

The Role of Parents in Fostering a Culture of Family Literacy

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Abstract. The name of this activity is Mentoring Gerakan Literasi Keluarga (GLK)/Family Literacy Movement Era of the Industrial Revolution 4.0. This activity was carried out with the aim of providing space for discussion and assistance to parents in Sungapan V, Wahyuharjo, Lendah, Kulon Progo in implementing GLK. The method used in this service is the GLK implementation assistance. The assistance activities were carried out in the following stages: 1) introduction of community needs, 2) determination of assistants, 3) learning / knowledge transfer, 4) implementation, 5) consultation, 6) follow-up, and 7) evaluation. This service was conducted from March to July 2020. GLK assistance during the Covid-19 pandemic was carried out five times face-to-face in the network. The results achieved are 1) growing awareness of the importance of the family literacy movement, 2) habituating 15 minutes of reading non-learning books every day; 3) the provision of reading material for children, 4) the creation of a text-rich family environment by displaying books, pictures or information in one corner of the house.

1. Introduction

Literacy leads to a person's knowledge and proficiency in reading, writing, searching, tracing, processing, and using information for various needs in his or her life. Conceptually, the understanding of literacy socialized by the Ministry of Education and Culture of the Republic of Indonesia since 2015 is not just a reading and writing activity. Literacy is understood to be the ability to intelligently access, digest, and utilize information. UNESCO (in Wasik, 212:xi) states that literacy is a human right, a tool of personal empowerment and a means for social and human development. Educational opportunities depend on literacy... Literacy is at the heart of basic education for all.

Literacy activities became an important element of a country's progress in living life in the era of globalization, especially in the era of the industrial revolution 4.0 that was just beginning. Literacy activities are a comprehensive effort by the government to build an educational ecosystem, both in schools, families, and communities. In the National Literacy Movement Guide published by the Ministry of Education and Culture (2017) mentioned some of the results of the following survey.

In 2013, Indonesia's Human Development Index was ranked 108th out of 187 countries, as measured by age of life expectancy (health level), economic growth and quality of education. Another survey of literacy conducted by Central Connecticut State University in 2016 put Indonesia in a position of considerable concern, which is ranked 60th out of 61 countries. Programme for International Student Assessment (PISA) 2015 shows that Indonesia ranks 64th out of 72 countries.

The results of the survey show that the interest in reading and literacy of the Indonesian nation is an issue that must be taken seriously. Literacy in the context of read-write becomes one of the needs that must be met and inseparable from daily life. One of the efforts made was the National Literacy

Movement In schools known as the School Literacy Movement, in families there is known as the Family Literacy Movement, and in the community there is known as the Community Literacy Movement.

According to the Ministry of Education (2017:21), GLK is focused on the desire to improve the literacy capabilities of family members. Therefore, the understanding of literacy as the ability to identify information needs, seek, obtain, process, and re-inform information needs to be improved in the family realm. Families are the smallest part of society, which is the first and foremost learning place for children. To improve the literacy capabilities of the whole family, supportive activities are required. GLK is implemented in three forms, namely: 1) the provision of reading materials for families, 2) strengthening understanding of the importance of literacy for families, and 3) the implementation of family literacy activities. To improve the literacy capability, the role of family is very important.

In Aeurbach it is mentioned that children who grow up in a good literacy culture show better learning achievement in school. This is inseparable from the role of parents in culture literacy at home. In order for their child to succeed in life, parents need to look at the fundamentals needed as the foundation of the success of the child's education (Graham, 2007). Literacy is one of the fundamental things that is needed as the foundation of children's education. The literate community is believed to have a strong character. Therefore, literacy can be used as a means of character development and reinforcement. Not only in school in the form of character education, character development and reinforcement starts with family, one of which is through family literacy culture. In order for children to grow into persons of character required a conducive environment (Purnama, 2019).

The growth of reading culture is one of the efforts that every family can make in literacy. This is done to realize the literate citizens of schools, communities, and families, close to books, and accustomed to using reading materials in solving various life problems. Reading is an important aspect of language. Reading provides a lot of information that a person needs. In a family, parents need to cultivate a child's interest in reading habits. During this time what often happens is that parents ask the child to read a book, while the child is not interested in reading activities, so what happens to the child feels compelled to do reading activities. According to research conducted by Nurdini Ferianti and Irna (2020:117), the forms of family literacy activities conducted are 1) parenting about fostering early childhood reading interest and the technique of reading books to children, 2) parents reading books at home, 3) parents reading books in early childhood education units, 4) home visit, 5) making reading corners at home and at school, 6) visit the library, 7) visit the book fair, 8) buy books in the bookstore, 9) publish activities in the school whatsapp group, 10) evaluate the activities. The results of the study using these strategies are proven to increase the interest in reading and reading ability of children.

Murti Bunanta in Inggri, et al. (2019:1289) mentions that the right reading books for children between the ages of six and a dozen are as follows: (1) Picture books, which are books devoted to children aged zero to 10, whose purpose is to introduce children to the world through pictures. (2) Comics, which are books on each page there are many images arranged vertically with text boxes in them. (3) Modern fiction, is a story written by an author and can be modern fairy tales that take many elements of folklore.

2. Method

The method used in this activity is mentoring. Mentoring is an equal partnership and collaboration. The target of the activity is the residents of Sungapan Lor, Wahyuharjo, Lendah. The implementation of mentoring is carried out jointly in synchronization, directing processes and efforts to support each other. Mentoring activities are carried out in the following stages: 1) introduction of community needs, 2) determination of companions, 3) learning/transfer of knowledge, 4) implementation, 5) consultation, 6) follow-up, and 7) evaluation. Mentoring activities are carried out in the form of face-to-face and face-to-face. Adjusting the situation and conditions during this pandemic, minimized face-to-face, mentoring activities are carried out online. WhatsApp group is used during activities as a discussion room and sharing knowledge and experience, youtube is used as one of the learning

sources, google forms are used as a medium of extracting information, knowledge, and experience from participants on related topics. Digital media that has been used in the implementation of activities.

The introduction of the needs of the community is done to know what is needed by the parents in Sungapan Lor, Wahyuharjo, Lendah, so that the activities that will be carried out are not in vain and can provide benefits. The companion in this activity serves as a participatory trainer, providing various information about family literacy movement, implementation of family literacy movement, discussion of problems and finding problem solving solutions, making decisions, and so on. Based on the incoming application letter, an escort will be assigned to the location.

The preparation and licensing stages include observation, problem mapping, partner determination, determination of participants to be invited, and licensing with related parties. The designated companion prepares the necessary materials. The preparation of the material is done by reviewing various references related to the topic. At the stage of the transfer of knowledge, the companion presents the material, followed by brainstorming activities, case studies, discussions, and discussions. Brainstorming is done to gather ideas, opinions, information, knowledge, experience, from all participants. The activity is followed by the provision of several examples of cases that require discussion for the solution of handling it. In the discussion, participants exchanged ideas, thoughts, information/experiences, so that an agreement was reached on the points of mind (ideas, conclusions). Knowledge transfer activities are continued with the implementation of GLK at home by parents. In the implementation process, parents attempt to implement GLK. At this stage, participants are given the opportunity to consult on glk implementation. Consultations are conducted indirectly via WhatsApp. Consultation services are opened during the implementation process. Consultation is conducted as one of the stages of mentoring. Follow-up is carried out face-to-face after each implements GLK. From each implementation experience, look for the best steps that suit each child's growth. Evaluation of activities is carried out to find out the benefits of this activity.

3. Results And Discussions

The results achieved in GLK mentoring activities in Sungapan Lor, Wahyuharjo, Lendah, Kulon Progo, namely 1) growing awareness of the importance of parenthood in fostering family literacy culture, 2) habituation of 15 minutes of reading non-learning books every day; 3) provision of reading materials for children, 4) the creation of a text-rich family environment by displaying books, pictures, or information in one corner of the house.

In addition to the above results, this activity also contributes as follows:

- provide additional knowledge to parents about child development, among others about the traits that can be seen in the process of child development, some of the child's development disorders that are often found, and the optimization of child development that needs to be done by parents;
- provide additional knowledge to parents about family literacy, including the understanding of family literacy and literacy movements, six basic literacies, various research results related to literacy, factors that influence the low culture of family literacy, as well as efforts that can build a culture of literacy in the family;
- provide a sharing space about child growth and literacy culture in the family; so that parents can find the best way to nurture and culture literacy in the family.
- invite parents to reflect on the orientation and style of parenting that impacts on the child's development, including in the application of literacy culture to each family;
- strengthen parents to be more aware of the need to accompany children to grow and develop according to their age optimally, including in terms of literacy;
- utilize digital media in a healthy, wise, intelligent, careful, precise, and law-abiding way in order to foster communication and interaction in daily life;
- provide a new experience for parents / guardians in using digital media online, feel its utilization, thus increasing parents' ability to use digital media.

The family literacy movement of the industrial revolution 4.0 era is running smoothly. The Covid-19 pandemic that hit the world caused mentoring activities to be carried out online. WhatsApp group is used during activities as a discussion room and sharing knowledge and experience, youtube is used as one of the learning sources, google forms are used as a medium of extracting information, knowledge, and experience from participants on related topics. Digital media that has been used in the implementation of activities.

This activity is carried out in various stages, namely the early, core, and final stages. The early stages include the introduction of community needs, the determination of companions, licensing, as well as the preparation of materials and media. Implementation stages include learning/transfer, implementation, consultation/mentoring, follow-up. The final stage includes evaluation of activities, preparation of reports, writing articles and publications.

The introduction of the needs of the community is done to know what sungapan lor community needs, so that the activities carried out are not in vain and can provide benefits. After recognizing the need, the companion is determined. The companion in this activity serves as trainer participators, companions provide various information about child growth and family literacy, discussion of problems related to child growth and family literacy and looking for problem solving solutions, and so on. The team conducted observations, problem mapping, partner determination, determination of invited participants, and licensing with related parties.

After recognizing the needs of the community, determining the companion, taking care of licensing, the team prepares the following materials and media: 1) child development materials, 2) material fosters family literacy culture, 3) material exposure video, 4) upload video and material, 5) WhatsApp Group Family Literacy, 6) initial information form of family literacy in Sungapan Lor (https://bit.ly/Informasi_Awal_Literasi_Keluarga), 7) child growth quiz (https://bit.ly/Kuis1_TumbuhKembangAnak), 8) quiz building family literacy culture (https://bit.ly/Kuis2_MembangunBudayaLiterasiKeluarga), 9) activity evaluation form (https://bit.ly/Implementasi_GLK). The preparation of materials and media is done by conducting a review of various references related to the topic.

Sungapan Lor residents are invited to join the group that has been prepared, especially parents who have school-age children, whether paid, kindergarten, elementary school, junior high school, or high school. The team presents an agenda of activities within the group. Participants' enthusiasm is shown by the participant's attention to material exposure, his involvement in the discussion, and its implementation in the family. Growing children into a language that started the implementation of the family literacy movement. To raise awareness of the need for family literacy, especially for children, there needs to be a common perception that literacy is the thing that can support the optimization of child growth and development. Children are the assets, heirs, and next generations of the nation. Every parent must want their child to grow and develop properly, so that they can later become physically, mentally, socially, and emotionally healthy adults.

Optimization of child growth is done one of them by culture literacy in the family. The initial information on family literacy is compiled as follows.

- Parents buy books for their children once a month (50%), when necessary (25%), or there are interesting books (25%).
- Parents take their children to bookstores once a month (50%), if there is a promo or there are interesting books (25%), and buy school equipment (25%).
- Parents take their children to the regional library once a month (50%), once a year (25%), some have never been (25%).
- Parents generally more than twice take their children to book fairs (100%).
- Parents generally provide reading materials for children and other family members (100%).
- Parents also provide educational toys at home (100%).
- Some parents make educational toys (50%), some do not (50%).
- Parents utilize information technology media for children's learning media at home (100%).

- Parents use the internet network to access learning resources for the child (100%).
- Parents provide reading corner/reading corner/mini library (50%), another 50% yet.
- Parents display books, pictures, or information in one corner of the house (75%), the other 25% have not.
- Parents encourage children or other family members to participate in literacy-related activities (75%), another 25% have not.
- Parents allocate certain time in the family to do joint activities related to literacy (100%).
- Parents allocate funds to conduct joint activities related to literacy (67%), the other 33% have not.
- Parents use special time to do reading activities, at night (75%) and evening (25%).
- Parents accompany the child to do reading activities at home (100%).
- Parents tell stories or read stories to children sometimes (75%), 25% every night before bedtime.
- Parents engaged in child literacy activities in school (75%), the other 25% did not.
- Parents reward children when doing reading activities or showing achievements with food, clothes toys, books, and giving compliments.

The initial information above is used as input for the assistance to be carried out. Mentoring begins with knowledge transfer. At the stage of the transfer of knowledge, the companion presents the material, followed by brainstorming activities, case studies, discussions, and discussions. Brainstorming is done to gather ideas, opinions, information, knowledge, experience, from all participants. The activity is followed by the provision of several examples of cases that require discussion for the solution of handling it. In class discussions, participants exchanged ideas, thoughts, information/experiences, so that an agreement of the points of mind (ideas, conclusions) was reached. Knowledge transfer activities are continued with the implementation of the family literacy movement.

Furthermore, the implementation of literacy movement is followed up with consultation services by phone, social media, or email. This service is open to parents who want to consult on child growth and the implementation of literacy movements. This is done in the hope of helping parents in solving problems related to both things.

In the implementation process, parents seek to implement the family literacy movement. Some of the recommended things to do are as follows:

- raise awareness of the importance of literacy in the family, not only literacy of writing, but also other basic literacies, such as numeration literacy, science literacy, digital literacy, financial literacy, and cultural and citizenship literacy;
- support the government's efforts in developing the interest in reading and literacy of the community by getting used to 15 minutes of reading nonlearning books every day;
- allocate funds/costs for the procurement of literacy facilities and infrastructure, as well; display books, drawings, or information in one corner of the house, if possible providing a reading corner/reading corner/mini library;
- take a visit to libraries, reading parks, bookstores, and book fairs;
- allocate time, effort, and mind to optimize the culture of family literacy by conducting literacy activities with the family, as well as encouraging the child or other family members to participate in literacy-related activities;
- choose a book that matches the child's age and interests (feed, content, and language);
- set an example for the child by getting used to reading;
- show the child that reading is a fun and entertaining activity;
- create a reading journal containing the day and date information, the title of the book, the pages read, and the information obtained;
- Reward children when doing activities able to do reading activities regularly or show other achievements.

Participants were given the opportunity to consult on the implementation of the family literacy movement, either directly or indirectly. Consultation services are opened during the implementation process. Consultation is conducted as one of the stages of mentoring. The follow-up was carried out face-to-face after each implemented the family literacy movement. From each implementation experience, look for the best parenting and habituation solutions that suit each child's growth.

The family literacy movement of industrial revolution 4.0 has been running smoothly. The obstacles that parents encounter in carrying out the family literacy movement, among others: 1) lack of motivation to do reading activities, 2) inadequate facilities and infrastructure available, 3) the need for mentoring and direction to implement it, 4) reading is still an unconscionable "coercion", 5) and limited time to accompany the child due to work and other time-consuming tasks.

4. Conclusion

Before implementing the family literacy movement, parents need to raise awareness of the importance of the family literacy movement within them. Not only literacy, but also other basic literacies, such as numeration literacy, science literacy, digital literacy, financial literacy, and cultural and citizenship literacy. Parents need to get used to literacy before they culture literacy in their families. Getting used to 15 minutes of reading non-learning books every day means that someone has supported the government's efforts in developing people's reading and literacy interests. For example, through storytelling or reading stories to children every night leading up to bed.

To optimize the implementation of the family literacy movement, parents need to provide reading materials for the child and provide a rich family environment of text by displaying books, pictures, or information in one corner of the house. In addition to providing reading materials at home, parents can take their children to bookstores, book fairs, reading gardens, and regional libraries. Literacy materials are not always book-shaped, they can also be educational game tools (APE).

People can also use information technology media for children's learning media at home, using the internet to access learning resources for children. Parents need to encourage the child or other family members to participate in literacy-related activities, allocate time and funds to do joint activities related to literacy or simply accompany the child to reading activities at home. Parents can also reward their child for a certain achievement, for example when diligently reading or showing other achievements. Parents need to support the school literacy movement that is supplied to children in school. Thus, it is expected that the interest in reading and literacy of children is also increasing.

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