

The Role of the Family in Fostering Children's Interest in Reading as an Implementation of Family Literacy

Indra Rasyid Julianto¹, Annisa Sauvika Umami²

¹ Universitas Negeri Semarang

² SMP PGRI 314 Parakanmuncang

ABSTRACT

This article examines families' role in fostering children's interest in reading. Especially the literacy provided by the family is certainly a separate implementation empowered by the family. Parents who have outward duties in fostering, leading, and managing the care of children. Parents can guide children's cognitive character to mental strength, and morals, and also drive literacy empowerment or interest in reading in children. Literacy in children focuses on reading and writing activities from an early age. these activities can be called pre-reading and pre-writing activities. The subjects in this study are two families who have children in preschool age, 0-6 years old range in Lending Village, Cidadap District, Bandung City. Data collection techniques in this research are interviews, surveys, and documentation. Then the data analysis techniques in this study are data collection, data reduction, data presentation, and conclusions. Based on the results of the study, the success of reading and literacy culture in children is influenced by the family environment that shapes it. The more positive stimulations and influences given to children, such as vocabulary introduction and support for reading, the faster children can understand the writing they read and this can encourage the success of a literacy culture in the family.

Keywords: Family role, children's reading interest, family literacy implementation.

INTRODUCTION

The role of the family in childcare patterns is central because the family is the first introduction to child development. The role of the family is also very important because children get the first order of life, especially in the hierarchy of the world of education. Mastery related to understanding in children cognitively is a form of the learning experience at home. The role of family also plays a big role in creating a literacy culture for children. Therefore, the family is a centric institution in the growth of children from an early age.

Parenting patterns in fostering children's interest in literacy in the living environment also play an important role in parental involvement. Parents who have outward duties in fostering, leading, and managing parenting in children. Parents can guide children's cognitive character to mental strength and morals and drive literacy empowerment or interest in reading in children. There are many indicators of successful growth in children's interest in reading, not necessarily fixated on the existence of libraries and books. Children will get the experience of reading because of learning, character building, and the role of parents. Especially parents, in this case, are a family that is very concerned about the formation of children's literacy character.

Some of the things that make a low literacy culture in Indonesia include the level of education of the community, lazy reading, and lack of access to reading. This is caused by the lack of libraries, the price of books that tend to be unaffordable by people's purchasing power, and the inappropriate use of technology. This article aims to find literacy patterns that are driven by self-awareness. In children, the family becomes a reminder of the importance of a literacy culture in the home. Such as getting used to reading books, magazines, newspapers, and other sources of information, as well as getting used to writing activities such as taking notes so that literacy goals can be realized.

THEORETICAL FOUNDATION

A. The Role of the Family

The role of the family in improving literacy in children is certainly related to parenting patterns that characterize children's lives from childhood to adulthood. Families can provide an important figure for children's cognitive growth levels in various aspects. Children's characters can make the main self-formation in children's self-discovery in the future [1]. [2] states that the stages that children will go through have a very important role in the family realm because of the need for good parenting in children. Especially in terms of literacy, children's interest in reading requires a habitual order in the family that instills a variety of good things in the goodness that children can imitate from an early age.

Families that have habits in parenting patterns that prioritize literacy in their daily lives can certainly stimulate children regarding various things about these activities. The role of parents will be very helpful in stimulating children related to literacy because parents can certainly provide examples and create a literacy culture [3]. A good literacy culture and providing a sense of comfort in children through activities that help children develop, especially in a variety of science, technology, and information. Families must be able to present a culture of literacy that will be the main introduction to children, especially the introduction of language which will be related to expressing emotions in their mindset [4]. Literacy has a broad meaning, namely the literacy process related to reading and writing. Through this meaning, literacy introduced since childhood to children will always be embedded in that child has had literacy activities that get assistance from parents. The habituation of literacy culture in the family plays an important role in children's growth that children understand the habits that are presented are a natural behavior.

B. Children's Literacy

Literacy in children focuses on reading and writing activities from an early age. These activities can be called pre-reading and pre-writing activities. Pre-reading activities can be taught in a programmed way to children before entering school age, and the more parents do, the more optimal the results will be for children [5].

[2] states that there are several stages in the development of children's interest in reading and writing. In reading interest, namely (1) the fantasy stage, this stage appears when the child begins to read, see, and turn the book he likes; (2) the self-concept stage, this stage is seen when the child begins to feel himself actively becoming a centric figure in reading activities; (3) the image reading stage, this stage is seen in children who begin to realize the meaning of the writing contained in the book and can find words that they feel describe themselves; (4) the reading recognition stage, this stage the child begins to recognize three cue systems such as being interested in the meaning of reading, punctuation, and reading the culture of their environment; and (5) the fluent reading stage, this stage the child can read fluently. Then pre-writing activities are also included in the activities that children must master. This activity is divided into five stages, namely (1) writing activities using picture media; (2) writing with scratching media; (3) writing by producing good lettering or elements; (4) writing with basic spelling procedures; and (5) writing with overall spelling procedures.

C. Family Literacy

Literacy in the family is the empowerment of literacy activities instilled by families in their children from an early age. The pattern of literacy provision that can be provided by families is divided into six, namely (1) language literacy, a pattern of providing literacy in terms of reading and

writing; (2) numeracy literacy, a pattern of providing literacy in terms of counting or number recognition; (3) science literacy, a pattern of providing literacy based on the category of science; (4) digital literacy, a pattern of providing literacy assisted by technology; (5) financial literacy, a pattern of providing literacy based on managerial matters; and (6) cultural and civic literacy, a pattern of providing literacy based on the introduction of nationalism. These patterns of literacy provision are certainly balanced with the child's cognitive level at the child's thinking ability in its developmental stage.

RESEARCH METHODS

The method focused on in this research is descriptive qualitative. Qualitative descriptive research is research that can describe facts with analysis accompanied by an explanation [6]. This research aims to obtain the role of the family in fostering children's interest in reading in two families in the neighborhood of Lending Village, Cidadap District, Bandung City. The data collected were then analyzed to describe the data presented in a narrative. The subjects in this study are parents who have children of preschool age, namely 0-6 years old. Data collection techniques in this research are interviews, surveys, and documentation. Then the data analysis techniques in this study are data collection, data reduction, data presentation, and conclusions.

RESULTS AND DISCUSSION

Literacy Culture in the Family

Based on the results of research conducted on two families with different work backgrounds, the authors found different data on literacy culture. In general, parents support a literacy culture in the family, but cognitive factors, knowledge, and interaction time with children determine the literacy culture in the family.

The results showed that families with an entrepreneurial background with 10 hours of work per day tend to have little interaction time with their children. This has an impact on the literacy culture in the family. Their children tend to spend time unaccompanied by their parents. The time given by parents is only available in the afternoon to evening so children tend to play with gadgets rather than read books. However, the literacy culture that occurs has a good impact on children. Each child is given book facilities according to their wishes. This has a good impact because children's interest in reading is slightly channeled despite the lack of interaction with parents. In addition, parents give a positive view of the futuristic literacy program in the family, with the hope that children's interest and reading quality will increase.

The results of the second study were taken from a family with a teaching background with a working time of 7 hours per day. Based on the data obtained, parents' interactions with children tend to be more intensive. Parents give full attention and supervision to their children, especially in reading activities. This has a good impact on the literacy culture in the family because children are more motivated to read with their parents. Parents also provide guidance and direction for children in reading activities.

The Role of Family in Literacy Culture

Literacy activities need to be instilled and grown from an early age so that children's cognitive levels can develop through their developmental tasks. The level of literacy development in children can be fostered through the provision of motivation when starting a reading. The existence of motivation in children is certainly able to direct them outwardly to an interest in reading [7]. Children can get this motivation based on the living environment, especially the family. Families

can introduce a culture of literacy in the reading materials presented. Therefore, every parent must have an understanding of literacy culture to improve the quality of reading in children.

Children's Cognitive Level Affects Reading Quality

Reading is an activity of transforming symbols or numbers to understand the purpose of what is written. One's success in reading depends on one's cognitive and comprehension levels. The lexical quality hypothesis states that the quality of readers' knowledge of word meanings will directly affect their reading comprehension. This means that a person's knowledge affects their reading success. In addition, reading success in children is influenced by their purpose for reading. Individual differences between children, including genetics, home environment, and life experiences affect their reading ability [8]. The key to this model is that instruction provided by others in the form of knowledge, including parents and teachers, plays an important role in assisting the reading process. The development of the reading process may change as children mature, especially as their brains develop.

In the reading process, several aspects will affect a person's success in reading, namely: (1) Visual sensing, which is obtained through the unfolding of graphic symbols in the child's sense of sight. Children will outwardly learn to distinguish the form of graphic symbols, namely letters or words based on the results of oral interpretation; (2) Perceptual activities, namely activities that introduce a word at the stage of meaning based on the form of experience presented. This activity also has a sequence that can string words sequentially and linearly; (3) Experience, this aspect is very crucial. In this case, children can have many meanings related to experiences with wide opportunities for vocabulary understanding that can be compared with other children their age. This meaning can be utilized in interpreting a word or language systematically, logically, and creatively; (4) Thinking skills, teachers have an important role in improving children's thinking skills through grammar in reading and writing by providing stimulus questions related to technical answers; (5) Associative aspect, this aspect can introduce the relationship between symbols and the meaning of sound and language; (6) Attitude or affective domain, this aspect has a relationship with reading enthusiasm, forms of attention, improving the atmosphere, literacy enthusiasm, and motivation; and (7) Ideas given, this aspect focuses on the use of sensory and perceptual integration in building affective responses to the text presented. Children can produce different representations of meaning related to the experiences they present

This is also to the results of the research taken. Parents' education and cognitive levels affect the quality of children's reading. Children will be motivated to read if there are encouragement, support, and habits generated in their family. A person's ability to read is influenced by the stimulus provided by their environment, such as family and school. The better the stimulus provided, such as the introduction of good vocabulary, the encouragement to increase children's interest in reading, will facilitate understanding when they read. In contrast to children who lack the motivation to read, they tend to be lazy to open books and understand the writing they read. Thus, the role of parents and teachers is certainly needed in terms of motivating children to read, in addition to adding insight into reading also trains children's brain development for the better.

CONCLUSION

Based on the results of the analysis, the researcher concluded that the success of reading and literacy culture in children is influenced by the family environment that shapes it. The more positive stimulations provided, such as vocabulary recognition and support for reading, the faster the child

can understand the writing they read and be able to encourage a successful literacy culture in the family. In addition, children's and parents' experience in reading also affects their cognitive development in understanding the vocabulary or meaning contained in the text they read.

This study was conducted only to provide an overview of the literacy culture in the family and children's interest and motivation to read. Therefore, other studies are still needed to add to everyone's insight into the family's literacy culture.

REFERENCES

- [1] A. A. Chandra, "Peranan Pola Pengasuhan terhadap Pemerolehan Bahasa pada Anak: Sebuah Kajian Psikolinguistik," *Literasi: Jurnal Ilmiah Pendidikan Bahasa, Sastra Indonesia dan Daerah*, vol. 8, no. 2, pp. 75–83, 2018.
- [2] I. Rakhmawati, "Peran Keluarga dalam Pengasuhan Anak. KONSELING RELIGI: Jurnal Bimbingan Konseling Islam, 6 (1), 1–18." 2015.
- [3] D. N. Inten, "Peran keluarga dalam menanamkan literasi dini pada anak," *Golden Age: Jurnal Pendidikan Anak Usia Dini*, vol. 1, no. 1, 2017.
- [4] I. R. Julianto, "POLA PIKIR TERHADAP UNGKAPAN EMOSI ANAK SEBAGAI BENTUK PENGEKSPRESIAN BAHASA," *PENTAS: Jurnal Ilmiah Pendidikan Bahasa dan Sastra Indonesia*, vol. 8, no. 2, pp. 61–68, 2022.
- [5] I. Irna, "Menumbuhkan Minat Baca Anak Usia Dini Melalui Implementasi Literasi Keluarga," *Jurnal Fascho: Kajian Pendidikan dan Sosial Kemasyarakatan*, vol. 9, no. 1, pp. 15–34, 2019.
- [6] F. Nugrahani and M. Hum, "Metode penelitian kualitatif," *Solo: Cakra Books*, vol. 1, no. 1, pp. 3–4, 2014.
- [7] W. Saputra, "Pendidikan Anak Dalam Keluarga," *Tarbawy: Jurnal Pendidikan Islam*, vol. 8, no. 1, pp. 1–6, 2021.
- [8] S. Aisyah, *Perkembangan peserta didik dan bimbingan belajar*. Deepublish, 2015.