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Analysis of Parental Involvement in Early Literacy Development in Malang, Indonesia

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Abstrak
Literasi dini merupakan kemampuan penting yang harus dimiliki oleh anak usia dini. Keterlibatan orang tua merupakan hal krusial yang dapat meningkatkan kemampuan literasi dini anak. Tujuan dari penelitian ini adalah untuk mengkaji tentang keterlibatan orang tua dalam perkembangan literasi dini di Kota Malang Indonesia. Penelitian ini menggunakan metode kuantitatif deskriptif dengan survey dengan melibatkan 122 responden orang tua (mean age 37.5 years) yang memiliki anak TK usia 4-6 tahun. Alat ukur yang digunakan dalam penelitian ini adalah alat ukur yang dikembangkan oleh PIRLS-2011 Parental Involvement pada perspektif orang tua. Hasil penelitian empiris menunjukkan jika secara umum keterlibatan orang tua dalam mengembangkan kemampuan literasi dini berada pada kategori rendah sebesar 48% atau sebanyak 58 orang dan kategori sedang sebesar 37% atau sebanyak 45 orang. Keterlibatan orang tua (ayah dan ibu) di rumah menunjukkan angka 38,87%. Hal ini menunjukkan bahwa orang tua cukup terlibat pada dalam pengembangan literasi anak di rumah.
Kata Kunci: *keterlibatan orang tua; literasi dini; indonesia.*

Abstract
Parental involvement is a crucial thing that can improve children's early literacy skills. The purpose of this research is to analyze the involvement of parents in the development of early literacy in Malang, Indonesia. This study used a descriptive quantitative method with a survey involving 122 parents (mean age 37.5 years) who had kindergarten children aged 4-6 years. This study uses a measuring tool developed by PIRLS-2011 Parental Involvement from the parent's perspective. The results show that in general parental involvement in developing early literacy skills is in the low category of 48% or as many as 58 people and in the medium category of 37% or as many as 45 people. Parental involvement at home shows 38.87%. This shows that parents are quite involved in developing children's literacy at home.
Keywords: *parental involvement; early literacy; indonesia.*

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Introduction

The development of language or communication in early childhood is very important for parents to pay attention to, because the role of parents is very important for language acquisition in early childhood (Zubaidah & Enny, 2004). At that age, language is a driving tool for developing children's cognitive and motor skills. In the cognitive development of children, games are very important to improve children's ability to adapt and socialize (Friantary, 2020).

Language skills, not only the necessary biological and cognitive capacities, but also interactions with other people (such as parents) are communicative (Papalia, 2014). Social interaction is an important factor of comprehensive reading (Muter, Hulme, Snowling, & Stevenson, 2004). Children become better readers and writers during the school years when parents provide conversational challenges that children readily accept and in everyday activities parents use a rich vocabulary such as conversations at the dinner table or asking questions to children.

Early literacy skills are built on the basis of language development, the development of which is obtained through the child's interaction with the surrounding environment (Justice L., M., & Kaderavek, 2002). Based on this explanation, it can be understood if the development of early literacy skills is supported by interactions between children and the surrounding environment, including interactions between children and parents. Parents play an important key in supporting the development of early literacy skills in children (Neumann, MM, Hyde, M., Neumann, DL, Hood, M., & Ford, 2012; Ortiz, 2009; Saracho, 1997). Families that stimulate children's literacy skills from an early age make children have higher literacy skills (I. Mullis et al., 2012), for example, parents can choose texts or words that children encounter, encouraging children to focus on writing in the environment, and guiding children's participation in storybook reading interactions (Vygotsky, 1978). Involved parents are predictors of children's literacy and educational success, parents who read to children are important factors that contribute positively to language development and early literacy (Ntim, 2015) .

Hoover-Dempsey and Sandler limit the word parental in question, namely only father and mother (Hoover-Dempsey et al., 1992). The definition of parental involvement is not widely discussed in various research journals by several researchers. Researchers only briefly discuss the definition of parental involvement. Hoover and Sandler (1995) define parental involvement, namely parental participation which includes home-based activities (eg literacy activities, helping with homework, discussing school events or activities) and school-based activities (eg volunteering at school, attending school events). Parental involvement is defined as behavior and practices at home and at school, including parents' aspirations, hopes, attitudes and beliefs regarding their children (Henderson & Mapp, 2002).

Parental involvement in language development is one of the things that is very important to note (Anggraini, 2020). Language development is heavily influenced by parents (Papalia et al, 2018). Parents can establish communication with their children since they are babies (Røe-Indregård et al., 2022). For example, to provide stimulation to the hearing and provide a sense of comfort for children and parents, they can listen to music with soft chants (Zikri, 2016). Children get their first language from what they hear and see, so parents must be able to optimize the child's language acquisition, because it will affect the next stage of language development (Anggraini, 2020).

The first dimension of Vygotsky's framework is interaction with others; he places a strong emphasis on social interaction supporting learning in early childhood. Through social interaction, children acquire age appropriate skills, learn to communicate, and enhance the development of cognitive abilities. Vygotsky believed interaction with someone who was more knowledgeable was the key for a child to learn and develop a better understanding of the world. (Vygotsky, 1978)

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Vygotsky's ZPD concept asserts that children can be encouraged to go beyond their current level of development in acquiring skills. Thus, for them to read and write is not an impossible task even though they have not really acquired extensive knowledge of the language. Vygotsky's scaffolding concept provides important information for parents and teachers to guide reading and writing (Vygotsky, 1978). Parental involvement is needed in the development of early literacy. Lack of involvement from parents in the form of stimulation can cause children's cognitive development to not be optimal and have problems, such as academic problems or delays in speaking (Suriati, 2015).

Data filtering that was carried out by researchers from February to March 2023 was found in the Garuda and Google Scholar databases with the keywords parents; early childhood; language development; early literacy in the last ten years. 10 studies were obtained ((Nuraeni, 2016); (Afriliani et al., 2016); (Karo, 2019); (Utami & Kurniawati, 2022); (Inten, 2017); (Baiti, 2020); (Amelia & Aprianti, 2020); (Gani, 2021); (Primayana et al., 2020); (Saragi Sitio & Vitaloka Anggriani, 2022)), where 3 are quantitative descriptive but where are the titles of the role of parents, 6 qualitative, and 1 class action research with the title of more roles than involvement. There are still not many studies using survey analysis techniques related to parental involvement in early literacy in children aged 4-6 years, so this study aims to examine parental involvement in the development of early literacy in Malang City.

Metodologi

This research is a quantitative research using a descriptive survey. The method used in this research is descriptive research method. According to Nazir (2013) descriptive research studies the status of human groups, objects, conditions, systems of thought or current events with the aim of making systematic, factual and accurate descriptive of the facts studied. The variable in this study is a single variable, namely parental involvement in the development of early literacy in Malang City. The population of this study is parents who have children aged 4-6 years in Kindergartens in Malang City, there are 18,831 (BPS Kota Malang in 2022). The sample of this study used convenience sampling and the number of samples in this study were 122 fathers and mothers (parents) who had children aged 4-6 years as students in kindergarten.

The instruments in this study used a parental involvement measure developed by PIRLS-2011 on a parent's perspective with Cronbach's Alfa values ranging from 0.70 (Czech Republic, Hungary, Italy and Oman) to 0.88 (Romania) which indicates reliability high (I. Mullis et al., 2012; M. O. M. and I. V. S. Mullis, 2013). The researcher has received permission to use the PIRLS parent's involvement scale. The first dimension in the perspective of parents regarding home-based involvement is made into two components or indicators, namely early literacy activity and helping with homework (by the PIRLS home questionnaire). And the second dimension, namely school-based involvement and home-school communication, parents participate in school activities. Parental involvement in early literacy was measured using an adaptation of the parent involvement scale which refers to the 2011 PIRLS. The data analysis technique used in this study is descriptive statistical analysis, because the survey results of this study are reported and presented in the form of tables, diagrams and percentages.

Result and Discussion

The results of empirical research show that in general parental involvement in developing early literacy skills is in the low category of 48% or as many as 58 people and in the medium category of 37% or as many as 45 people. The following table shows the categories of parental involvement.

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Table 1. Parental involvement in developing early literacy skills

Category	Score Range	Parental Involvement	
		F	%
High	X > 27	19 people	15%
Medium	13 < X ≤ 27	45 people	37%
Low	X ≤ 13	58 people	48%

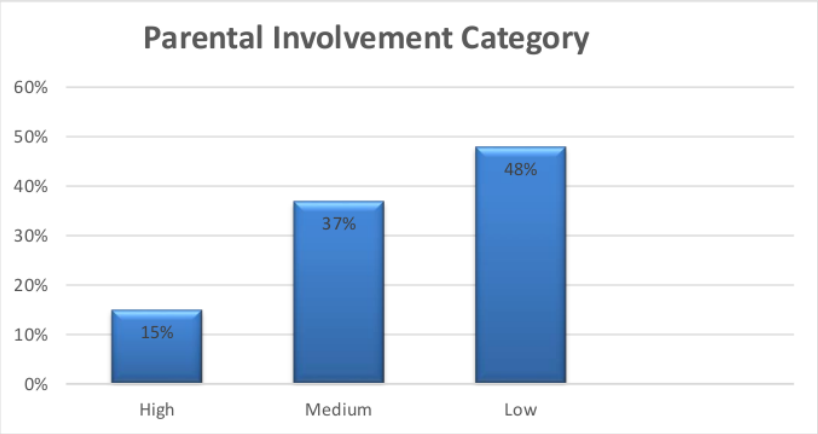

Figure 1. Parental involvement in developing early literacy skills

The results of the survey using the parental involvement scale from Pirls-2011 which consists of 2 aspects, namely parental involvement at home and at school are illustrated in the following table.

Table 2. Categorization of Score Percentage

Category	Score
High	68-100%
Medium	34%-67%
Low	0%-33%

Table 3. Parental involvement at home

Home Involvement		
Indicator	%	**Category**
Provide reading books	20.08%	Low
Read a book	25%	Low
Tell a story	27.04%	Low
Sing a song	43.44%	Currently
Play alphabet games	42.21%	Currently
Ask about activities the child has done	36.47%	Currently
Talk about what the child has read	42.21%	Currently
Play word games	42.62%	Currently
Write letters or words	47.95%	Currently
Read symbols or labels aloud	47.54%	Currently
Discuss school work with children	38.93%	Currently
Helping my child's school work	51.63%	Currently
Making sure my child sets aside time for	41.39%	Currently
Ask children what they learn at school	37.70%	Currently
Average	38,87	Currently

The results based on the table show that the involvement of the father and mother at home shows the number 38.87 %. This shows that parents are quite involved in developing

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children's literacy at home. The most frequent form of involvement is helping with school work. Meanwhile, involvement that is rarely done is that parents are less involved in indicators of providing books, reading books and telling stories.

Table 4. Parental Involvement in schools

School Engagement		
Indicator	%	**Category**
Checking if my child has finished his homework	41.80%	Currently
Helping my child practice reading	28.68%	Low
Discuss with the child about what is being read	51.22%	Currently
My child's school involves me (as the parent) in the child's education	39.75%	Currently
My son's school should make more efforts to involve me in the child's education	45.90%	Currently
My son's school should be better at keeping me informed about the child's progress	35.24%	Currently
Total	242.59%	
Average	40.43%	Currently

The results based on the table show that the involvement of fathers and mothers in school shows of 40.43 % . This shows that parents are quite involved in developing children's literacy at school. The most frequent form of involvement is discussing with the child what is being read . While involvement is rarely done, namely parents are less involved in indicators of helping children practice reading.

Age level is a factor that can influence parental involvement in children's literacy development. The younger the parents are , the higher their involvement in developing children's literacy. Conversely, the older you get , the less parents are involved in developing children's literacy. For more details, the table below presents parental involvement by age level .

Table 5. Age Factor with Parental Involvement

Age	Percentage	Category
20-30	70%	High
31-40	51%	Medium
41-50	48%	Medium

Income level is also a factor that can influence parental involvement in children's literacy development. The higher the income of parents, the greater their involvement in developing children's literacy. Meanwhile, the lower the income level of parents, the lower their involvement in developing children's literacy. The following table below presents parental involvement based on income level.

Table 6. Income Level Factors with Parental Involvement

Income Level	Percentage	Category
>5,000,000	70%	High
4,000,000-5,000,000	60%	Medium
3,000,000-4,000,000	47%	Medium
2,000,000-3,000,000	48%	Medium
1,000,000-2,000,000	33%	Low
<1,000,000	30%	Low

In addition to age and income levels, education level is also a factor that can influence parental involvement in children's literacy development. Parents with a high level of education will be heavily involved in developing children's literacy. In contrast to parents

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with low levels of education who are minimally involved in developing children's literacy. For more details, the table below presents parental involvement based on educational level.

Table 7. Educational Factors with Parental Involvement

Level of education	Percentage	Category
S2	88%	High
S1	68%	High
Diploma	58%	Medium
Senior High School	57%	Medium
Junior High School	32%	Medium

In addition to reviewing the several factors above, parental involvement can also be seen based on the order of birth of children and the number of children. However, based on two factors, namely birth order and number of children, it results that there is no effect of both on parental involvement in the development of children's literacy. So that regardless of the number of children or in terms of the order of birth of children, it does not differentiate parental involvement, both of these factors are in the moderate category. The following table below presents parental involvement based on the level of child birth order and number of children.

Table 8. Factors of Child Birth Order with Parental Involvement

Child Birth Order	Percentage	Category
First	56%	Medium
Second	47%	Medium
Third	54%	Medium

Table 9. Number of Children Factors with Parental Involvement

Number of children	Percentage	Category
One	56%	Medium
Two	57%	Medium
Three	49%	Medium

Based on the perceptions of parents, it shows that those who have involvement with children are 47% and the remaining 53% have less involvement with children. Mothers who have the perception of being involved in the development of children's literacy are 26% and fathers are only 21%. Meanwhile, 34% of fathers and 20% of mothers feel less involved in developing children's literacy. The following table presents parental involvement according to the perceptions of each parent.

Table 10. Perceptions of Parental Involvement

	Gender		
Information	**Father**	**Mother**	**Total (%)**
Involved	20.49% (25)	26.22% (32)	46.71% (57)
Less involved	33.60% (41)	19.67% (24)	53.27% (65)
Total	54.09% (66)	45.89% (56)	100% (122)

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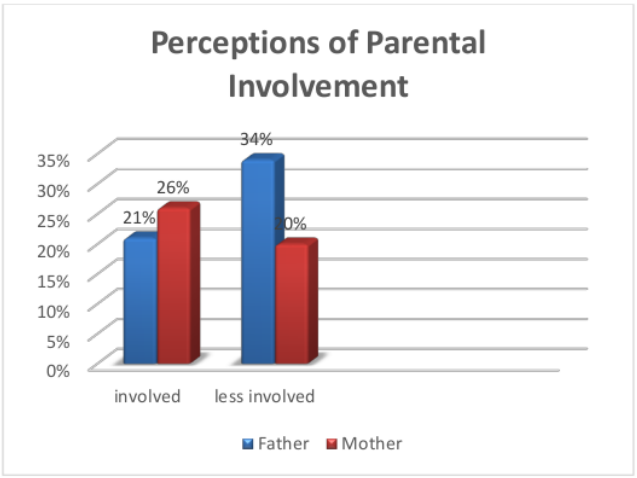

Figure 2. Perceptions of Parental Involvement

Parental involvement based on the results of the analysis is in the sufficient and insufficient categories, this is in line with the results of a preliminary study conducted by Ruhaena (Widodo & Ruhaena, 2018) indicating that some parents find it difficult to find ways of stimulation that are suitable for children in providing activities that related to literacy at home. Parents leave their children because they are busy with work, so that children get less attention and do not train or justify wrong words (Nurfauziah, 2015) . Parents do not fully understand the stages of children's language development and what things must be done in addressing each stage of the child's language development (Zikri, 2015) . This is in line with survey results from (World Bank, 2013) where most of the children observed in the study grew up in families with parents who never read stories to their children. According to Gonzalez, M., Espinel, AIG, & Rosquete (2002) one of the factors that causes reading and writing difficulties in children is an unsupportive environment such as the lack of involvement of parents in providing literacy stimulation.

The involvement of parents in the development of early literacy is a research finding by Whitehead (2004) which states that early literacy skills will increase if parents are involved in literacy enrichment activities, such as singing, poetry, telling stories, drawing, and playing together. Research shows that there is a relationship between parental involvement and the acquisition of language skills and early literacy (Britto & Limlingan, 2012) . There is also a very good relationship between literacy resources at home and the development of children's reading skills (Sanders & Sheldon, 2009) .

In line with that, the learning experience at home also affects early literacy skills (Melhuish et al., 2008) . A number of studies support the notion that the home environment, parental involvement, and parent-child interaction are significant for developing early literacy (Burgess et al., 2002) . Parental characteristics (education level, employment status, marital status, socioeconomic status) have been identified as important predictors of children's language skills (Chen et al., 2018; Fekonja-Peklaj et al., 2015; Lai et al., 2022; Sandy et al., 2020) . Based on this explanation, it can be understood that parental involvement has a relationship of influence on children's early literacy development, so it is hoped that parents will have involvement in early literacy development.

Parents are quite involved in developing children's literacy at school. The most frequent form of involvement is discussing with the child what is being read. While involvement is rarely done, namely parents are less involved in indicators of helping children practice reading. The research findings show that the age level of parents is a factor that can influence parental involvement in the development of children's literacy. The

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younger the parents are, the higher their involvement in developing children's literacy. Parents with a high level of education will be heavily involved in developing children's literacy. Based on two other factors, namely birth order and number of children, it is found that there is no effect of both on parental involvement in the development of children's literacy.

Limitations in this study only used one variable parental involvement and only measured one aspect, beside that this research only used 122 parents from Malang. Suggestions for further research based on the data presented by the researcher, can use experimental methods on parents to increase parental involvement in early literacy. Besides that, you can use cross sectional research to find out what determinants influence parental involvement in early literacy.

Conclusion

The results of empirical research show that in general parental involvement in developing early literacy skills is in the low category of 48% or as many as 58 people and in the medium category of 37% or as many as 45 people. Parental involvement (father and mother) at home shows a figure of 38.87%. This shows that parents are quite involved in developing children's literacy at home. The most frequent form of involvement is helping with school work. Meanwhile, involvement that is rarely done is that parents are less involved in indicators of providing books, reading books and telling stories.

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