



# THE IMPACT OF THE LACK OF LITERACY STIMULUS IN THE HOME ENVIRONMENT ON THE ACHIEVEMENT AND LEARNING OUTCOMES OF INDONESIAN LANGUAGE STUDENTS IN GRADE 1 SDN 1 SUKOHARJO

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## Abstract

This study aims to determine the impact of the lack of literacy stimulus in the home environment on the achievement and learning outcomes of Indonesian language students in grade 1 at SDN 1 Sukoharjo. Using a descriptive qualitative method, the research involved 16 students as subjects. Data collection was carried out through observation, interviews, and documentation at school, with analysis involving data reduction, data presentation, and conclusion verification techniques. The results showed that literacy activities at home were still classified as less than optimal, with only about 30% of students engaging in sufficient literacy practices at home. This lack of engagement significantly affected their Indonesian language learning achievement, which was categorized as moderate, with an average score of 70%. This situation highlights the importance of increasing literacy stimulation in the home environment to better support the success of students in learning Indonesian. A more supportive home literacy environment could potentially improve learning outcomes and overall academic achievement, fostering a love for reading and writing among students.

**Keywords:** literacy stimulus; learning outcomes; Indonesian language

## 1. Introduction

Early literacy stimulation is a crucial factor in children's language development and cognitive abilities (Lamadang et al., 2024). During the golden period of brain growth, which is between the ages of 0 to 8 years, children's brains experience very rapid development so that they are very responsive to various stimuli from the surrounding environment (Wati et al., 2024).

A home environment rich in literacy interactions, such as reading stories, discussing, and introducing language symbols, plays a major role in optimizing children's language development. When children receive adequate stimulation in the home environment, they not only learn new vocabulary, but also develop critical and analytical thinking skills that are very useful in the learning process in the future, especially in learning Indonesian at primary school (Almaghfiroh et al., 2024).

Early literacy stimulation is vital for children's language development and cognitive skills, particularly during the critical growth period from ages 0 to 8 (Lamadang et al., 2024). During this time, children's brains rapidly develop, making them highly responsive to environmental stimuli. Verbal interactions, such as listening, speaking, and reading, are essential for building language skills. A literacy-rich home environment, characterized by storytelling and discussions, significantly enhances children's language development, vocabulary acquisition, and critical thinking skills, which are crucial for future learning, especially in primary school (Almaghfiroh et al., 2024).

Literacy serves as a foundation for cognitive processes, including concept formation and critical thinking (Marta et al., 2024). Story listening exposes children to new vocabulary and helps them understand narrative structures, linking personal experiences

to new information (Dewi & Budiana, 2018). Engaging in discussions allows children to express opinions and ask questions, fostering critical and analytical thinking. Consistent literacy activities are essential for preparing children for formal education, where effective language use is necessary for success in various subjects and social interactions.

Routine literacy activities at home, such as reading storybooks and discussing content, are crucial for developing children's language skills. Storybook reading introduces vocabulary and narrative understanding, while discussions encourage opinion expression and critical thinking. Recognizing letters and words is a foundational step in learning to read and write, helping children grasp the structures of written language (Lestari, 2018). Verbal interactions between parents and children during these activities enhance vocabulary and grammar understanding (Syafnita et al., 2023).

Children who receive optimal literacy stimulation at home are better prepared for formal education, particularly in Indonesian language subjects that require strong reading and writing skills (Pattipeiluhu, 2024). Continuous literacy stimulation leads to smoother academic experiences, improved reading and writing abilities, and greater confidence in class participation, which is essential for developing social and communication skills (Nurwahyuni & Khadijah, 2025). Observations at SDN 1 Sukoharjo indicate that a lack of literacy stimulation at home negatively impacts students' Indonesian language learning outcomes. Children with insufficient literacy support struggle with reading and writing, hindering their classroom performance. Therefore, schools must collaborate with parents to address this literacy gap and enhance overall student achievement.

## 2. Results and Discussion

### 2.1. Result

**Table 1. Result Of Data Analysis**

Variables	Percentage	Category
Home Learning Activities	30%	Less Good
Indonesian Language Learning Outcomes	70%	Good

The table results show that literacy activities at home are still classified as less than optimal with a percentage of around 30%. This means that only a small proportion of students receive adequate literacy stimulation in their home environment. This condition has a direct effect on students' Indonesian learning achievement, which although in the moderate category with an average score of around 70%, has not yet reached an optimal level. The lack of literacy stimulation at home causes children to be less accustomed to reading, writing and discussing activities that are very important for the development of their language skills. As a result, although their learning achievements are still quite good, there is untapped potential that can affect their language abilities and overall academic skills.

### 2.2. Discussion

This study indicates that low literacy activities at home contribute significantly to students' difficulties in mastering basic language skills. Research by Hidayati (2019) found that children who receive good literacy stimulation at home tend to have better reading and writing skills compared to those who do not receive adequate support. This finding aligns with the theory that a home environment rich in literacy activities can enhance children's language skills (Sari, 2020). Furthermore, minimal verbal interaction at home negatively impacts students' communication skills, as they are not accustomed to expressing opinions or asking questions. Rahmawati (2021) confirms that children engaged in active discussions at home develop better critical and analytical thinking

skills, highlighting the importance of fostering an atmosphere that supports positive verbal interactions.

This study highlights that low literacy activities at home significantly hinder students' mastery of basic language skills. Research by Hidayati (2019) indicates that children receiving adequate literacy stimulation at home demonstrate better reading and writing skills. Additionally, minimal verbal interaction at home negatively affects communication skills, as children are not accustomed to expressing opinions or asking questions. Rahmawati (2021) emphasizes that active discussions at home foster critical and analytical thinking skills, underscoring the need for a supportive verbal environment.

Limited access to appropriate reading materials further impacts literacy development, with many students lacking diverse and engaging books at home. Hidayati (2019) notes that the availability of books positively influences children's reading interest. Although students at SDN 1 Sukoharjo achieve an average score of 70% in Indonesian, there remains untapped potential for improvement. Therefore, schools must collaborate with parents to raise awareness about the importance of literacy stimulation, including training programs to support children's literacy development.

The lack of literacy stimulus at home significantly affects students' academic performance, necessitating strategic efforts to enhance literacy stimulation in the home environment. Collaborative initiatives between schools and families are essential to create a supportive atmosphere for children's literacy growth. Effective literacy stimuli include regular story reading, which enriches vocabulary and understanding of language patterns (Lestari, 2021), and discussions that encourage critical thinking and verbal communication.

Providing a diverse range of age-appropriate books and educational tools is crucial for fostering literacy at home. Access to colorful books promotes independent reading, while activities like writing and educational games enhance literacy skills and fine motor abilities (Prasetyo, 2018). A rich literacy environment, supported by parental involvement, is vital for optimizing children's motivation and skills, highlighting the need for national education policies to prioritize parental education.

Engaging in literacy activities helps children develop language structures and expand their vocabulary, improving their reading and writing skills. Observations at SDN 1 Sukoharjo reveal a significant lack of literacy stimulus for many grade 1 students, with parental busyness and limited awareness of literacy's importance contributing to this issue. Many parents do not allocate sufficient time for literacy activities, and some children receive inadequate support from caregivers.

Addressing these challenges requires collaboration between schools and parents to implement effective strategies for enhancing literacy stimulation at home. Insufficient exposure to literacy hampers communication and social interaction skills, which are essential for classroom participation. Educators must actively provide resources and activities that stimulate reading interest and verbal interaction, enhancing their roles as literacy motivators.

Teachers play a critical role in creating engaging learning experiences, especially when home literacy stimulus is minimal. Professional training on effective literacy approaches is essential for teachers to enhance their roles as facilitators. Schools can also establish reading corners with diverse book collections to encourage independent reading. An integrated approach involving parents, teachers, and schools is crucial for increasing literacy stimulus and improving students' Indonesian learning outcomes.

### **3. Conclusion**

This study demonstrates that literacy stimulation in the home environment significantly impacts grade 1 students' Indonesian learning achievement at SDN 1 Sukoharjo. Observations revealed that only 30% of students received adequate literacy

stimulation at home, contributing to their difficulties in reading and writing. Despite an average Indonesian learning score of 70%, there remains untapped potential that could enhance their overall language abilities and academic skills.

Key factors contributing to the lack of literacy stimulus at home include parental busyness, limited awareness of literacy's importance, and restricted access to reading materials. Thus, the involvement of parents and families is crucial in fostering an environment conducive to children's literacy development. Recommended strategies include raising parental awareness, allocating time for literacy activities, and promoting collaboration between schools and families.

Schools also play a vital role in supporting literacy by providing engaging learning activities, establishing reading corners, and involving parents in literacy programs. An integrated approach that includes parents, teachers, and schools is essential for improving literacy stimulation, better preparing students for academic challenges, and developing the language skills necessary for future success. This collaborative effort ensures that every child has an equal opportunity to thrive in their literacy abilities.

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