

FAMILY LITERACY CULTURE FOR EARLY CHILDHOOD

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Abstract. The formation of habits in the process of language and reading and writing in early childhood is a process that involves various components in the child's environment and the closest environment for early childhood is the family. Basic language skills which include listening, listening, speaking to convey messages, reading and writing must be adjusted to the stages and tasks of child development because each period that children go through has a different standard measure of achievement levels to then become the basis for children in developing literacy at the next stages and levels of education. . The family plays an important role in this process because parents are the child's first environment in daily socialization so that the child is then able to mingle with the outside world. Families are expected to be able to condition children who are born to cultivate literacy from an early age and continue into adulthood. This research uses descriptive qualitative method. The purpose of this study is how big is the role of parents and what is done in the process of early childhood literacy. The results of the study show that the involvement of parents and families in instilling a culture of literacy for early childhood is very important and as often as possible parents provide positive examples as the main shapers of children's character.

Keywords: Culture, literacy, family

INTRODUCTION

In Latin, literacy is written *litteratus* which means people who learn. As for in English the word literacy is written *literacy* which means the ability to read and write so then from the various meanings of the word above, the word literacy can be defined as a combination of the ability to carry out activities of reading, writing, speaking or verbal communication which includes the ability to see, explore , and utilize various symbols in the context of visual, editorial and print media (Suyanto, 2005). UNESCO as the United Nations Educational, Scientific and Cultural Organization defines the word literacy as a set of real cognitive skills in reading and writing regardless of the context in which, what and how these skills were acquired by an individual.

Early childhood as the next generation must be prepared with provisions that are as dense as possible and as optimal as possible so that their potential and talents can develop optimally and be efficient so that they eventually grow into superior individuals in terms of resources. Education and potential development for anyone is a fundamental basic right and will have a big effect when a child becomes an adult. All forms of habituation and culture carried out by children in everyday life at home with family, at school with teachers and friends as well as in the community when they mingle to socialize determine what children will learn and understand.

The home environment which consists of both parents and siblings as well as other family members can be a means of learning for children in carrying out literacy activities. Child membership in the family which includes attachment, care and control. Interest in terms of physical and spiritual relationship between parents and children obtained through the process of marriage, conception and childbirth. Parenting encourages physical growth and mental development with certain patterns so as to shape the child's socio-emotional aspects. Control is defined as the process of raising children from negative influences that are carried out from the

time the child is in the womb to adulthood or until the child can lead an independent life. The habit of parents in introducing reading books to children from an early age and often inviting children to communicate just solving light problems together is also a good thing that can be implemented by families. All kinds of rules that might have been implemented in a democratic family are certainly the result of discussions between family members. Parents avoid the types of rules that make children forced to do regardless of the role of parents who are the main role models for the child in behaving and other habits that children can then imitate. In a phase that is growing quite rapidly, early childhood must receive facilities with sincere love and affection. Besides the child will grow up happily, he will also become a morally moral child, which is the child's greatest capital in finding comfort during learning activities. As stated in Law No. 2 of 1989 Chapter IV Article 10 paragraph 4 states that family education is part of the out-of-school education pathway which is carried out in the family and which provides religious beliefs, cultural values, moral values and skills.

Home, family, school and the environment around children are the main pillars of education for early childhood. As the institutions that are closest to the child, home and family are very influential in the process of growth and development because home and family are the initial environments that children are familiar with since they are born and in that area children also have more time for intense interaction processes. Legislation also regulates the obligation of parents to provide good services to children. The form of assistance that can be done by parents and the community in instilling a culture of literacy can be done through examples of reading activities that are often carried out by both parents when they are at home. provision and selection of good books and a comfortable home environment for children to do reading activities. Books as one of the important media that can improve children's abilities in language, imagination, creativity and intellectual knowledge must be utilized optimally with certain criteria that have been agreed upon by experts in terms of content, images, colors and types of writing or words. Parental intervention in determining the direction of educational policies and cultures for their children will lead to major cognitive achievements. Mother's father is the main role model for a child who is used as a reference by every child in all his actions. Feeling safe and comfortable both physically and psychologically, affection,

The main purpose of this research is to find out how far the influence of the family is in implementing literacy habits in early childhood in patterns of parenting, maintenance and interaction in the family so that eventually it becomes a culture carried out by children in the family without any coercion and intimidation from any party. Children feel comfortable and tend to claim that reading is a staple food for them so that there are children who are lacking if at one time there is a period where they cannot find books to read and enjoy the contents.

The results of previous research on family literacy culture have been carried out in various models and goals to be achieved. Ixnatius Nugroho Adhi Santosos and Wiwid Noor Rakhmad (2020) conducted research on parental supervision and family digital literacy through dialogue and mediation with their children which produced information that showed positive results in the research problem statement that the author was concerned about. Susilowati in her research entitled the role of parents in early literacy found that parents play a very important role in the literacy process of early childhood because parents are the child's closest social environment that influences strengthening children's language learning.

RESEARCH METHOD

This research is a qualitative research using a phenomenological approach. Determination of research subjects based on sampling techniques with certain considerations on the grounds that these techniques are appropriate because samples and data sources are taken from sources who know best about what researchers expect, are honest, comply with regulations, are active and responsive and understand the research topic and without a minimum sample limit (Sugiyono, 2016). The data collection method was used by means of observation and in-depth interviews with research subjects, namely two families with almost similar habits. Data analysis used the discourse analysis method by examining speech, language, writing and conversation as well as narrative analysis as a collection of descriptions of events and phenomena that occurred during the observation and interview processes.

Sources of data used in this study come from primary and secondary data. Primary becomes the main research subject obtained through observation of the main subject, namely the head of the family as a manager and directly to the field who will describe the phenomena obtained in the form of words so that later conclusions can be obtained that converge to one important point that is in accordance with the subject matter. Observation results are recorded systemically on every symptom that appears on the object of research. Interviews were carried out with related correspondents such as with other family members which were carried out face to face by preparing in advance structured question material according to the needs of the answers you want to know Documentation as part of the process of collecting data traces in the form of photos, videos and recording important thing. The secondary data was obtained from previous writings that said the same material to support the validity of the strength of primary data through printed media materials such as journals, books, theses, papers, bulletins and other types of writing that are relevant to the topic being researched.

RESULT AND ANALYSIS

1.1 Literacy Description

Literacy or reading can be interpreted as an activity of looking at reading writing and the process of understanding text aloud or inwardly as an effort to express an imagination of reading to be understood and understood as written messages or information conveyed as a means of acquiring new knowledge (Wikipedia). Reading skills play an important role in written communication activities because not everyone can understand written language easily so that it matches what the author's message is about. Reading activity can be a basic need to obtain the most recent information generally obtained from newspapers and newspapers, gain knowledge from books and scientific works, obtain entertainment from comics, short stories and story books. Reading as an activity that converts visual media into sound symbols will become a learning experience when you are just entering the early stages of reading activities that are more concerned with understanding the pronunciation of letters, not the meaning of reading information. The decoding process can also be done when someone is doing reading activities, namely by combining a series of letters into certain sounds that can be understood as information.

According to Grellet (1989) techniques in reading can be divided into two types, namely intensive and extensive reading. Intensive reading is a reading activity that is carried out carefully and critically, in order to obtain an understanding of the reading text precisely and accurately by having the ability to recognize written symbols of a language, understand written information, understand the relationships between sentences in paragraphs and between paragraphs in reading , able to read quickly to get an overview of the contents of the reading and find specific information and able to change the presentation of exposure to other creative formats (diagrams, tables, graphs). This reading activity is also often identified with reading techniques for learning because it involves cognitive activity in its structure. To be able to carry out intensive reading activities, readers must first develop procedures regarding self-readiness to read, accommodate the needs or information they want to obtain, study the results of the reading in its entirety and then control the reading results by adjusting the purpose of reading at the beginning. Extensive reading activities are more aimed at reading comprehensively with a wider range of reading material to obtain as much information as possible as a means of expanding information to foster interest and reading habits which are seen as spiritual needs that must be met (Yeti Mulyani, et al, 2010). study the results of the reading as a whole and then control the reading results by adjusting the purpose of reading at the beginning.

To be able to assess reading required critical reading skills. Critical reading is a wise, considerate, in-depth, evaluative and analytical reading activity and not looking for faults with the author. Thinking and being critical of reading material is characterized by the ability to interpret, analyze, organize, evaluate, and apply concepts critically. Of course, this is only done by people with more ability in terms of knowledge about the fields of science presented in the reading material and a sufficiently strong memory as a result of efforts to understand the relationship between facts in the reading, outside the reading and with the reader's personal experience. We often hear comments from people around us about what is written in the mass media, print and electronics deals with current issues as a result of readers' analysis of the material available to them. In dealing with this

abundant source of information, readers are expected to be able to carry out selection activities that are in accordance with the field of knowledge they want to obtain so that the information obtained is right on target and does not misunderstand the content.

Speaking or verbal communication activities are also part of literacy activities. As a process of changing the form of thoughts and feelings into a form of speech, speaking is also functioned to express the feeling that someone is experiencing through intonation of pronunciation and choice of words. To be able to speak well, it must involve the collaboration of vocal organs in harmony combined with the involvement of the mental aspect. Speaking must pay attention to space and time so that the conversation has a clear meaning and purpose and produces a product in the form of a unit of ideas and ideas between people involved in the conversation. In various contexts, speaking can be done anywhere and anytime without the need for prior preparation. Two-way between speakers and listeners contribute to convey and receive information. In non-formal situations, grammatically, it will feel more relaxed and free, but this speaking activity does not just go away from rules and norms both contextually and situationally. When a speaker is going to convey something verbally to another person, he must first consider understanding the context so that the listener can clearly understand what is being conveyed regarding physical, psychological and time aspects.

1.2 Early Childhood Literacy

Early childhood in literacy activities is more to make as a tool to produce vitamin intake which functions to nourish the mind. The more children get a lot of nutritious reading, the healthier the pattern of children's thought development will be. The phenomenon of technological development that is starting to be child-friendly in the sense that children can easily access it is a big challenge for parents and educators to be able to carry out strict selection for them so that they don't necessarily only use gadget media for the benefit of playing but also have positive activities where Children gain knowledge by reading information in existing media.

Books as the most effective media in reading activities must be used optimally to help develop children's potential, of course by paying attention to the various requirements set together as signs so that the information obtained is effective. Books will be a medium that has great benefits for children if the book meets the criteria as a book that is appropriate for children to read according to their age range. Interesting material, in accordance with the conditions and environment experienced by children, appropriate colors and pictures, and writing that is not too long, language that is easy to understand, equips children with good moral values, is able to help children develop their imagination and insight. For readers under five years of age, the criteria for the reading book chosen must pay attention to the level of comparison between pictures and writing, which is more dominant in the form of larger and clearer pictures, while the writing is only a brief description of the picture. In addition, efforts are also made to select books using covers and paper on the contents of each page that are thick with non-pointed edges so that they are not easily torn. how to flip through pages that are rough, fighting each other so that there is a tug of war with friends, crushed, wet and folded.

Early childhood needs a correct understanding that books are a special medium, they must be treated as well as possible, like other learning and playing tools. This will instill confidence in the child that paper with writing is knowledge that must be maintained because what is in it gives a feeling of happiness and new knowledge. Although most of the children aged up to 5 years cannot understand reading as information that is analyzed by the children themselves, at least they can get new vocabulary with the help of the teacher in reading the books chosen by the children. It is undeniable that reading aloud can increase children's intelligence both as information on receptive activities through the voice of the teacher and active reading activities carried out by the children themselves.

In developing literacy activities it begins with the fantasy stage (Magical Stage); that is, children only use books as a medium for pretending to follow the habits of their parents without knowing what the function of the book is. They just flip through the pages of the book and pay attention only to what interests them. The next stage is the formation of self-concept stage, in which the child begins to engage in reading activities by pretending to enjoy the contents of the reading and the next stage is interpreting or reading pictures (Bridging Reading Stage) in the book. At this stage the child is not yet said to be able to read in writing but they interpret pictures in their own

language. At the reading introduction stage (Take OFF Reader Stage) children begin to be interested in the types of reading and the signs in the environment. And in the final stage, the child will be in the position of reading fluently (Independent Reader Stage), which will allow the child to start being able to read books of various types.

1.3 Family Literacy Culture

Parents consisting of fathers and mothers become caregivers and caregivers of children from the time they start the ovulation process until they become adults who can live independently. Early childhood dependence on parents can be said to be very dominant so that parental intervention greatly influences the pattern of growth and development. Personal interactions as experiences that children go through with their parents during the process of growth and development, a safe and comfortable physical home environment, an atmosphere full of affection and motivation are important points that children must receive while in the family environment. The involvement of parents as the child's first and foremost teacher is really able to make children very influenced in learning, maintenance and generalization activities. Learning occurs in the family environment as a daily routine with the most intensity of any space. Behaviors that may be learned by early childhood in relation to each member of the family as well as their direct observations of things that are usually done by parents become role models which are then imitated by children in their daily activities (Roopnaire & Johnson, 2015)

Every parent certainly expects good results from the process of caring for their children and tries to implement good programs in doing so. Working parents may get less time together with their children, but it will be more meaningful if the little time is used for things that are valuable between children and parents. Togetherness is the right time for children to do exemplary activities from their parents. Families must provide comfort, safety and coolness for children so that the basic interests and talents possessed by children from birth as well as during the learning process in the environment can develop properly as well as children's interest in reading or literacy activities. It is very important to introduce literacy from an early age so that from an early age children can love books as part of their growth and development process. Habituation in the family is an important factor that determines the cultural behavior that will be carried out by children in everyday life.

Literacy culture in the family is implemented voluntarily and is an intimate need for every family member so that it will be felt less if one day they do not find reading material to study. The habit of literacy begins when the child is still in the womb, namely with parents actively reading aloud verses in the religious scriptures they adhere to, various interesting stories that stimulate the parents' hearts to be happy so that then they directly affect the baby in the womb as evidenced by the movement -active movement. Until finally the child is born into the world, the parents apply a culture of literacy through having educational pictures affixed to the bedroom walls as well as motifs or patterns on the clothes containing educational elements.

The social process of children continues to develop as they get older and the wider the environment for children to play. The culture that has been instilled by the family from home is likely to continue to be a child's handle in their association. As previously stated, the more often children read, the more often knowledge will be obtained by children and this will certainly be a superior value for a child when he competes in achieving achievements at school. The ways in which families apply a culture of literacy from an early age to their children include introducing books to their children from the time they are in the womb, meaning that expectant mothers often read books either for entertainment or in search of knowledge, often read fairy tales or picture story books, giving gifts of books when children have birthdays or when there are certain achievements, displaying books in attractive shelves, neatly arranged and easy for children to reach and parents always package reading as a fun activity. This is of course also determined by the level of the family's economic level and how important the family views literacy activities in the family, especially for those who have early childhood. The ways in which families apply a culture of literacy from an early age to their children include introducing books to their children from the time they are in the womb, meaning that expectant mothers often read books either for entertainment or in search of knowledge, often read fairy tales or picture story books, giving gifts of books when children have birthdays or when there are certain achievements, displaying books in attractive arrays, neatly arranged and easy for children to reach and parents always package

reading as a fun activity. This is of course also determined by the level of the family's economic level and how important the family considers literacy activities in the family, especially for those who have early childhood.

CONCLUSION

Reading or literacy activities as a step to get information must be accustomed to since the child is still at an early age. In all processes and objectives, literacy culture in the family will greatly support the development of children's knowledge so that they can grow and develop according to the current progress of the times without ignoring other family cultures as local wisdom that children must uphold and with regard to the increasingly incessant influence of gadgets for children. Parents have a major role in growing children's interest in reading. The habits that parents do will be imitated by their children, who will instill the same habits in their children. Early childhood in developing reading skills and then making reading activities a fun routine or even an activity that cannot be abandoned begins with various habits that are exemplified by the family. Setting up a conducive and interesting reading environment is also a determining factor for children to feel at home in the reading corner for long. The ways that are carried out by the family certainly vary according to the needs and level of the family's economic ability.

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