in challenges in understanding learning materials and participating optimally in the learning process [9].

This issue was also identified in the initial observation conducted by the researcher at SDN 1 Cijoro Lebak in Grade VI students. The observation found two students who were still at the early reading stage. These students were not yet able to read fluently and still struggled to recognize words, spell syllables, and read simple sentences completely. This condition caused difficulties in understanding learning instructions and completing tasks given by the teacher. In addition to reading difficulties, both students also had low attendance rates. Based on attendance data obtained from the class teacher, they were more frequently absent compared to other students. This low attendance reduced their opportunities to receive repeated reading practice and teacher guidance. In fact, reading skills develop through consistent, structured, and continuous practice; thus, the frequency of student involvement in reading activities significantly affects literacy development [2]. Low attendance also reduces opportunities for students to gain learning experiences necessary to develop reading skills and comprehension effectively [10]. Moreover, prolonged reduced participation in learning activities has the potential to cause *learning loss*, which may delay the development of basic literacy skills and students' academic achievement [11], [12].

Interviews with students' parents revealed that at home, students tend to spend more time using gadgets than engaging in reading or learning activities. In addition, they have not yet developed a regular study habit within the family environment. This indicates that students have not received consistent literacy stimulation at home, limiting their opportunities to practice reading. Reading development requires repeated, structured, and

continuous practice to improve fluency and comprehension optimally [2]. A supportive family environment also plays an important role in building reading habits and improving children's literacy skills from an early age [13]. Meanwhile, excessive gadget use compared to reading activities may reduce children's involvement in literacy activities and decrease their interaction with reading materials that support reading development [14], [15].

Low school attendance combined with minimal reading habits at home indicates that students have not received consistent reading stimulation in both school and family environments. Reading development is strongly influenced by the intensity of literacy exposure received by children through continuous learning activities across environments [16].

Therefore, a strategy is needed that not only focuses on formal learning at school but also ensures the continuity of reading activities within the family environment. Parental involvement in children's learning has been proven to positively contribute to reading development, learning motivation, and academic success in elementary school students [13].

One relevant approach is the habituation of family assistance. In the educational context, family assistance habituation can be implemented through activities such as accompanying children in reading, helping them spell words, reading stories aloud, providing learning motivation, and allocating special time for reading activities at home [17]. Routine assistance activities can create a literacy-rich environment that supports reading skill development and builds positive learning habits in children [18].

The process of family assistance habituation is supported by collaboration between teachers and parents in providing reading materials appropriate to students' abilities. Collaboration between schools and families in providing literacy media is an important factor in ensuring continuity of reading instruction in both environments [18]. Teachers provide reading books to parents as learning media to assist students' reading activities at home, enabling parents to actively guide children's literacy development [13]. The provision of reading materials by schools is an important part of ensuring continuity between school and home learning environments. The use of consistent reading materials in both environments helps students experience repeated and more structured reading practice [19]. Through the use of the same reading materials, students gain more consistent reading experiences, allowing reading habituation to develop optimally and sustainably [17].

Research on family involvement in children's reading ability has been widely conducted, especially for early childhood and lower-grade elementary students. However, studies specifically examining the habituation of family assistance on early reading skills in Grade VI elementary students are still relatively limited. Therefore, this study aims to describe and analyze the habituation of family assistance in early reading skills of Grade VI students at SDN 1 Cijoro Lebak. The study focuses on how families build reading habits among students who experience early reading difficulties through routine and continuous assistance at home. It also seeks to identify factors influencing students' early

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reading ability, including low school attendance and limited reading habituation in the family environment.

2. METHOD

This research was conducted at SD Negeri 1 Cijoro Lebak, Rangkasbitung District, Lebak Regency, Banten Province. This study uses a qualitative approach with a case study design. This approach allows the researcher to understand participants' meanings and their social context [20].

Qualitative research focuses on exploring phenomena in depth through descriptive and contextual data [21]. A case study is appropriate for examining a specific case within a bounded system of place and time to gain a comprehensive understanding [22]. The case study design was chosen because this research focuses on Grade VI students with early reading difficulties. It allows an in-depth exploration of reading ability, family assistance habits, home learning routines, gadget use, and related influencing factors.

Data were collected through interviews, observation, and documentation. Semi-structured interviews were conducted with students, parents, and class teachers. This technique allows flexible follow-up questions to gain in-depth data [23]. Interviews explored reading habits, family assistance, gadget use, attendance, reading difficulties, and reading development. Observation was used to directly examine students' reading activities and family assistance practices in natural settings [20]. Data were collected through repeated video-based observations focusing on reading behavior, parental involvement, and reading habits. Documentation was used to support interview and observation data. Sources included reading photos and videos, student reading exercises, attendance records, reading schedules, and field notes.

Data were analyzed using an interactive model involving continuous processes from data collection to conclusion drawing [24]. The steps include data condensation, selecting and organizing relevant data. Data display presents data in narrative, table, or thematic form. Conclusion and verification interpreting findings and verifying them through triangulation.

In this study, data analysis was supported by NVivo 12 software to assist in organizing, coding, and managing qualitative data from interviews, observations, and documentation. NVivo 12 was used to systematically code data into themes such as family assistance habituation, early reading skills, home reading habits, gadget use, school attendance, and supporting or inhibiting factors. The software helped identify patterns and relationships among categories, making the analysis more structured, transparent, and efficient. Thus, NVivo 12 functioned as a tool to strengthen the interactive qualitative data analysis process, including data reduction, data display, and conclusion drawing.

3. RESULTS AND DISCUSSION



Figure 1. Word Cloud NVivo

Based on the Word Cloud analysis, the most dominant words were “reading,” “learning,” “home,” “parents,” “mobile phone,” and “motivation.” The prominence of these words indicates that the primary focus of the study is students’ reading habits, which are influenced by family support and the learning environment. These findings suggest that reading activities are closely associated with parental involvement, home-based learning practices, students’ motivation, and the use of digital devices in their daily lives.

3.1. Patterns of Family Assistance Habituation in Guiding Early Reading Activities

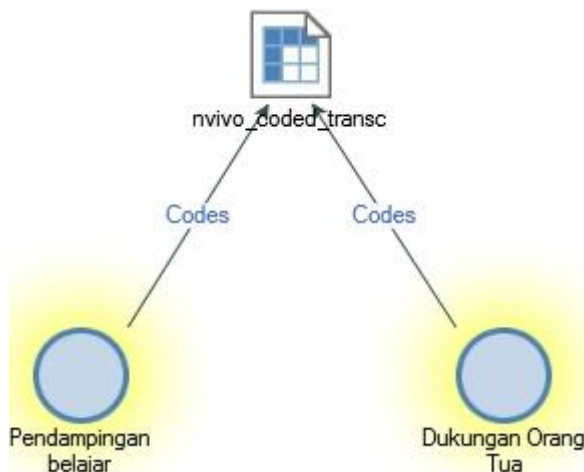


Figure 2. Matrix Coding Query of Learning Assistance and Parental Support

The results of the Matrix Coding analysis revealed a strong relationship between the nodes of learning assistance and parental support, indicating that the development of students’ reading habits is closely associated with active parental involvement in daily learning activities. Parents not only assist children when they encounter reading difficulties but also provide guidance, supervision, and motivation to ensure consistency in reading practices at home. Interview findings showed that both participating families deliberately allocated time to accompany their children during reading sessions. This assistance included helping students spell difficult words, correcting pronunciation errors, reminding them of study schedules, and encouraging them when they lacked confidence in reading.

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These findings suggest that family assistance habituation occurs through continuous and consistent practices that gradually establish reading as part of students' daily routines. In addition to direct instructional support, parents also contributed by creating a conducive learning environment and paying close attention to their children's academic progress. Such support enhanced students' learning motivation and encouraged them to engage more independently in reading activities. Consequently, the higher the intensity of parental involvement, the greater the likelihood that sustainable reading habits will be formed.

This finding is consistent with Bourdieu's Habitus Theory, which explains that habitus consists of dispositions, values, and behavioural tendencies developed through repeated social experiences [25]. Through regular reading activities facilitated by parents, students gradually internalize literacy practices and begin to perceive reading as a natural and routine part of everyday life. Habitus is formed through ongoing socialization within family and educational environments, leading to relatively stable patterns of behaviour [26]. Therefore, repeated family-assisted reading activities can be understood as a form of social practice that contributes to the development of students' literacy habitus.

The findings also support the concept of Family Literacy, which emphasizes the family's role as the primary environment for children's early literacy experiences. Family literacy activities, such as shared reading, storytelling, discussion, and parental engagement with learning materials, provide meaningful opportunities for literacy development [27]. Research has shown that parental involvement in literacy activities significantly contributes to children's reading development and fosters positive attitudes toward reading [28]. In the present study, parents functioned not only as learning facilitators but also as literacy agents who actively stimulated reading engagement at home.

Furthermore, the habituation pattern identified in this study extended beyond academic support to include emotional reinforcement. Parents regularly provided praise, encouragement, and attention when students demonstrated progress in reading. Such positive interactions increased students' confidence and comfort during reading activities. From a family literacy perspective, these supportive parent-child interactions create meaningful literacy experiences that encourage sustained engagement in reading and contribute to the development of positive literacy attitudes.

These findings are consistent with previous studies indicating that family involvement in home literacy practices plays a crucial role in fostering reading culture among children [29]. Likewise, parental participation in literacy-related activities has been found to positively influence reading achievement and strengthen long-term reading habits [30]. Therefore, the findings of this study demonstrate that family assistance habituation represents a process of literacy habitus formation through repeated and sustained literacy practices. Through shared reading, parental motivation, learning supervision, and routine literacy activities at home, students gradually internalize reading habits that support the development of their early reading skills. As a result, consistent family involvement strengthens students' literacy habitus and contributes positively to their reading development.

3.2.The Implementation Process of Family Assistance Habituation in Developing Students' Reading Habits within the Family Environment

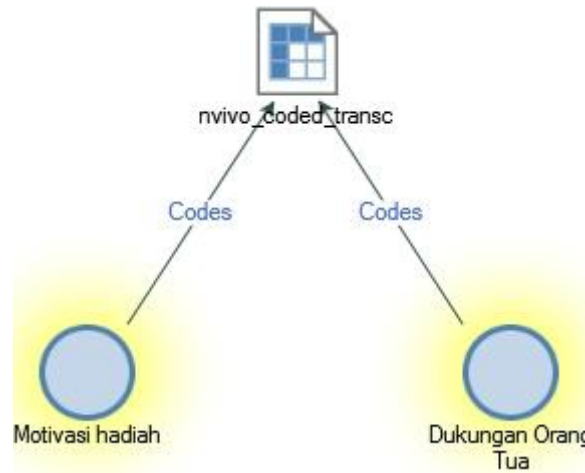


Figure 3. Matrix Coding Analysis of Parental Support and Learning Motivation

The Matrix Coding analysis revealed a strong relationship between parental support and learning motivation, indicating that students' motivation to read is influenced not only by internal factors but also by family involvement in the learning process. The findings show that family assistance habituation was implemented through several continuous practices, including scheduled study time, parental supervision, motivation and rewards, and the regulation of smartphone use. These practices contributed to the establishment of regular reading routines and increased students' engagement with literacy activities at home.

One of the most prominent forms of habituation was the establishment of structured reading schedules. Parents encouraged students to read at specific times, such as after school or in the evening, helping them develop learning discipline and allocate dedicated time for reading activities. Regular scheduling gradually fostered more consistent and organized study habits. In addition, parents actively supervised learning activities by monitoring reading practices, ensuring the completion of school assignments, and assisting students when they encountered reading difficulties. This consistent supervision provided both academic guidance and emotional support, enabling students to participate more seriously and responsibly in reading activities.

The habituation process was further strengthened through motivation and positive reinforcement. Parents provided praise, verbal appreciation, and simple rewards when students demonstrated progress in reading or achieved predetermined learning targets. Such reinforcement increased students' enthusiasm, confidence, and willingness to continue practicing reading. Moreover, parents attempted to limit excessive smartphone use by regulating screen time and prioritizing learning activities before entertainment. This strategy reduced distractions and provided students with greater opportunities to engage in regular reading practice.

These findings can be interpreted through the perspective of Family Literacy Theory, which emphasizes the family as the primary environment where children acquire literacy experiences through interactions with parents, including reading, storytelling,

Overall, the findings indicate that family assistance habituation is implemented through planned and sustained literacy practices, including study scheduling, learning supervision, motivation and rewards, and smartphone-use regulation. These practices provide repeated literacy experiences that strengthen students' reading habits and support the development of their early reading skills. The findings reinforce both Family Literacy Theory and Bourdieu's Habitus Theory by demonstrating that consistent parental involvement plays a critical role in shaping literacy behaviour and fostering sustainable reading habits among students.

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Figure 4. Tree Map Analysis of Supporting and Inhibiting Factors

The Tree Map analysis identified several factors that either supported or hindered the implementation of family assistance habituation in developing students' early reading skills. The most prominent supporting factors were parental support, learning assistance, learning motivation, home learning rules, rewards, and the availability of reading materials. Parental support was reflected in active involvement in reading activities, guidance when students encountered difficulties, and continuous attention to children's academic development. Consistent assistance enabled students to engage in reading practice more regularly, thereby facilitating the development of their early reading abilities.

Learning motivation also emerged as a significant supporting factor. Motivation derived from both internal sources and external encouragement from parents and teachers increased students' enthusiasm for reading activities. Praise and simple rewards given for reading achievements further strengthened students' motivation and encouraged them to maintain established reading habits. In addition, structured home learning rules, such as scheduled reading times and the requirement to complete schoolwork before engaging in leisure activities, promoted learning discipline and reinforced the habituation process.

Conversely, the findings revealed several factors that inhibited the effectiveness of family assistance habituation. The most significant barriers included excessive smartphone use, low reading interest, inconsistent study habits, and parents' work-related time constraints. Excessive smartphone use, particularly for gaming and video entertainment, reduced the time available for reading practice and limited students' exposure to reading materials. As a result, students engaged less frequently in literacy activities, which negatively affected the formation of reading habits.

Low interest in reading also represented a major obstacle. Students who lacked intrinsic interest in reading tended to engage in reading activities only when instructed by teachers or parents, indicating that reading had not yet become a self-initiated habit. Furthermore, inconsistent study habits required continuous supervision and encouragement from parents, suggesting that some students had not fully internalized the habituation process.

These findings can be interpreted through Bronfenbrenner's Ecological Systems Theory, which emphasizes that child development is shaped by interactions within multiple environmental systems, particularly the microsystem, including family and school [31], [32]. In the context of reading development, the family serves as the primary environment influencing children's cognitive and academic growth through daily interactions [33]. Consequently, the quality of family engagement plays a crucial role in determining the success of reading habituation practices.

The prominence of parental support in this study aligns with ecological theory, which views the family as the closest and most influential developmental environment. Parents who actively supervise reading activities, provide motivation, and assist with learning difficulties create literacy-rich experiences that foster reading development. Similarly, students' learning motivation was strengthened through positive interactions with parents and teachers, highlighting the interconnected influence of personal and environmental factors on reading engagement.

The findings also support Family Literacy Theory, which suggests that literacy-rich home environments characterized by reading materials, structured literacy activities, and meaningful parent-child interactions contribute significantly to children's reading development [34]. Families that provide reading resources and consistently encourage literacy activities are more likely to cultivate sustainable reading habits among children.

On the other hand, excessive smartphone use and limited parental availability due to work commitments reduced opportunities for literacy interactions within the home. Previous studies have shown that uncontrolled digital media use may decrease children's participation in literacy activities when not accompanied by adequate parental guidance [35]. Likewise, limited parental involvement due to work responsibilities can weaken the frequency and quality of literacy-related interactions that support reading development.

From the perspective of Bourdieu's Habitus Theory, the barriers identified in this study indicate challenges in the internalization of literacy habits. According to Bourdieu, habits are formed through repeated social practices and experiences [25]. Therefore, low reading interest and inconsistent learning routines suggest that the literacy habitus has not yet been fully established. In contrast, regular parental support, reading routines, and literacy-rich home environments contribute to the gradual formation of enduring reading dispositions.

Overall, the findings demonstrate that the success of family assistance habituation depends on the family's ability to strengthen supporting factors while minimizing obstacles. Parental involvement, learning motivation, reading resources, rewards, and home learning regulations facilitate the development of reading habits, whereas excessive smartphone use, parental time limitations, low reading interest, and inconsistent study habits hinder the process. These results reinforce Ecological Systems Theory, Family Literacy Theory, and Bourdieu's Habitus Theory by highlighting the critical role of family environments in shaping literacy behaviours and supporting the development of students' early reading skills.

3.4. Development of Early Reading Skills After Family-Based Habituation

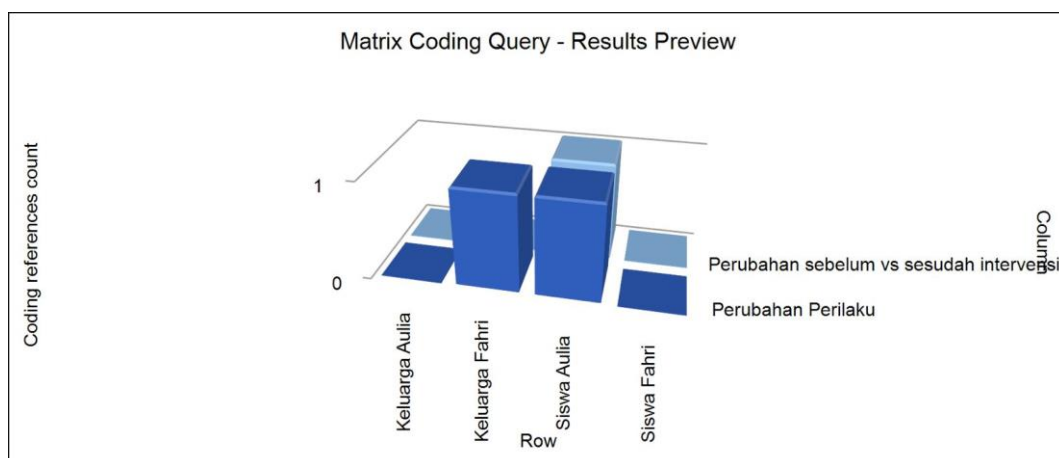


Figure 5. Matrix Coding of Changes in Learning Behavior

The findings from the *Matrix Coding* analysis indicate a clear improvement in students' early reading skills following family-based habituation. The most prominent change observed is an increase in students' reading courage. Before receiving intensive parental assistance, students tended to feel hesitant and lacked confidence when asked to read aloud in front of teachers or peers. However, after engaging in regular reading practice at home with family support, students gradually became more willing to read both at school and at home. This indicates that repeated reading practice helps reduce anxiety and fear associated with reading activities.

In addition, the study found a significant improvement in students' reading self-confidence. Parental support in the form of guidance, motivation, and appreciation for students' progress helped them develop greater belief in their own reading abilities. This confidence is reflected in their willingness to attempt longer texts and persistence when encountering difficult words. Consistent family support contributes to a more positive learning attitude and stronger academic self-efficacy in reading.

Another important development is the increase in students' reading initiative. Interview data show that students began to read voluntarily without constant instruction from parents or teachers. Reading, which was previously limited to school assignments, gradually evolved into a self-directed activity. This shift indicates that continuous habituation in the family environment helps internalize reading as part of students' daily learning habits.

The study also found improvements in reading fluency. Students who previously struggled with letter recognition, syllable blending, and word reading gradually demonstrated smoother reading performance. Regular reading practice at home contributed to vocabulary enrichment, improved pronunciation accuracy, and better understanding of letter-sound relationships. Although the level of progress varied among students, overall reading ability improved compared to their initial condition before habituation.

These findings can be explained through Bronfenbrenner's Ecological Systems Theory, which emphasizes that child development is strongly influenced by interactions within the immediate environment, particularly the microsystem, which includes family and school [32], [33]. In this study, the family served as the primary literacy environment that provided continuous stimulation through reading assistance, emotional encouragement, and supervision. Such interactions played a crucial role in enhancing students' early reading development.

The findings are also consistent with Family Literacy Theory, which highlights the importance of parental involvement in providing repeated and meaningful literacy experiences at home [27], [28]. Activities such as shared reading, guided practice, and interactive communication during reading sessions contributed to language development and literacy growth. The improvements in reading courage, confidence, initiative, and fluency reflect the positive impact of sustained family literacy practices.

Furthermore, the results support Bourdieu's Theory of Habitus, which explains that repeated social practices gradually become internalized dispositions [25]. Regular reading activities and consistent parental involvement helped students develop a literacy habitus, making reading a more natural and self-initiated behaviour. The emergence of independent

reading behaviour indicates that reading has begun to be internalized as part of students' everyday practices.

Overall, the study concludes that family-based habituation significantly contributes to the development of early reading skills among Grade VI students at SDN 1 Cijoro Lebak. Improvements in reading courage, self-confidence, initiative, and fluency demonstrate the crucial role of the family as the closest microsystem in supporting literacy development. These findings reinforce Ecological Systems Theory, Family Literacy Theory, and Bourdieu's Theory of Habitus, all of which emphasize the importance of consistent family engagement in shaping children's reading development and literacy behaviour.

4. CONCLUSION

This study concludes that family-based habituation plays a significant role in improving students' early reading skills. The findings show that consistent parental involvement in students' reading activities at home contributes to the development of reading courage, self-confidence, reading initiative, and reading fluency. Through repeated reading practices, students gradually shift from hesitant and dependent readers to more confident and independent learners. The habituation process is implemented through several key strategies, including structured study time, continuous parental supervision, provision of motivation and rewards, and restriction of excessive mobile phone use. These practices create a supportive literacy environment at home, allowing students to engage more frequently with reading activities and gradually internalize reading as a daily habit.

Furthermore, the results confirm that family involvement is a crucial factor in shaping students' literacy development. Supported by Ecological Systems Theory, Family Literacy Theory, and Bourdieu's Theory of Habitus, the study highlights that reading skills are not only influenced by individual ability but are strongly shaped by the quality of interaction within the family environment. Overall, family-based habituation contributes not only to the improvement of technical reading skills but also to the formation of positive learning behaviours. Therefore, strengthening parental involvement in early literacy activities is essential to support sustainable reading development among elementary school students.

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