

THE FAMILY LITERACY MOVEMENT IN STRENGTHENING EARLY CHILDREN'S BASIC LITERACY

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Abstract. As the first educational institution for children, the family becomes a place for learning for children. The character, intelligence, and development of children are formed and built from the family. The purpose of this study is to describe and analyze the process of literacy movement in the family in order to strengthen children's basic literacy skills. This type of research is field research using descriptive qualitative methods. Where the data obtained through interviews, observation, and documentation. The data analysis used is using reduction techniques, data presentation, verification and drawing conclusions. The results of this study indicate that the family literacy movement carried out by parents at home in order to strengthen early childhood basic literacy is carried out by providing reading materials for children (storybooks, magazines, comics), story time, provision of study time, provision of media playing and learning for children, parents become role models and collaboration between the community and the school. The family literacy movement has major implications for children's development, especially in terms of cognitive and affective development where children with high literacy levels excel more in school and have self-confidence and are good at socializing.

Keywords: literacy movement, family, basic literacy, early childhood.

INTRODUCTION

From PISA (*Program for International Student Assessment*) data released by *the Organization for Economic Co-operation and Development* (OECD) in 2019, it shows that Indonesia's literacy culture ranks 62 out of 70 countries, this was conveyed by the expert staff of the Minister of Home Affairs (Mendagri) , Suhajar Diantoro at the 2021 national coordination meeting on libraries. In other words, the literacy level of Indonesia is in the bottom 10 countries with low literacy levels((Minasari, 2021). This problem does not only concern one or two people, one party cannot be blamed either. This problem is a common problem and must be handled by all parties, you cannot just rely on one or two parties, the alleviation of this problem must be carried out jointly by all parties.

The origin of the word literacy is *literatorus* which means people who learn. Whereas in English *literacy* is defined as a person's ability to read and write. And the notion of literacy is growing from time to time. Literacy not only related to reading and writing but also including arithmetic abilities, as well as communication (Suyanto, 2005). Fisher also argues that literacy is a person's ability to read, think, and write (Fisher, 2000). Where this ability occurs when someone thinks and then actualized in a piece of writing. From this, literacy can be understood as an activity of understanding information conveyed through written language symbols, which are then expressed through ideas and set forth in written language symbols. Through reading activities a person collects a lot of information and knowledge (Saryono, 2018). The ability to absorb and process a

lot of information is one of the initial capital in initial literacy, from here reading then becomes the starting point of everyone's basic literacy (Heru Kurniawan, 2018).

Basic literacy as the initial foundation for further literacy formation can be introduced to children from an early age by parents. The introduction of literacy in children can be said to be early literacy. Early literacy is the formation of literacy character in early childhood with the aim of developing all of the child's language development. The introduction of literacy to children from an early age has various benefits, including increasing vocabulary, increasing the ability to understand and absorb information, improving thinking skills, improving verbal language skills and many more. The development and strengthening of early literacy has an important role in efforts to overcome current literacy problems. Strengthening literacy cannot be done only by one party, strengthening literacy needs to be done together. Strengthening literacy in early childhood can be done by parents or families and also by teachers or the school. The reason is that these two institutions are centers in the process of child development (Inten, 2017).

The family is the central institution for early childhood education. This is because the family is the first educational institution and parents are the first and foremost teachers for children, because parents are the first people who have direct contact with children. Parents also take care of growth and development and all the needs of children. The family can also be said to be a place or place for education, parenting, socialization and a place for children to grow and develop, besides that the family is also part of community life (Hasbi, 2012). The family has a very important role in child development, one of which is the educational role (Ferianti, 2020). Attitudes, behaviors and habits carried out by both parents are models of education for children. for example, when parents like to read books, newspapers or anything at home, their children will imitate this habit. Likewise in the context of strengthening literacy, the development of early childhood literacy is greatly influenced by both parents as educators when the child is at home. Parents can be reinforcing in the process of developing children's literacy at home by continuing or supporting literacy development activities carried out at school (Watson, 2014) (Dexter, 2014).

The role of parents in strengthening early childhood literacy can be done through four things. According to Stephen R. Covey (in Syamsu Yusuf LN.2014: 147) *first*, parents become models for children, because children's habits are formed from what they see in daily life. -children's day. *Both* parents can establish a positive relationship with the child, by providing protection, affection and attention. *All three* parents can organize activities carried out by children. *The four* parents as teachers for their children. The role of parents as teachers is a big responsibility in building children's character (Samsul Yusuf, 2014).

Research conducted by Woro Wuryani and Via Nugraha regarding Family Education in Strengthening Basic Literacy in Children shows that parental involvement in literacy always has the motivation that parents must instill in their children without feeling bored. Another involvement is by doing reading activities together or telling stories to their children. This activity must be done regularly and with variety. Provision of reading materials and also availability of facilities and infrastructure for reading and studying together (Wuryani, 2021). Research conducted by Yuvita Rachmi, Sigit Wibowo, Masitowati Gatot regarding the Implementation of the Family Literacy Movement in Improving Early Childhood Literacy Competence shows that the Family Literacy Movement is in improving early childhood literacy competence in Early Childhood Education-Based PAUD Islamic Aqidah Rumah Cendekia. 1) Implementation of the family literacy movement by structuring, using and utilizing reading corner facilities, libraries to support implementation. 2) Teachers, parents, and students have participated in socialization of the family literacy movement (have an understanding of the technical implementation and implementation), 3) Have teachers with achievements in the field of literacy who are qualified, 4) The work flow of implementing the family literacy movement (Yuvita Rachmi, 2022).

Research conducted by Nurdini Ferianti and Irna regarding the Development of Family Literacy Strategies to Increase Early Childhood Reading Interest shows that 1) parenting is about fostering interest in reading AUD and reading techniques to children, 2) parents read books at home, 3) parents reading books at PAUD units, 4) home visits, 5) setting up reading corners at home and at school, 6) visiting libraries, 7) visiting book fairs, 8) buying books at bookstores, 9) publishing activities in the WA group schools, 10) evaluate activities (Ferianti, 2020). From previous research it is known that the family literacy movement and strategies in efforts to increase children's literacy have been carried out a lot, but in this study the researchers focused on building children's

basic literacy, where real children already have literacy skills and then the family has a role in strengthening early childhood literacy skills.

RESEARCH METHOD

This research is a field research, using a qualitative descriptive approach, in which the researcher will describe and explain the findings in the field in narrative form (Lexy J Moleong, 2016). In this study, the researchers presented data obtained directly from the parents and guardians of the Wadas Kelir PAUD children. In collecting data, researchers used direct interview techniques, it was intended that researchers get accurate information, observation and documentation. As for analyzing the data, researchers used the Miles and Huberman technique, which started with data reduction, data presentation and data verification (Miles, 2014).

RESULT AND ANALYSIS

As a container or institution that oversees the child's growth and development process, the family is the closest and most intimate part of the child. The formation of character, personality, intelligence, life skills and so on is formed from the first environment, namely the family. The family is the central point for children, where the family is a place of shelter, learning and affection. Parents are not only tasked with meeting the physical needs of the child, but parents must also be able to meet the spiritual needs of a child, one of which is fulfilling the child's curiosity. One form of fulfilling children's curiosity is by fulfilling children's basic literacy needs, fulfilling this literacy can be done by doing literacy movements at home. From the results of research conducted by researchers it is known that the sports literacy movement carried out by parents in the context of strengthening basic literacy in early childhood is:

1.1 Provision of reading materials for children

One of the efforts made by parents in order to facilitate curiosity as well as support the development of children's basic literacy, what is done by the teacher is to provide various reading books for children, reading books in the form of comics, fairy tale books, children's stories and children's magazines. The availability of reading books for children at home also makes children accustomed to reading or just opening and closing books, or looking at pictures, but on the other hand these simple things also stimulate a child's love for reading. The availability of reading books at home is obtained by parents from schools and private collections. In addition, the availability of these reading books is also a collaborative program between families and schools, where schools provide book lending facilities for children, and parents are tasked with reading them at home.

1.2 Story time

Storytelling activities have several benefits for children, such as enriching vocabulary, improving sentences and training children's courage in communicating. Storytelling can improve aspects of children's religious and moral values (Fauziddin, 2018), and increase children's vocabulary (Andriyani, 2018). This is in accordance with the research conducted (Darmila, 2018). By inviting children to listen to stories, it contributes to the child's ability to speak. Furthermore, in the education and development journal written by Agam about improving children's language through role playing in kindergarten, the results of the research provide information that children's language development has not progressed (Agam, 2012). These are two contradictory things, considering the importance of the benefits of storytelling for children's language skills. While Anggraeni et al. found that storytelling methods using hand puppets and big books have a role in improving speaking skills in children aged 7-8 years (Anggraeni, 2019).

According to Prof. Dr. Tampubolon "Telling stories to children plays an important role not only in fostering interest and reading habits, but also in developing children's language and minds", thus, the purpose of the storytelling method is: (a) Providing information or instilling social, moral and religious values, provision of information about the physical environment and social environment. Children are able to listen carefully to what is conveyed by others. (b) Children can ask questions if they don't understand. (c) Children can answer questions. (d) Children can tell and express what

they hear and tell, so that the wisdom from the contents of the story can be understood and gradually listened to, paid attention to, implemented and told to others (Aryani, 2020).

The objectives of storytelling as a kindergarten learning program are as follows: (a) Developing basic skills for the development of creativity, in the sense of making children creative, namely fluent, flexible, and original in speaking, thinking, and exercising hands and exercising the body as training fine motor or gross motor. (b) Development of basic skills in language development so that students are able to communicate verbally with the environment.

Storytelling activities between parents and children at home are one of the collaborative programs between families and schools. Where parents are in charge of reading story books to children. The main purpose of this activity is to instill a sense of liking and love for reading in children from an early age. Reading activities are carried out by parents and children in the afternoon or evening, apart from being a time to tell stories this activity also has a positive impact, namely the occurrence of interaction and attachment between children and parents, on the other hand aspects of children's language and cognitive development also increase, this can be seen from the child's ability to understand the contents of the story, and the ability to recognize and read letters.

1.3 Provision of study time

Providing study time is providing special time for children to repeat lessons or study independently at home, where at this time the child is focused on books and keeps children away from gadgets and television. The provision of study time by parents is carried out at night with varying durations starting from 30 minutes to 60 minutes and some are according to the wishes of the child. Provision of study time is one of the important programs for children, because with this time children will be more focused on learning, of course this program must be fully supported by the family in a way that parents also don't play gadgets or watch television. Children's learning activities are actually not only focused on children doing assignments from school, but other activities that are educational and fun for children, such as reading books, playing counting, telling stories and so on.

1.4 Provision of playing and learning media for children

According to Khadijah, the media is anything that can be used to channel messages from the sender of the message to the recipient of the message so that it can stimulate the thoughts, feelings, concerns and interests and attention of early childhood in such a way that the learning process occurs (Khadijah, 2016). Meanwhile, according to Dhine media is derived from the plural word medium, which means intermediary. In addition, the media is also interpreted as something that is located in the middle. The point here is an intermediary that connects all parties who need a relationship to occur, and distinguishes between communication media and communication aids (Dhine, 2007, Dewi, 2021). Meanwhile, according to the association for education and communication technology (AECT) media is defined as any form that is used for a process of distributing information. The Education Association (NEA) defines media as objects that can be manipulated, seen, heard, read and discussed along with the instruments used both in teaching and learning activities that can affect the effectiveness of instructional programs (Puspitasari, 2022). Media is an intermediary or messenger from the sender of the message to the recipient of the message so that it can stimulate the thoughts, feelings and attention of students to achieve educational goals.

Play and learning media provided by parents for their children at home is a play media as well as a medium for children's learning. As for the playing and learning media provided by parents for their children, such as puzzles, disassembly play tools, picture and paste media and so on. Media provided at home by parents aims to keep children from getting bored, children can play with the theme, and can hone children's creativity.

1.5 Parents become role models

An article written by Stephens states that parents are the powerful role models for their children. "The apple doesn't fall far from the tree." "Father like son." "He lives on behalf of the family." Children in general tend to grow up just like their parents (Stephens, 2007). Parents who abuse drugs or alcohol are more likely to find their future children doing the same. Parents with good

self-esteem tend to raise children with better self-esteem. Parents who are successful in education tend to have children who meet and even surpass their parents' achievements. This is in line with Rita's research (2013) which shows that parents, especially fathers, influence adolescent smoking habits (Hutapea, 2017). Not only that, a child will become a better reader when their parents often read at home (Wulandari, 2017).

From the role of parents, preschoolers have very fast learning abilities. Children learn from how adults treat them. If parents get used to healthy behaviors from an early age, then children will get used to these healthy behaviors. For example, parents accustom their children to wash their hands before eat, then the habit will persist until the next stage of development. Children also learn from what they see, hear and experience about an event. Children learn through observing an activity carried out by parents. The behavior that children do is imitating behavior because parents indirectly become models to be imitated.

As a teacher at home for children, parents have a big responsibility for their children's education, including at home. From the results of the interviews it was found that the things parents do as role models for children at home are; parents set an example for children when teaching children to read or learn in a way, parents read books, don't play gadgets or watch television, this will also make children more manageable when told to study, because parents have set an example.

1.6 Collaboration between community and school

The relationship between the school and the community is essentially a suggestion that plays a very important role in fostering and developing the personal growth of students at school. In this case, the school as a social system is an integral part of a larger social system, namely society. Schools and communities have a very close relationship in achieving school or educational goals effectively and efficiently. Schools must also support the achievement of goals or meet community needs, especially educational needs. Therefore, schools are obliged to provide information about the goals, programs, needs, and conditions of society. Conversely, schools must also know clearly what the needs, expectations and demands of the community are, especially towards school. In other words, between schools and the community a harmonious relationship must be fostered.

The essence of the school's relationship with the community is to increase involvement, concern, ownership, and support from the community, especially moral and financial support. In a real sense, the relationship between school and society has been decentralized a long time ago. Therefore, almost the same as student services, what is needed is an increase in the intensity and extension of school and community relations (Rohiat, 2012).

Community participation is needed in efforts to improve the quality of education in schools. Community participation is not only in the form of financial support or physical donations, but can be much more than that. Community support for improving the quality of school education involves the participation of community leaders and religious leaders. Their participation in school management should be carried out intensely and continuously by paying attention to school openness to foster a sense of community ownership and responsibility in improving school quality. The role of the community and schools in strengthening early childhood basic literacy is that the community provides literacy activities for children such as literacy schools and educational play activities, besides that the community also provides a place to borrow reading books in the form of community reading gardens. Meanwhile, schools apart from lending infrastructure to support literacy activities at school and at home, schools also create literacy programs for parents and children while at home, so that there is synergy in building and strengthening a culture of early childhood literacy while at home. As a container or institution that oversees the child's growth and development process, the family is the closest and most intimate part of the child. The formation of character, personality, intelligence, life skills and so on is formed from the first environment, namely the family. The family is the central point for children, where the family is a place of shelter, learning and affection. Parents are not only tasked with meeting the physical needs of the child, but parents must also be able to meet the spiritual needs of a child, one of which is fulfilling the child's curiosity. One form of fulfilling children's curiosity is by fulfilling children's basic literacy needs, fulfilling this literacy can be done by doing literacy movements at home. From the results of research conducted by researchers it is known that the sports literacy movement carried out by parents in the context of strengthening basic literacy in early childhood is:

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CONCLUSION

From the research conducted, it was found that there were five programs carried out by parents in the context of strengthening basic literacy in early childhood in the family, however these were: provision of reading materials for children (storybooks, magazines, comics), story time, provision of study time, provision of play and learning media for children, parents become role models and collaboration between the community and schools. The family literacy movement has major implications for children's development, especially in terms of cognitive and affective development where children with high literacy levels excel more in school and have self-confidence and are good at socializing. Family literacy activities can run well because there is good cooperation between families, schools, and the community.

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