



The Role of Parents in Developing Early Literacy in Children Aged 4-6 Years

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Abstract: The Role of Parents in Developing Early Literacy in Children Aged 4-6 Years. This study aims to determine the role of parents in developing early literacy in children aged 4-6 years. This research is a non-experimental research with a quantitative approach and uses a descriptive method. The population in this study was 165 parents (mothers) and the sample in this study was 83 parents (mothers) who sent their children to kindergarten in Ambarawa Village, Pringsewu Regency, Lampung Province. The sampling technique used is proportionate stratified random sampling. Data collection in this study was conducted using a questionnaire. While the data were analyzed using interval and percentage formulas. modeling in developing early literacy it shows a percentage of 47%, parents as mentoring shows a percentage of 58%, as organizing shows a percentage of 41%, as teaching shows a percentage of 51% so that the role of parents in developing early literacy in children aged 4-6 years in Ambarawa Village, Regency Pringsewu, Lampung Province is dominated by the role of parents as mentoring.

Keywords: The role of parents, early literacy, children aged 4-6 years

Abstrak: Peran Orang Tua dalam Mengembangkan Literasi Dini pada Anak Usia 4-6 Tahun. Adapun tujuan dalam penelitian ini adalah untuk mengetahui peran orang tua dalam mengembangkan literasi dini pada anak usia 4-6 tahun. Penelitian ini merupakan penelitian non eksperimental dengan pendekatan kuantitatif dan menggunakan metode deskriptif. Jumlah populasi dalam penelitian ini sebanyak 165 orang tua (ibu) dan yang menjadi sampel dalam penelitian ini sebanyak 83 orang tua (ibu) yang menyekolahkan anaknya di TK se-Kelurahan Ambarawa, Kabupaten Pringsewu, Provinsi Lampung Penelitian ini menggunakan teknik pengambilan sampel *probability sampling*, Teknik pengambilan sampel dengan menggunakan teknik *proportionate stratified random sampling* Pengumpulan data pada penelitian ini dilakukan dengan menggunakan angket. Sedangkan data dianalisis dengan menggunakan rumus interval dan persentase. Hasil penelitian peran orang tua dalam mengembangkan literasi dini pada anak usia 4-6 tahun menunjukkan bahwa peran orang tua *modelling* dalam mengembangkan literasi dini menunjukkan persentase 47%, sebagai *mentoring* menunjukkan persentase 58%, sebagai *organizing* menunjukkan persentase 41%, sebagai *teaching* menunjukkan persentase 51% sehingga peran orang tua dalam mengembangkan literasi dini pada anak usia 4-6 tahun di

Kelurahan Ambarawa, Kabupaten Pringsewu, Provinsi Lampung didominasi oleh peran orang tua sebagai *monitoring*.

Kata kunci: Peran orang tua, Literasi dini, Anak usia 4-6 tahun

▪ INTRODUCTION

Literacy is one of the most important skills to have in life. The development of literacy is important to note because literacy is an initial ability that must be owned by every individual to live life in the future. Literacy is the ability to access, understand and use something intelligently through various activities including reading, seeing, listening, writing, and speaking (Kemendikbud, 2016). Based on the research results of The Literacy and Numeracy Secretariat in 2009, it was stated that literacy is ultimately able to form a critical society and can help a person live in a knowledgeable society, so based on this, literacy is important for everyone to have in order to create a critical society. However, based on the results of a survey conducted by Central Connecticut State University in the United States which was released in early 2017, Indonesia ranks 60th out of 61 countries in terms of literacy skills (Central Connecticut State University, 2017).

In addition, the results of the 2016 Indonesia National Assessment Program conducted by the Education Research Center of the Ministry of Education and Culture revealed data that the national average distribution of literacy in students' reading ability in Indonesia was 46.83% in the less category, 47.11% in enough category and only 6.06% are in the good category (Kemendikbud, 2017). In addition, according to the PISA Result data, Indonesia is still in the lower group regarding literacy skills (OECD, 2018) so that based on the survey results it is stated that literacy skills in Indonesia are still low even though literacy is important to do because literacy has many benefits, including increasing vocabulary, optimizing brain performance because it is often used for reading and writing activities, getting new insights and information, one's interpersonal skills will be better, the ability to understand the meaning of information will increase, improve one's verbal skills, improve one's analytical and thinking skills, help power one's focus and concentration ability, and improve one's ability to compose meaningful words and write (Susilowati, 2019).

Literacy will get optimal results if given early on, in the context of early childhood these literacy skills are referred to as early literacy. Early literacy or early literacy is something that children know about reading and writing before they learn to read and write (Ghoting & Martin-Diaz, 2005). Early literacy is important to do because early literacy acts as a foundation for children to be able to have the ability to think critically and logically when faced with various situations Mu'awwanah (2018). A critical mindset is needed as an investment that will be useful when children begin to enter the real world of society in the future. In addition, early literacy will also help children prepare themselves when they enter the school world, good literacy development will correlate with academic achievement. Seeing the importance of early literacy, parents have an important role in introducing early literacy to children (Pradipta, 2013).

Based on research conducted by Trelease (2016) which examined thirty people who had successful careers, education and the economy, as well as thirty people whose careers, education and economy were not good, lived on the verge of poverty. The results of the study are related to literacy habits since childhood, the results are surprising because thirty successful people have had four good literacy activities since childhood, namely since childhood they have scattered books at home, their parents always read books, their parents always read books, and forced her children to read books. Meanwhile, on the other hand thirty people living in conditions of poverty gave answers that when they were little at home there were few books scattered around the house, parents who did not like to read books, parents who never read books to their children, and did not have concern for getting children to read books. The family is very minimal, there are not even literacy habits that are carried out by parents and their children. The results of this study confirm that literacy is important

to be carried out early by families, especially by parents because parents are the first and foremost environment in a child's life.

Parents have a very important role in efforts to develop children's abilities as well as in developing children's literacy abilities. According to Amalia (2011) which states that the importance of introducing early childhood literacy is seen from the role of parents that parents do. However, based on research conducted by Amalia (2019) states that the lack of introduction of literacy to children by parents is caused by a lack of understanding of parents and busyness of parents. Apart from that, other inhibiting factors for early literacy are the family environment which does not familiarize the culture of reading for family members, the use of technology that is not wise by parents to their children which results in a weak interest in reading in children, and minimal infrastructure for remote areas for parents. access books.

Then the role of parents in introducing early literacy can be seen from what parents do at home and have an impact on children. Low and high children's literacy skills are determined by the role of parents in developing them. Based on research conducted by Inten (2017) shows that the opportunity, motivation, and facilitation provided by parents in developing early literacy at home is quite high, but exemplary activities such as reading and writing parents, telling stories with children, telling stories before going to bed, other people's habits parents to read and mention the letters that are found around the child are still lacking. Parents have not been able to make literacy activities a personality and a habit at home. This has an impact on the low interest in children's literacy, especially in terms of forming, making simple words and assembling letters into words. Early literacy will grow in children well if parents are able to be role models and direct examples in their daily lives and make literacy activities an important part of their personality. Through example in the family, children's involvement in literacy activities and support from all family members will make children love literacy culture.

Furthermore, based on Cahyani's research (2016) states that as role models for children, parents can be said to be unable and unable to be a good model for their children in developing early literacy activities, here it is proven that as many as 74 out of 100 respondents who were studied stated more often do activities watching television than reading books. Other facts reveal that the unavailability of books at home is caused by the financial inability of parents to buy books and the unavailability of quality time with children is because parents are busy working, both fathers and mothers. Based on the phenomena that occur, the researcher is interested in examining the role of parents in developing early literacy for children aged 4-6 years in Ambarawa Village, Pringsewu Regency, Lampung.

▪ **METHOD**

This research is non-experimental research with a quantitative approach and uses descriptive methods. The research was conducted in Kindergartens in Ambarawa Village, Pringsewu Regency, Lampung Province. The research was conducted in the even semester of the 2020/2021 school year. The population in this study were all parents who had children aged 4-6 years who attended Kindergartens in Ambarawa Village, Pringsewu Regency. The sampling technique is a sampling technique (Sugiyono, 2010). The sampling technique using proportionate stratified random sampling technique. For all classes to be represented, samples were taken from each class in the same proportion with the criteria for living in the Ambarawa sub-district. The sampling procedure is by lottery.

The collection technique uses a Likert scale with a very high category given a score of 5, high is given a score of 4, moderate is given a score of 3, low is given a score of 2, and very low is given a score of 1. Data analysis techniques are intended to process data to make it easier to understand and can be used to draw conclusions. Data analysis was carried out using descriptive statistics to find the maximum value and minimum value. Furthermore, data analysis on the role of parents in developing early literacy in certain categories is then analyzed to find out the description of the role of parents in developing early literacy.

▪ **RESULT AND DISCUSSION**

This research was conducted on parents or mothers who have children aged 4-6 years in Ambarawa Village, Ambarawa District, Pringsewu Regency with a total of 83 respondents. In this case the researchers invited the cooperation of PAUD institutions in reaching out to respondents to find out parents or mothers who have children aged 4-6 years by looking at the children who study at these institutions. Based on the results of the study showed that most parents have played a role in developing children's early literacy. Most parents have played a role as modeling, mentoring, organizing, and teaching in developing children's early literacy. When parents play a role in developing children's early literacy, parents need to carry out their role by adjusting to the child's level of development, so that the role played by parents is appropriate and optimal for children's literacy skills. Overall, the role of parents in developing early literacy in children aged 4-6 in the Ambarawa sub-district, Pringsewu Lampung is dominated by the role of parents as mentoring.

The most dominant role of parents as mentoring in developing children's early literacy is asking children to tell stories. The form of activity asking children to tell stories is carried out by parents by asking children about what children will and have done in activities, telling stories about what children think, and retelling stories that children have heard. According to Pradipta (2013) the habit of telling stories by parents and children can foster familiarity between the two of them besides good communication, children will also learn from parents how to convey stories properly and correctly.

Good communication that exists between children and parents will be seen by how children react when their parents invite them to interact. The role of parents as mentoring is the most dominant role in developing early literacy, especially in storytelling activities because if it is related to the characteristics of the respondents this is appropriate because parents in this study are dominated by housewives who have a lot of time to spend with their children. This is in line with Fitriyani's research (2016) which states that parents who have more time intensity with their children can direct their children in early literacy activities including developing children's vocabulary through storytelling activities with children.

The role played by parents in developing early literacy is not only as mentoring, but parents have also played a modeling role in developing early literacy. The dominant form of the role of parents as modeling is that parents have played a role in developing early literacy in the activity of providing examples of good use of books by caring for books, storing books properly after use, or providing examples of good use of books when parents use books for reading by showing how to start reading a book, where to start reading the writing, how to open a good page so that the story in it goes according to the plot. This is in line with Irna's research (2019) which states that parents are role models for children, children who often see their parents interacting with books will make children curious and want to follow what their parents are doing.

Parents in developing early literacy also play an organizing role. The most dominant form of the role of parents as organizers is to invite children to discuss together. This is in

line with Mangesti's research (2020) which states that discussions can develop children's language skills, including in developing children's early literacy. Then the other role of parents is the role of parents as teaching in developing early literacy. The most dominant form of the role of parents as teaching is teaching how to tell stories. Parents have a role in teaching children how to tell stories in polite language so as to form ethical children's storytelling skills. This is in line with research by Maemunah (2013) which states that the use of telling stories in polite language can develop storytelling skills and moral values in children.

Then overall, the role of parents in developing early literacy that still needs to be improved because it is not dominant is the role of parents as an organizer in the form of activities to make a routine schedule for storytelling before going to bed. This is because storytelling has not become a habit for parents in the village, so not all parents have skills in storytelling and other parental activities which makes it very rare for parents in the village to do storytelling before going to bed. This is in line with the research of Sufiati et al (2021) which states that the development of literacy in bedtime storytelling has challenges in its implementation.

In addition, the less dominant role of parents as teaching is introducing letters to children with various media such as flashcards, letter posters and other media. This is due to the lack of media owned by parents and then conventional knowledge of parents such as introducing letters by only showing the letters without media that can help children to better understand what parents teach children. Then the less dominant role of parents as mentoring is to provide opportunities and appreciation in terms of reading and interpreting symbols together. Likewise with the role of parents as modeling which is less dominant in reading activities together. This is because parents' motivation in terms of reading is low and reading activities have not become a habit for parents so that reading together becomes an activity in developing literacy that is rarely done together.

▪ CONCLUSION

Based on the results of research and data processing regarding the role of parents in developing early literacy in children aged 4-6 years in the Ambarawa Village, it can be concluded that the role of parents in developing early literacy in children aged 4-6 years in the Ambarawa Village is in the medium category (45 %). If these results are translated into each parent's role in developing early literacy in children aged 4-6 years in Ambarawa Village, they are as follows: First, the role of parents as modelers in developing early literacy shows a figure of 47% which is included in the high category. Second, the role of parents as mentoring in developing early literacy shows a figure of 58% which is included in the high category. Thirdly, the role of parents as an organizer in developing early literacy shows a figure of 41% which is included in the medium category. Fourth, the role of parents as a teacher in developing early literacy shows a number of 51% which is included in the high category.

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