



The Effect of Family Literacy Program Towards Improving of Parental Involvement in Early Childhood Education

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Abstract

The aims of the research are to raise parents's awareness and improve their participation at school and home, then to empower children's character, and develop children's academic attainments. The research used correlational method. The samples of the reseach are parents from private early childhood education school of Darul Ilmi Murni Deli Serdang. The findings: 1. Family literacy programs applied by parents are effectively increased parental involvement neither at schools nor at home, 2. The Correlation Coefficient value is known to be 0.913 greater than r (table) 0.349 meaning that there is a significant correlation between the family literacy program and improvement family involvement at school. The Family Literacy Program and the Improvement of Family Involvement at school are classified as near perfect because they are in the > 0.91 range. These meant there is a significant between family literacy programs and the increasing of parental involvement

Keywords:
Parental involvement;
Family literacy;
North Sumatera 3.

Abstrak

Tujuan penelitian: 1) untuk meningkatkan kesadaran dan partisipasi orangtua di sekolah dan rumah; 2) memperkuat karakter anak; 3) mengembangkan capaian prestasi anak. Penelitian ini menggunakan metode korelasional. Sampel penelitian yakni orang tua TK Swasta Plus Darul Ilmi Murni. Temuan penelitian yakni: 1) penerapan program literasi keluarga efektif meningkatkan pelibatan keluarga baik sekolah maupun di rumah; 2) Nilai Koefisien Korelasi yakni 0.913 lebih besar dari r (tabel) 0,349 artinya terdapat korelasi signifikan antara program literasi keluarga dan peningkatan pelibatan keluarga.

Kata Kunci:
Pelibatan keluarga;
Literasi keluarga;
Sumatera Utara.

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1. Introduction

Family involvement in the process of the implementation of children's education is a must because the family is the first and foremost educator. Provision of knowledge and skills for families related to education and childcare needs to be done systematically in order to build awareness of parents to be involved in the process of children's education, so the family is able to become a strong bull in protecting children from various social problems faced.

Based on the result of preliminary studies/explorations conducted in Langkat Regency, Deli Serdang Regency and Serdang Bedagai Regency, North Sumatra Province, obtained a description that parental awareness in instilling literacy culture in the family was still very low (47.22%). Parents stated that they had not done the activities such as accompanying children to learn at home, reading book stories / storytelling to children, facilitating children's book references at home as a routine that needs to be done at home. As we know that participating in reading books beside children and accompanying children to learn is an important activity for parents to do. Parents are a "literacy model" for children, in exemplifying how parents become the first role models of reading activities. Pomerantz (2001) says that parents who become models in literacy through writing and reading activities have a positive impact on children's literacy development.

Experts have a long time recognized that the family has a big influence on children's language development and literacy. The engaging parents or family members in developing a children's literacy culture done with various activities shows that there is an influence in children's preparation to the education field, increasing the children's ability to complete tasks at school, developing children's motivation to love reading (Crawford, Zygoris- Coe, 2006; Hiatt-Michael, 2001).

A good reading ability from early age as a form of literacy is a strong foundation for the development of literacy and the key of the future academic success of children (Hamilton, Hayiou-Thomas, Hulme, Snowling, 2016). Moreover, the concept of 21st century literacy has developed so much that literacy is not only reading and writing, but also listening and speaking, now (Kiiveri, Määttä, Uusiautti, 2012).

It is true that contradictory description is a problem faced by the Indonesian people. The survey results of some institutions released the data that Indonesia is having a crisis of interest in reading and literacy, now. Program for International Student Assessment (PISA) in 2015 showed the data that the literacy index or reading level of Indonesian students ranks 64th out of 76 countries. In fact, UNESCO in 2012 showed the data that a reading data index of Indonesian society 0.001. It means that from 1,000 people, only one person has an interest in reading (Syamsuddin, 2017).

Literacy begins to grow from within the family as the first informal institution to provide educational services to children long before children began to know reading and writing at school. Even children's cognitive development is also formed through the process of children's participation in social activities with family members that support the formation of a variety of children's understanding related to various skills in recognizing cultural devices and activities in the family (Rogoff, 1990). The particular skills children have and the orientation they develop are also rooted in the history and cultural activities of the community (family) where children interact.

Regulation of Minister of Education No.30 of 2017 concerning family involvement in the implementation of education, it is explained in Article 7, that one form of family involvement that can be done is an effort that can encourage literacy culture.

The development of family literacy until the end of it is also expected to give an impact on the fulfillment of National Standards for Early Childhood Education, especially in the fulfillment of management standards that are reflected in the integrative holistic program.

Targeting family units as an intervention program is an effective approach to improving family literacy culture. Engaging parents in improving literacy culture is expected to be able to solve the problem of low level of family literacy and as an effort to suppress the rate of reality that the literacy is weak in the family tends to be repeated in the next generations in the family.

2. Methods

In this study, the approach used is a quantitative approach. This research method is correlation research in which a research that to find out how two or more variables are related. This study aims to establish the degree of correlation between two or more variables expressed by the correlation coefficient (Soewadji, 2012). Populations and the samples of the reseach are parents from private early childhood education school of DarulIlmiMurni Deli Serdang. And data collected through questionnaire.

3. Result and Discussion

A. Cross Tabulation Analysis

1. Cross Tabulation Analysis between Activities Taking Children On First Day of School Motivating Me To Be Involved In The Education Process Of Children * I Am Actively Involved In Activities Organized By Parents' Association

Tabel I. Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	30.000 ^a	3	.000
Likelihood Ratio	23.560	3	.000
Linear-by-Linear Association	16.836	1	.000
N of Valid Cases	30		

Based on the "Chi-Square Test" in Table I, the Asymp values is obtained. Sig 0.00 is smaller than 0.05. So the analysis and interpretation of the data is that there is a significant relationship between the activities of taking the child on the first day of school motivating me to be involved in the process of children's education in which I am actively involved in activities organized by the parents' association.

2. Cross Tabulation Analysis between Parents' Association Helps Increase My Engaging in Implementation of Children's Education at School and At Home * After Joining the Association, I often Talk About Education and Development of Children With other Parents.

Tabel II. Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	22.700 ^a	6	.001
Likelihood Ratio	20.844	6	.002
Linear-by-Linear Association	9.589	1	.002
N of Valid Cases	30		

Based on the "Chi-Square Test" in Table II, the Asymp value is obtained. Sig 0.00 is smaller than 0.05. So the analysis and interpretation of the data is there is a significant relationship between the Parents' Association helping increase my engaging in the implementation of children's education at school and at home, and after joining the association, I often talk about the education and development of children with other parents.

3. Cross Tabulation Analysis between Parents' Classes Helps Me Understand Childcare Problems * After Attending Parents' Classes, I often Accompany Children Learn At Home more

Tabel III. Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	24.002 ^a	6	.001
Likelihood Ratio	25.182	6	.000
Linear-by-Linear Association	6.154	1	.013
N of Valid Cases	30		

10 cells (83.3%) have expected count less than 5. The minimum expected count is .47.

Based on the "Chi-Square Test" in Table 3.4, the Asymp value was obtained. Sig 0.01 is smaller than 0.05. So the analysis and interpretation of the data is that there is a significant relationship between parents' classes helping me understand childcare problems and after attending parents' classes, I often accompany children to learn at home more.

4. Cross Tabulation Analysis Between Inspiration Class Activities that is Useful To Introduce And Give Inspiration To Children for Varieties Of Professionals That can be Chosen later * I'm Willing And Confident to Perform in Inspiration Classes.

Tabel IV. Chi-Square Tests

	Value	Df	Asymptotic Significance (2-sided)
Pearson Chi-Square	4.593 ^a	4	.332
Likelihood Ratio	5.188	4	.269
Linear-by-Linear Association	3.920	1	.048
N of Valid Cases	30		

Based on the "Chi-Square Test" in Table IV, the Asymp value was obtained. Sig 0.32 is greater than 0.05. So the analysis and interpretation of the data is there is no significant relationship between the understanding of parents about the use of inspirational classes for children with the willingness of parents and confidence to perform in the inspirational class.

5. Cross Tabulation Analysis Between Parents' journals helping me encourage a culture of literacy at home * I was involved in implementing a parental journal at home.

Tabel V. Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	42.312 ^a	6	.000
Likelihood Ratio	32.039	6	.000
Linear-by-Linear Association	13.266	1	.000
N of Valid Cases	30		

8 cells (66.7%) have expected count less than 5. The minimum expected count is .20.

Based on the "Chi-Square Test" in Table V, the Asymp value was obtained. Sig 0.00 is smaller than 0.05. So the analysis and interpretation of the data is there is a significant relationship between parental journals helping me to encourage literacy culture at home in which I was involved in implementation of parental journals at home.

B. Correlation Analysis

Tabel VI. Correlations

		Family Literacy Program	Family Involvement in the Implementation of ECE
Family Literacy Program	Pearson Correlation	1	.913**
	Sig. (2-tailed)		.000
	N	30	30
Family Involvement in the Implementation of	Pearson Correlation	.913**	1

ECE	Sig. (2-tailed)	.000	
	N	30	30

Based on the result of data processing of Family Literacy Program (X) and Family Involvement in the Implementation of Early Childhood Education (Y) as shown in Table VI, the following analysis can be given:

- 1) The Correlation Coefficient value is known 0.913 greater than r (table) 0.349, it means that there is a significant correlation between the Family Literacy Program and Family Involvement in ECE. The Family Literacy Program and Family Involvement in ECE are categorized as near perfect relationship levels because they are in the range > 0.91 range.
- 2) Family Involvement in Implementation of ECE is high.

4. Conclusion

Firstly, the implementation of the family literacy program at the DarulIlmiMurni Plus Private Kindergarten has an impact on increasing parents involvement in the implementation of early childhood education. The family literacy program can also create a conducive educational ecosystem through several stages of activities carried out starting from taking the child on the first day of school, homeroom meeting with parents, parent classes, inspirational classes and year-end class performances. And the implementation of most of the programs were suitable based on the planning that has been arranged together between the school and parents' association. Secondly, parental journal is a tool / instrument used by parents as a guide to implement a literacy culture from an early age that starts from the home environment to support the strengthening of literacy in the family, has a positive impact on parents and children, which is reflected in the activities carried out by parents in the family environment with children. And it is recommended for parents to follow up their involvement to be implemented at home, for teacher and school monitor parents involvement.

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