

Fostering Early Childhood Literacy: The Crucial Role of Family Environments

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Abstrak

Permasalahan literasi anak usia dini sering kali diabaikan, terutama dalam konteks kurangnya keterlibatan orang tua dalam membangun budaya literasi yang holistik di lingkungan keluarga. Banyak orang tua terlalu fokus pada kemampuan membaca, menulis, dan berhitung (*calistung*) sejak dini, sehingga mengabaikan pentingnya bermain serta interaksi bahasa yang mendukung perkembangan motorik, sosial, dan emosional anak. Selain itu, penggunaan gadget sebagai cara menenangkan anak menyebabkan berkurangnya aktivitas bermain yang aktif dan interaktif. Tantangan ini menunjukkan pentingnya pemahaman yang lebih luas tentang literasi, yang mencakup aspek verbal, suara, gerakan, dan interaksi dengan lingkungan, agar proses belajar menjadi lebih holistik dan relevan dengan kehidupan sehari-hari. Penelitian ini menggunakan pendekatan studi literatur dengan metode *systematic literature review* untuk menganalisis pentingnya budaya literasi dalam keluarga. Data dikumpulkan melalui jurnal-jurnal ilmiah dengan menggunakan kata kunci tertentu yang kemudian dianalisis secara deskriptif. Subjek penelitian adalah literatur yang relevan mengenai pengembangan budaya literasi, anak usia dini, dan lingkungan keluarga. Hasil penelitian menunjukkan bahwa strategi-strategi yang dapat diterapkan keluarga meliputi: mengenalkan buku sejak dini, membaca bersama anak, mendorong anak memegang buku, mengurangi penggunaan perangkat elektronik, menciptakan lingkungan belajar yang interaktif, serta melibatkan anak dalam aktivitas sehari-hari seperti bermain di taman, memasak, membersihkan rumah, dan kegiatan kreatif lainnya. Kesimpulannya, keterlibatan keluarga dalam membangun budaya literasi dapat meningkatkan kemampuan literasi dan minat baca anak sejak usia dini, dengan implikasi bahwa pendidikan keluarga sangat penting dalam mendukung perkembangan literasi anak secara menyeluruh.

Kata kunci: Budaya Literasi, Lingkungan Keluarga, Anak Usia Dini

Abstract

Early childhood literacy issues are often overlooked, especially in the context of parents' lack of involvement in building a holistic literacy culture in the family environment. Many parents focus too much on early reading, writing and counting (*calistung*) skills, neglecting the importance of play and language interactions that support children's motor, social and emotional development. In addition, the use of gadgets as a way to soothe children has led to a reduction in active and interactive play activities. This research uses a literature study approach with a systematic literature review method to analyze the importance of literacy culture in the family. Data were collected through scientific journals using certain keywords and then analyzed descriptively. The research subjects were relevant literature on literacy culture development, early childhood and family environment. The results show that strategies that families can implement include: introducing books early on, reading with children, encouraging children to hold books, reducing the use of electronic devices, creating an interactive learning environment, and involving children in daily activities such as playing in the garden, cooking, cleaning the house and other creative activities. In conclusion, family involvement in building a literacy culture can improve children's literacy skills and interest in reading from an early age, with the implication that family education is very important in supporting children's overall literacy development.

Keywords: Literacy Culture, Family Environment, Early Childhood

History:

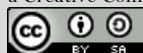
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1. INTRODUCTION

Early literacy skills acquisition has become a key topic in national research and policy, as seen in reports and legislation such as No Child Left Behind. Therefore, early childhood literacy should be a primary focus for teachers and parents throughout the preschool years (Correro et al., 2022; Dennis & Horn, 2011; Lonigan & Shanahan, 2010). The family environment is the main and first factor that plays an important role in early childhood in creating the right learning process. However, there are other activities that can

help children's development, one of which is by doing literacy activities such as listening to stories, children will learn various things, including children will understand the expressions, storylines, and causes and effects in the story and assess the wisdom that can be used as life values (Arsa et al., 2019; Yuniarsih & Fitri, 2023). Because children are at the early stages of pre-school in the introduction and basic understanding of children's literacy activities. According to previous research, writing and reading are activities that determine a person's literacy skills, whereas according to Oxford Language, literacy is the ability to read and write as well as expertise and skills in a particular field of study (Husnaini, 2018). Meanwhile, according to previous research, the concept of literacy culture includes the capacity to skillfully engage with information through various activities such as reading, viewing, listening, writing, and speaking (Nurhayati, 2019). It involves not only the ability to access and understand information, but also to apply it in a meaningful and intelligent way. Another definition states that literacy is more than just the ability to read and write texts. It has expanded its scope to include other aspects, such as visual, audiovisual, and computerized dimensions, to capture cognitive, affective, and intuitive elements (Amanullah, 2020; Febiharsa & Djuniadi, 2018). From this understanding it is clear that developing children's literacy skills is very important to develop effective communication skills in various modalities such as written, visual, and audio-visual media.

Early literacy skills (emergent literacy) are essential and develop from birth to age five, encompassing the skills, knowledge and attitudes that underlie reading and writing. The learning environment at home, as well as in early childhood education (ECEC) settings, plays a significant role in shaping these skills (Gallagher et al., 2018; Katranci, 2018; Shek, 2017). Given that education systems are often overburdened and underfunded, achieving universal access to preschool is considered extremely difficult. It is therefore important to explore alternative approaches to school readiness, such as parent education programs or home-based early childhood education provision (Elek et al., 2022; Kumpulainen & Gillen, 2019). Overall, children's literacy is greatly influenced by the interactions they experience in ECEC environments, and improving the quality of these interactions can support their future literacy skills (Borisova et al., 2017; Dennis & Horn, 2011).

At the age of 0-3 years, a child's brain develops rapidly, and meaningful early experiences help form complex brain connections. Parents need to provide ongoing and meaningful experiences to fuel this development. Early childhood is greatly influenced by the role of teachers and parents as supporters and guides (Fadhilaturrahmi et al., 2021; Martinez et al., 2003). Well-trained and qualified teachers have a significant and lasting impact on children's literacy skills. Unfortunately, the quality of early childhood care and education in many places is often inadequate, resulting in stunted language and literacy development in children before they enter kindergarten (Badri et al., 2020; Husnaini, 2018).

The results of previous research show that one way to foster interest in reading in society is to instill literacy from an early age by fostering a love of reading (Irna, 2019; Mardiyah et al., 2020). This is because children develop the strongest bonds with their families from an early age, so that families play a key role in determining the success of a child's education. By creating an environment that values literacy, such as encouraging interaction with books, building a book collection, reading books often, and getting used to holding books and by flipping through books and often reading books to children, families can easily create children who have a tendency towards imitation and emulation (Maureen et al., 2018; Muzakki et al., 2020; Taylor, 2016). The results of the study observed that various activities can be carried out at home to encourage the development of early childhood literacy, and parental involvement is very important in forming a culture of literacy from an early age (Takacs et al., 2015; Wildová & Kropáčková, 2015). According to other researchers, the role of adults can help children get to know the new world by mentioning

names, recognizing the characteristics of an object or living creature, mentioning various colors, imitating sounds, expressing feelings and stimulating sensory motor skills in recognizing the texture of an object (Inten, 2018).

National Early Literacy Panel (NELP) is an expert panel formed in the United States to review and summarize scientific research on early literacy development in children, specifically from birth to age five (Schatschneider & Lonigan, 2010; Sénéchal & LeFevre, 2002). From several reports received by NELP, it was concluded that building vocabulary is not enough to improve literacy, because more complex language skills, such as understanding grammar, are also needed (Lonigan & Shanahan, 2010; Pearson & Hiebert, 2010). The NELP report shows that there is little research that robustly measures the causal impact of programs that parents implement to help develop their children's literacy (Maureen et al., 2018).

Early development of phonological awareness is essential for literacy development. Learning begins at an early age because children's future reading success is greatly influenced by the literacy skills they acquire during the early years (Bos, C. et al., 2021; Mad & Mohamed, 2023). Language skills learning is influenced by the child's knowledge of letters, his capacity to recognize syllables, rhymes, and phonemes, and his understanding of the relationship between phonemes and graphemes (Jackson et al., 2006; Wenner et al., 2008). Research shows that kindergarten children who have high phonological awareness will learn to read faster than those who have lower levels of competence (Kim & Cho, 2017; Westerveld et al., 2016).

Nowadays, many parents give gadgets to their children to keep them calm. However, this can make children less active in activities that should help develop their gross and fine motor skills. In addition, children are taught to read, write, and count at an age when they should be playing. So the various responsibilities that are carried out beyond their abilities limit the amount of time that young children have to play (Mad & Mohamed, 2023; Wahyudi, 2023). Developing a broader definition of literacy that goes beyond words is a challenge in early childhood literacy. According to other research, in order for children's literacy to grow more comprehensive, rich, and applicable to everyday experiences, literacy must also incorporate sound, movement, and contact with the environment (Gallagher et al., 2018; Maureen et al., 2018). Parent education programs that emphasize play activities that enhance the child's developmental milestones are often offered through home visits, neighborhood organizations, or clinics. Children's language skills can be improved through parental participation in reading and language interaction activities at home, which will improve the child's reading skills (Mardiyah et al., 2020; Meliyanti et al., 2021).

The importance of literacy is closely related to children's academic development. Several studies have shown that literacy skills, including language skills, are strong predictors of academic success. For example, other studies have found that literacy is one of the strongest indicators of a child's academic success (Wildová & Kropáčková, 2015; Zhou & Lu, 2024). Another study found that preschoolers' language skills can predict their reading achievement in grades one through three (Wildova, 2005). Further research shows that expressive vocabulary skills at preschool age predict reading skills in second grade. It also shows that children's literacy skills at age 5 can predict their reading levels at age 7. These findings underscore the important role that language and literacy skills play in children's academic development.

This study emphasizes the crucial role of families, especially parents, in shaping children's literacy culture from an early age. Another novelty lies in the Indonesian context, where literacy rates are still low, and this study attempts to offer strategies to increase reading interest through active parental involvement at home. The focus of this study is to emphasize the importance of early childhood literacy culture in the family environment, especially through parental involvement. The purpose of this study is to increase awareness and

knowledge among parents and educators, to encourage effective strategies that promote reading and other forms of literacy culture in early childhood. Therefore, it is essential for all children, regardless of their socioeconomic status, to benefit from a literacy environment at home that supports the development of their language and literacy skills from an early age.

2. METHODS

This study uses a qualitative approach to explore themes in the literature related to early childhood literacy culture in the family environment. The type of literature review used in writing this article uses a systematic literature review (Meliyanti et al., 2021). The main data sources come from internet searches from the Connected Papers database, Google Scholar, Science Direct, ERIC and supporting books with keywords early childhood, literacy, and family environment. The study selection criteria include studies that are relevant to the topic, through a peer-review process, and sources with high credibility.

Various articles that have been searched in large numbers, then selected articles according to the keywords taken. Then the articles are sorted and extracted with conditions that meet the requirements and are relevant to the research topic being studied. Relevant articles are analyzed descriptively qualitatively. The research procedure consists of four stages, including: (1) collection of relevant data according to the subject; (2) presentation of data collected by researchers; (3) collection and inventory of data; (4) drawing conclusions based on valid and reliable data validation that produces conclusions (Cresswell, 2014). The first step, the data collection process includes the scanning process (scanning the literature). Second, the skimming process (reading quickly and carefully the potential of appropriate material). Third, the mapping process (mapping the substance in the appropriate literature). Fourth, conducting study selection and assessment of study quality. Finally, describing the results of the literature review search in the form of a chart. The research flow in this study is shown in Figure 1.

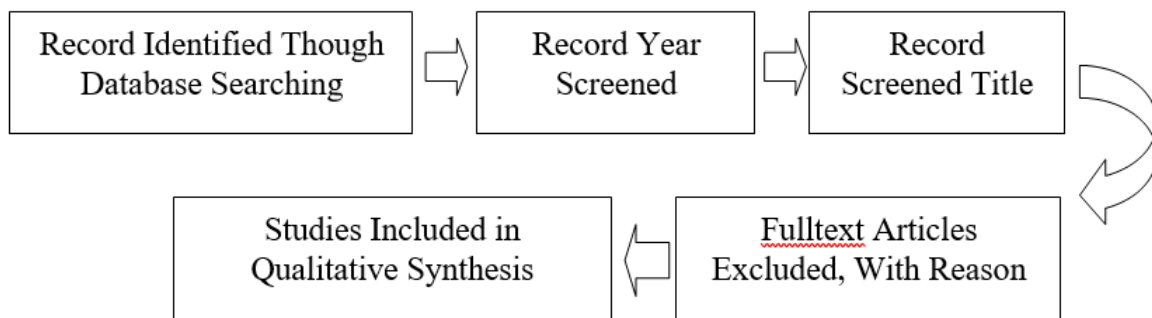


Figure 1. The Research Flow

3. RESULTS AND DISCUSSION

Results

Previous studies have extensively examined family literacy as a means to improve children's literacy skills. The results of this study are the culmination of previous studies, which investigated misconceptions and best practices in promoting literacy within the family unit. A comprehensive literature review was conducted to provide an overview of the findings, which are expected to offer valuable insights and serve as a reference for parents who want to encourage literacy activities in the family environment. The results of this study obtained several findings sourced from the Connected Papers database, Google Scholar,

Science Direct, ERIC and supporting books with the keywords early childhood, literacy, and family. Then the findings of articles that are not relevant to the year or title and the expected results, the article is removed. The results of the literature review search are presented in the search result selection flowchart on [Figure 2](#).

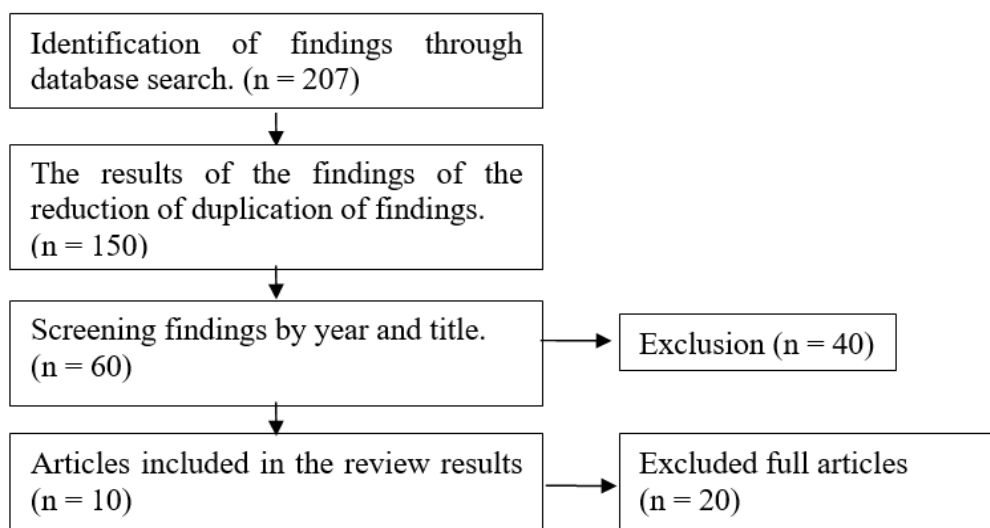


Figure 2. The Results of Article Review

The total results of the articles that have been traced through screening activities, obtained ten articles that were included according to the keywords and research topics that have been determined. The articles reviewed include research from 2017 to 2023 conducted both domestically and abroad. Furthermore, the results of the review are presented in [Table 1](#).

Table 1. The Results of Article Review

No	Writer	Title	Results
1	(Kumpulainan et al., 2020)	Young children's digital literacy practices in the sociocultural contexts of their homes	The literacy model contains three original dimensions proposed by Green, 1998 and expanded and proposes that literacy practices require at least four interrelated dimensions, namely operational dimensions, cultural dimensions, critical dimensions and creative dimensions.
2	(Nurhayati, 2019)	Building a culture of early childhood literacy in the family	There are many options for building a culture of literacy in the family, including engaging in activities such as reading stories, creating a mini library, enjoying outdoor activities at a nearby park, cooking meals together, cleaning the house together, spending quality time with loved ones, watching movies together, and exploring creative outlets with other family members. One of the main factors in the success of early childhood literacy is parental involvement and enthusiasm.

No	Writer	Title	Results
3	(Devianty & Sari, 2022)	The role of the family in optimizing early childhood literacy	To optimize early childhood literacy at home, there are several approaches that can be taken. These include introducing young children to literacy, reading stories to them, encouraging them to hold books rather than using electronic devices, creating an interesting and comfortable learning environment to arouse their interest in literacy, setting up a mini library, engaging in outdoor activities such as visiting parks, cooking and cleaning together as a family, watching movies together, and fostering creativity through collaboration with other family members.
4	(Nordstrom et al., 2021)	Unfolding joy in young children's literacy practices in a Finnish early year's classroom	The need to pay attention to material resources and the material environment is crucial in investigating young children's playfulness, as the material dimension is often overlooked, but is an important part of children's literacy practices. The literacy practice model in the Storybook project is achieved multimodally, using a variety of material resources. The project provides children with opportunities to create their own stories, based on their interests and experiences. The activities encourage children to engage with a variety of materials and result in many actions that are rich with material resources and the surrounding environment. The Storybook project illuminates children's ways of knowing, being and doing, emphasizing the material and situated nature of children's literacy practices in educational contexts.
5	(Mulasih, 2022)	Family literacy: Strategies to foster responsible reading habits in children	Strategies that can be applied to create a literate family environment are as follows; a) early detection of children's needs and learning styles; b) cultivating reading activities; c) Reinforcement of reading culture.
6	(Meliyanti et al., 2021)	Literature Review: Development of Literacy and Numeracy in the Family Environment	Literacy implementation in families can be done by encouraging children to engage with stories, namely by encouraging children to answer questions about characters and plots before stopping in the middle of the story and connecting the events to their own experiences. In addition, children can be encouraged to present stories in various formats, such as role-playing with siblings or parents. Other activities that encourage mathematical thinking can include measuring household objects, cooking together and measuring ingredients, tracking body or room temperature and graphing the

No	Writer	Title	Results
7	(Sheridan et al., 2019)	Family-school partnerships in early childhood: Examples of evidence-based interventions	results, noting distance and travel time, going shopping with children, and calculating water and electricity usage on a monthly or annual basis. Literacy culture in the family environment can be done by creating sense-making in digital literacy to prepare children's education in the future. Children's learning experiences also need to be monitored and controlled to see their impact on children's developmental achievements. It is very important for parents and teachers to build a learning environment that includes microsystems, mesosystems, exosystems, and macrosystems. Such a system will provide the necessary framework for an optimal learning experience.
8	(Masfufah, 2021)	Language & Literacy Development in Early Childhood: A Literature Study	Some early childhood literacy development programs can be done through, among others, first, with the <i>dia cocok</i> method whose activities focus on the introduction of consonants and vowels. Second, using big book learning media. Third, with storytelling activities. Finally, with moving flashcard media.
9	(Marsh et al., 2017)	Young children's initiation into family literacy practices in the digital age	Various literacy practices at home can utilize digital literacy practices, developing skills, knowledge and understanding in multimodal texts and practices, multimedia, engaging children with culture related to literacy practices, and dialogue with older family members.
10	(Nkomo et al., 2023)	Early literacy experiences of two children during Covid-19 lockdown in South Africa: A semi-ethnographic study	It was found that young children need to participate in play activities, storytelling, and reading aloud, as well as listening and speaking naturally together. Through play, storytelling and being read to, children develop their listening and speaking skills.

Discussion

Literacy culture in early childhood can be realized through various literacy practices, including reading, writing and communicating that can be integrated into play activities and other creative interactions. Based on a sociocultural perspective, it was found that children's interactions with parents and other family members are very important in shaping literacy experiences and learning at home. Identifying various literacy practices in which children are involved at home and exploring how these practices are embedded in family life and involve family members explores how children's communicative practices use methods that are broader than written words (Meliyanti et al., 2021; Munawar et al., 2019). Early literacy skills of early childhood are determined by parental support in developing aspects of child development.

The results of the reviewed literature study obtained various forms of instilling a culture of literacy in children in the family environment. The strategy for creating a literate family environment expressed by previous researchers begins with recognizing children's needs and learning styles from an early age (Mulasih, 2022). Other researchers explain that literacy culture, especially early introduction to reading, consists of several stages, namely the first stage is to foster awareness of writing, the second stage is for children to start reading pictures, the third stage is to introduce reading or with a trilingual system and the fourth stage is for children to start reading fluently (Husnaini, 2018). Furthermore, cultivating reading activities can be done through several activities, including parents reading books to children, implementing reading corner programs, inviting children to visit the library, conducting home visits (bringing in people who can evaluate literacy activities at home) (Irna, 2019; Sugianto, 2023).

In addition, Reinforcement of reading culture which is a concept from the behaviorist figure Skinner, emphasizes the importance of providing warmth, enthusiasm, and meaning in reading activities, as well as avoiding negative responses. An example of the application of this concept is designing an environmentally aware family or eco-family (Masrurroh & Dewi, 2020; Wisnu Budi Wijaya, 2019). In line with research which states that growing an interest in reading or developing a reading culture starts from the family environment (Muzakki et al., 2020). If a child grows up in a family that loves to read, the child will witness and feel firsthand that reading is a useful and enjoyable activity.

The discussion on children's literacy culture covers several important dimensions. The three-dimensional literacy model proposed is expanded into four intersecting dimensions consisting of operational, cultural, critical and creative dimensions (Estheriani & Muhid, 2020; Rahayu et al., 2023). The operational dimension emphasizes the ability to understand and produce digital and multimodal texts in a variety of communication contexts, using the necessary tools. Meanwhile, the cultural dimension refers to literacy as a cultural practice that involves the use of different cultural symbols and rules in communication and understanding meaning. The critical dimension focuses on the analysis of multimodal texts and artifacts, with questions about power, audience, and reception (Hajaroh, 2022; Indrapangastuti, 2014). Finally, the creative dimension emphasizes that literacy also includes the ability to innovate and create.

This context has an impact on children because they can interact with technology and media in new and transformative ways, both through digital play and other activities. Overall, this model highlights the importance of operational skills, cultural understanding, critical analysis, and creativity in children's digital literacy (Kumpulainen et al., 2020; Kumpulainen & Gillen, 2019). Another study stated that a culture of literacy in the family environment can be done by creating sense-making in digital literacy to prepare children's education in the future (Marsh et al., 2017). Thus, digital literacy serves as an important tool for children to interact with the world more meaningfully and productively. This result is in line with the results of other studies that reveal that digital literacy is quite effective in increasing children's interest in reading in Wancimekar village, because much information can be easily accessed (Yuniarsih & Fitri, 2023).

Not only with the digital dimension, children can also be given other non-digital activities such as interacting and playing with adults and other children using more traditional toys and tools at home and outside the home. For example, through the literacy practice model in the Story Book project using a multimodal approach with various sources of materials, giving children the opportunity to create stories based on their interests and experiences (Nkomo et al., 2023; Nordström et al., 2021). The storybook project highlights how children learn, interact and practice in educational contexts, emphasizing the material and situational nature of their literacy practices (Fadillah et al., 2022; Nirmayani & Dewi,

2021). For example, through activities such as reading fairy tales, familiarizing children with books instead of electronic devices, creating an interesting and comfortable learning environment that encourages a love of literacy, establishing a small library. Other studies state that through storytelling activities, it can increase children's attachment and interest in reading activities as an effort to build family literacy (Fauziah & Aliza, 2023). In addition, other research states that literacy culture can be well integrated if the management of learning resources such as book classification, placement, maintenance, and use are properly considered (Ridha, 2022).

Literacy can also be built through outdoor activities, such as playing in the park, as well as cooking and cleaning together, can foster a sense of family. Watching movies together and engaging in creative activities in groups can also help children develop literacy (Amalia & AH, 2019; Devianty & Sari, 2022; Nurhabibah et al., 2023; Nurhayati, 2019). Another important role of literacy culture in the family environment is to ensure that children have access to appropriate facilities, which can help improve their literacy development. It is essential for parents and teachers to build a learning environment that includes the microsystem, mesosystem, exosystem, and macrosystem. Such a system will provide the necessary framework for an optimal learning experience (Meilasari & Diana, 2022; Sheridan et al., 2019). It can be concluded that activities such as reading books regularly and providing access to supporting facilities are very important. In addition, collaboration between parents and teachers in creating a holistic learning environment will support a better learning experience for children. Other studies support the results that as many as 67% of parents who routinely read in front of children, such as short stories, news in newspapers, or information on social media, can foster interest in reading, understanding the importance of reading, and motivation for children to read diligently (Meilasari & Diana, 2022).

This study offers a new perspective on the importance of the family's role in building a culture of literacy in early childhood through literacy practices integrated into daily activities. The emphasis on the sociocultural perspective shows that interactions between children and parents, as well as other family members, greatly influence literacy experiences and learning at home. First, parents need to be actively involved in literacy activities, such as reading books and creating a fun reading atmosphere. Second, combining literacy practices with play and social interaction can improve children's literacy skills as a whole. Third, creating an environment rich in access to literacy resources, both digital and non-digital, is very important for children's development. In addition, the application of a literacy model that includes operational, cultural, critical, and creative dimensions can help children interact with media more effectively. Finally, collaboration between parents and teachers in creating a holistic learning environment will support optimal learning experiences for children, preparing them to interact with the world productively.

The findings in this study indicate that interactions between children and parents, as well as a supportive family environment, play a vital role in children's literacy development. This approach includes aspects such as family interactions that highlight the importance of verbal and non-verbal communication, as well as holistic activities that integrate literacy practices into daily activities, such as playing and watching movies together. For future research, it is recommended to conduct longitudinal studies that observe children's literacy development from early childhood to school age, as well as multicultural research to understand the influence of cultural values on literacy practices. In addition, the development of intervention programs that involve parents in literacy activities and research on the use of digital technology to support literacy culture at home are also very much needed. Thus, this study not only supports existing theories but also provides a more comprehensive framework for understanding the development of literacy culture in early childhood.

4. CONCLUSION

This study emphasizes that literacy culture in early childhood is not only formed through reading, writing, and communication practices, but also through active interactions between children and family members, especially parents. The findings show that parental support in understanding children's needs and learning styles is very important to create a productive literacy environment. The implication of this finding is that parents should be actively involved in literacy activities, such as reading books and creating a supportive atmosphere, which will strengthen children's literacy skills. Furthermore, the integration of literacy practices with play activities and social interactions can improve children's overall learning experience. A literacy model that includes operational, cultural, critical, and creative dimensions provides a holistic framework for developing literacy skills in a modern context. Therefore, collaboration between parents and teachers in building a comprehensive learning environment is very important to prepare children to face future challenges, making them more ready to interact with the world meaningfully and productively.

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