

## PARENTAL INVOLVEMENT TOWARDS STUDENTS' LITERACY DEVELOPMENT IN SEKOLAH DASAR NEGERI 1 BANJAR

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### Abstrak

Penelitian ini bertujuan untuk menganalisis keterlibatan orang tua didalam mengembangkan literacy siswa di Sekolah Dasar Negeri 1 Banjar. Tujuan dari penelitian ini adalah untuk menganalisis bagaimana orang tua dapat mendukung perkembangan literasi anak dan untuk mengidentifikasi hambatan keterlibatan orang tua di dalam mensupport perkembangan literacy anaknya. Subjek penelitian ini adalah orang tua siswa yang memiliki pendidikan yang rendah. Penelitian ini adalah penelitian deskriptif kualitatif. Penelitian deskriptif dapat dilakukan dengan mencari beberapa informasi dari sumber. Data dikumpulkan dengan menggunakan 2 instrumen yaitu kuesioner dan interview. Validasi instrument dilakukan oleh *expert judgement*. Data yang didapatkan akan di analisis secara deskriptif. Temuan penelitian ini menunjukkan bahwa orang tua biasanya melakukan 16 aktivitas. Selanjutnya, menurut kuesioner yang telah diberikan kepada orang tua, ibu adalah orang tua yang paling sering mendampingi anaknya dalam kegiatan membaca. Orang tua biasanya menggunakan Bahasa Bali didalam kegiatan membaca. Selanjutnya, terdapat 13 jenis hambatan.

**Kata kunci:** keterlibatan orang tua, perkembangan literasi

### Abstract

*This research aimed to analyze parental involvement in developing students' literacy development in Sekolah Dasar Negeri 1 Banjar. The purpose of this study was to analyze how can parents support child's literacy development and to identify the barriers to parental involvement. The subject of this study was the parents who had a low-educational attainment. This study was a descriptive qualitative. Descriptive study could be done by collecting some information from the source. The data were collected by using two instruments namely questionnaire and interview guide. The instrument validity was conducted by expert judgement. The data obtained were descriptively analyzed. The findings of this study show that parents did 16 activities in developing students' literacy development. Moreover, Mother commonly accompanied their children in the reading activity at home. Parents usually use balinese language Furthermore, there were need justification.*

**Keywords :** *parents involvement, literacy development*

### 1. Introduction

Nowadays, learning process is one of the important thing. The learning process is a life long journey (Simonds, 2012). Similarly, Simonds (2012) states that the learning process is conducted from the moment a person is born until the advanced years. Moreover, the learning process in people's life is continual. In the learning process, there are several supporting factors. Some of these supporting factors are related to teacher and parent. Here, parents can be defined as educators for the students. Moreover, Hill and Taylor (2004) state that parents are considered to be children's first educators. As the first educator, parents give affection in the learning process where the children feel safe to learn. Here, Parents are a caregiver that provides a learning environment where the children feel comfortable in the learning process (Simonds, 2012). Furthermore, Malkawi and Smandi (2016) state that parents as a big role to involve in children's learning process.

Parental involvement refers to the situation where parents are directly involved in the children's learning process. Involving parents in children's learning process is important because parents have a chance to teach the children and know the progress in the learning process. Involving parents help to build a positive relationship between children, parents, and teachers by giving the students a positive environment that can be used to introduce the

students about school and generally supports the students about social life, academic development, and the facilitator in the learning process (Alnord, Zeljo, & Doctoroff, 2008). Furthermore, involving parents in children's education is crucial because parents make children improve their academic performance. Having cooperation between children and parents in education help the students to develop strong educational programs (Fittion & Gredler, 1996). Thus, parents' involvement leads the students to have a successful education. Iswanto (2017) mentions that parenting is one of the best techniques for educating children to give a good influence on children's learning process. Hence, one thing that can be taught by parents is literacy.

Literacy is one of the important things that leads the students to have more ability in the learning process. Simonds (2012) argues that literacy can be defined as the ability to read and write as well as speak and listen but all of those will be looked at a different perspective. Here, parents can be considered to develop students' literacy. Moreover, involving parents in students' learning process is very useful to give a good impact on students' literacy development. Meanwhile, Simonds (2012) argues that parental involvement has a good impact on children's literacy development.

Literacy development is important to lead the students to have more ability in the learning process. Goldstein and Naglieri (2011) state that literacy development is on-going development of skills needed to successfully develop in education. Gates (1996) mentions that literacy development can be developed both at home and school. Parental involvement is a way to develop literacy at home. Parents' and students' literacy is significantly related to each other (Gates, 1996). Likewise, Simonds (2012) argues that parental involvement greatly affects towards child's learning and literacy experiences. Moreover, Arosen (1996) states that parents' involvement can affect students' achievement and lead the students to have a better performance from a child until higher education. Furthermore, parents' involvement can affect the students in elementary school and also in middle school.

According to the theory mentioned above, this study is about parental involvement and students' literacy development. This study was conducted in Sekolah Dasar Negeri 1 Banjar. This study analyzed about the way parents support their child's literacy development and the barriers to parental involvement in supporting their child's literacy development. The subjects of this study were students' parents. This study was conducted in Sekolah Dasar Negeri 1 Banjar. This study was a descriptive qualitative study. The data were collected by using questionnaire and interview guide. Here, parents were given a questionnaire. Here, parents must answer the questions based on the fact. On the other hand, this study had conducted the further analysis. Parents were interviewed by giving some questions related to the barriers to parental involvement in supporting their child's literacy development.

This study was conducted because the researcher wanted to know about how parents with low educational attainment behave their child in developing literacy development. According to Yanthi, Nitiasih, & Mahayanti, 2017, parents with low-educational backgrounds know more about the importance of reading activity for the children in the future. This study was focused on reading because as we knew that reading is an important skill to be developed for the children to get the whole information from the text. Reading is a kind of activity that can be done by the students to get the information from the text. (Nazhari, Delfi, Syafri, 2016). Not only that, in order to support the explanation about the way parents support their child's literacy development, this study also analyzed about the relationship between the parents and the children. This study provided 3 options namely mother, father, and caretaker. Besides that, there was also the language used by the parents involvement. As we knew that, this study analyzed about parental involvement and students' literacy development. Literacy not only developed in english but also can be developed in balinese and indonesian. However, this study also tried to get the information about the barriers to the parental involvement.

This research had conducted preliminary research. In Sekolah Dasar Negeri 1 Banjar, there were 6 classes. Moreover, the result showed that there were 152 parents. Specifically, based on preliminary research, the researcher conducted this study with 27 parents who had a low-educational attainmen. After the researcher conducted preliminary research by giving

the parents preliminary sheets, the researcher knew that 22 parents had accompanied their children during a reading activity at home. While 5 parents said that they never accompanied their children in the reading activity because they were busy.

To support this study, Empirically, there were some researchers who had conducted the same study about reading and parental involvement such as Yanthi, Nitiasih, and Mahayanti (2007). This study aimed to analyze parental involvement in developing children reading readiness through story reading at TK Tri Amerta Anturan. The purpose of this study to analyze the type of story books that commonly reads by the parents, the way parents behave their children during reading storybooks and the barriers faced by the parents. The result of this study showed that the type of story books that commonly read by the parents was fairytale with Bahasa Indonesia. Here, parental involvement can be categorized as moderate because parents just read the storybooks without any explanation. Besides that, this study found that there were 5 common barriers faced by the parents involvement. The research above can be used to affect this study because this study has the same topic namely parental involvement especially for the barriers faced by the parental involvement.

## 2. Method

This study was descriptive qualitative study. Here, the descriptive study could be done by collecting some information from the source (Rouse, 2017). In this term, it also could be used to describe the data by stating the truth of the data. This study also used a qualitative approach to answer two research questions. Moreover, the researcher used descriptive qualitative analysis in this study to analyze two research question namely how can parents support their child's literacy development and what are the barriers to parental involvement in supporting their child's literacy development. Besides that, this study analyzed about the languages used by the parents involvement in developing child's literacy development.

The subject of this study was students' parents in Sekolah Dasar Negeri 1 Banjar. There were 22 parents who followed this study. Here, the researcher stated the criteria namely the parents who had minimum undergraduated. Thus, the researcher mentioned that the parents must finished their study only in Elementary School.

The researcher got the data by using two instruments namely questionnaire and interview guide. Questionnaire was used to go the data about how can parents support their child's literacy development. While, interview guide was used to know the information about what are the barriers to parental involvement in supporting their child's literacy development.

## 3. Finding and Discussion

The first finding and discussion is about the way parents support their child's literacy development. This research was used a questionnaire to obtain the data. There were sixteen questions. The purpose was to gain information about how can parents support thier child's literacy development. Accordingly, literacy development was focused on reading literacy development. Besides, this information was very important for the researcher to know about parents' act in developing students literacy development. Here, there were 22 copies of the questionnaire distributed to the parents. Hence, the questionnaire was adapted from Ablongman (n.d). Furthermore, the data were analyzed by using a diagram.

Question number 1 was discussing about reading with the children. The result indicated that from 22 parents, 20 parents stated that always had time to read with the children at home. While 2 parents stated that sometimes. It indicated that the parents were aware to read with the children at home. At this time, some parents stated that they often read with the children when the children had to do the homework.

Question number 2 was talking about discussing the main idea in the story or the book. The result indicated that from 22 parents, 16 parents said that they sometimes discussed the main idea in the story or the book. While 3 parents said that they always discussed the main idea in the story or the book and 3 parents also said that they seldom have time to discuss the main idea in the story or book. most of the parents said that they were not always discussed the main idea in the story or book. It is because the parents just likely focus to teach reading only.

Question number 3 tried to get the information about telling about story characteristics (Plot, theme, setting, character). The result indicated that from 22 parents, no parent said that they always and never told about story characteristics (Plot, theme, setting, character). However, 18 parents sometimes told about story characteristics (Plot, theme, setting, character), 4 parents said that they seldom told about story characteristics (Plot, theme, setting, character).

Question number 4 was explaining about helping the children to re-write the story that has been read. The result showed that 1 parent said that she/he always helped the children to re-write the story that has been read. While 5 parents said that they sometimes helped the children to re-write the story that has been read, 9 parents said that they seldom helped the children to re-write the story that has been read, and the last was 7 parents said that they never helped the children to re-write the story that has been read. It can be concluded that most of the parents said that they sometimes helped the children to re-write the story that has been read.

Question number 5 discussed about providing some books or magazines to be read for their children. The result indicated that there were 21 parents said that they always provided some books or magazines to be read for their children. While there was 1 parent said that she/he sometimes provided some books or magazines to be read for their children. In this section, no parent said that she/he seldom and never provided some books or magazines to be read for their children. It can be seen that most of the parents said that they always provided some books or magazines to be read for their children and there are no parents who do not provide some books or magazines to be read for their children.

In the question number 6 was about showing a positive attitude in reading for their children. The result showed that 21 parents said that they always showed a positive attitude in reading for their children and 1 parent said that she/he sometimes showed a positive attitude in reading for their children. Whereas, no parent said that they seldom and never showed a positive attitude in reading for their children.

Question number 7 tried to get the information about helping the children to learn about words meaning. The result showed that 14 parents said that they always helped the children to learn about words meaning, 7 parents said that they sometimes helped the children to learn about words meaning, 1 parent said that she/he seldom helped the children to learn about words meaning. On the other hand, no parent said that they never helped the children to learn about words meaning.

In question number 8 was talking about accepted children's idea in the process of reading together. This question showed that 20 parents said that they always accepted children's ideas in the process of reading together. While one parent said sometimes and seldom for accepted children's ideas in the process of reading together. Moreover, no parent said she/he never accepted children's ideas in the process of reading together.

Question number 9 tried to get the information about helping the children to develop good reading habits. This question stated that all of the parents said that they always helped the children to develop good reading habits. Accordingly, no parent said that she/he sometimes, seldom, and never helped the children to develop good reading habits.

For question number 10 was talking about limiting children to watch television and played with their phone. The result showed that 14 parents said that they always limited the children to watch television and played with their phone. Thus, 7 parents said that they sometimes limited the children to watch television and played with their phones. Here, no parent said that they seldom limited the children to watch television and played with their phone. Regardless of it, there is one parent said that she/he never limited the children to watch television and played with their phone.

Question number 11 discussed about sharing some stories with the children in the reading process. Here, there were 19 parents said that they always shared some stories with the children in the reading process. While for other parents there were 2 parents said sometimes and 1 parent said seldom to share some story to the children in the reading process. Besides that, there is no parent said that she/he never shared some story to the children in the reading process.

Question number 12 tried to get the information about helping the children in the reading skill. Here, 19 parents said that they always helped the children in the reading skill. While there were 3 parents said sometimes helped the children in the reading skill. Besides that, no parent said that they seldom and never helped the children in the reading skill.

In question number 13 discussed about helping students to classify word class (Noun, adjective, adverb). The result off this question stated that 1 parent said that they always helped the students to classify the word class (noun, adjective, adverb). Besides, there were 17 parents said that they sometimes helped the students to classify the word class (noun, adjective, adverb). While, 4 parents said seldom and 0 parents said never helped the students to classify the word class (noun, adjective, adverb).

Question number 14 was talking about finding children' reading progres. Moreover, 18 parents said always and 4 parents said sometimes. While there were no parents said seldom and never.

In question number 15 was discussed about provided books and storybook for the children. Here, 20 parents said always and 2 parents said seldom. Besides that, there was no parent said sometimes and never.

Question number 16 was discussed pushed the children to read every day. In this section, all of the parents (22 parents) stated that they always pushed the children to read every day. There were no parents who said that they sometimes, seldom, and never pushed the children to read every day. To support the data above, there was a statement that was stated that the relationship between the parent and the children. The researcher had spreaded the questionnaire to the students. there were three questions namely mother, father, or caretaker (Grandmother, grandfather) the result of the questionnaire stated that there was 14 mother who always accompanied their children to read, 7 father who always accompanied their children to read, and the last one there was 1 caretaker who always accompanied their grandchild to read every day. From the result of the data, it could be known that the mother was the most parent who always accompanied their children in reading activity at home.

Moreover, when the parents accompnied their child in reading activity they must used language to have a good communication with their child. Moreover, based on the data that the researcher found. 2 main languages were used by the parents during the learning process at home namely Bahasa Indonesia, Bahasa Campuran and Bahasa Bali. In this research, most of the parents used Bahasa Bali in the learning activity at home. Besides two of those languages, there were no parents who used it during the learning activity at home. As mentioned above, Bahasa Bali was the most common language used by the parents in the learning process. Here, 18 parents used Bahasa Bali during accompanied their children. It was because Bahasa Bali was the common language used in everyday life. When the parents used Bahasa Bali, it would make the parents easy to accompany their child in the learning process. Besides, it would make the children understand the material easily. Besides that, 2 parents used Bahasa Indonesia. Not only that, there was 2 parents who used mix languages (Bahasa Bali dan Bahasa Indonesia). The total of the parents was 22 parents. when the learning process at home occurred, it possible that the parents would find some barriers during the learning process. Following this matter, the researcher did a deep interview to know the barriers faced by the parents toward students' literacy development.

The second finding and discussion was about the barriers to parental involvement in supporting their children' literacy development. Nowadays literacy is one of the important things in the world of education. At this time, parents are one of the teacher at home who can develop students' literacy. Following this matter, developing students' literacy is not easy because parents will face barriers in it. This part will be discussed about the barriers faced by the parents in developing students' literacy. Here, from 22 parents, the researcher took all of the population or all of the parents to be interviewed.

In this research, from 22 parents had interviewed by the researcher, there were found some barriers faced by the parents toward students' literacy development. From 22 parents 4 parents said that they never found barriers in developing students' literacy,

especially in reading at home. Here, 5 parents had more than 1 barrier in developing students' literacy.

The researcher could find the barriers faced by the parents' involvement in developing students' literacy development. Here, from 22 parents, the researcher could found 13 types of barriers faced by the parents namely the children were lazy, the children were sleepy, the children were wanted to play, the children were angry, the children were tired quickly, the children wanted to cry easily, the children were learning slowly, the children got eye pain, the children were difficult to concentrate, the children wanted to finish learning, the children were stubborn, the child wanted to watch television and don't want to read, and the children felt bored easily. Here, some parents had the same opinion about the barriers faced in developing students' literacy.

#### 4. Conclusion and Suggestion

Based on the data found, parents are important to involve in the children learning process. It is because children will feel comfortable during the learning process. Parents' involvement can affect students' literacy development. It can be seen from the way parents in supporting their child's literacy development by doing some activity, especially at home. In this research, there were three types of relationships between the parents and the children namely mother, father, and caretaker. From 22 parents, most of the parents who had accompanied their children in the reading activity were the mother. It was mentioned by 17 mothers. After that, there was 4 father and 1 caretaker. Bahasa Bali was the common language used by the parents during accompanied their children in the learning process. There was stated by 20 parents. There are 13 barriers faced by the parents. From 13 barriers, item 1 mostly faced by the parents during developed student literacy namely the children were lazy. To keep struggle with these barriers, most of the parents stated that they seduced their children to keep them reading.

Related to the study mentioned above, the researcher would like to suggest the following practical things : The first suggestion is given to the parents. Parents must have time for the children to accompany them in the reading activity at home. The second suggestion is given to the teacher in Sekolah Dasar Negeri 1 Banjar. Here, the teacher must make sure that the students will have a good ability in reading. It is because not all of the parents at home will accompany their children in the reading activity at home. The third is given to the school. Here, school must able to make sure that the parents always involve in the children learning activity at home. It is very important to make control the children in the learning process and they can know about their children literacy development at home. The fourth suggestion is given to the future researcher who will have the same topic with this research. For the future researcher must find out some improvement in parents' involvement and reading literacy. not only that, the future researcher can make more than one literacy like writing, speaking, and listening.

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