Indonesian parent’s role of early literacy program

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Abstract. The research was based on the application of the curriculum condition and learning in the school of early childhood education. Psychic development, appropriate early childhood does not yet have enough readiness to receive learn to read. Students are not yet mature enough to accept the burden of the material symbols of that language. However, from previous research conducted, it found that 98% of the school taught reading for their students. It is done by a variety of reasons — for example, the demands of the parents/guardians of students, school level demands of the next, commercial purposes, and so on. On the other hand, the students were during the golden age to absorb a variety of information that can be relied upon for readiness and maturity of learning was going to do later on. Based on the research results that are relevant to this study, it was found that children who have a parent with optimizing the opportunity receive language stimulation well will grow into adults who are capable in terms of linguistic and have a tendency to more easily understand the readings five times greater than adults who in his childhood did not receive similar stimuli. The research of applying research methods combined concerning the development model Akker consists of four steps of analysis. At this stage of the development of the early models used two students who have in common the maturity to learn from three schools with different economic and social conditions for the trial subject or the respondent. Then proceeded on a limited testing phase is done with 30 students from five different schools. Extensive test phase carried out in the application of the 40 students from ten different schools. Rating (sig) is less than 0.05 (α), then Ho is rejected. This means that there is a difference of values on the Group 1 (Pre-order) and group 2 (Post). If seen from the average, then the average group 2 (post) = 77.9410 is higher than the average Group 1 (pre) = 59.7450. Then the values of Group 2 (position) better than group 1 (pre). As a result, an increase in the number of students from grades pre to post.

1. Introduction
Early childhood students are children who are at the age of 0-6 years. Early childhood has distinctive characteristics, both physical, social, moral, etc. and as part of the early childhood social beings interact like to fantasize and their imagination [6]. Many children receive three times as much of the produce; therefore, children should be taught to realize what he had and what would her production. Children start talking at the beginning of the age of two years, the familiar 50 words, began to organize in a simple phrase. Vygotsky [8] on the role of culture and society in cognitive development much more emphasis on the part of adults and other kids in the facilitative. According to Vygotsky, children born with relatively basic mental functions such as the ability to understand the outside world and focus attention. However, not many children have higher mental functions such as memory, thinking and resolve the problem. In essence, it can be concluded that the theory of Vygotsky contains many elements of educational psychology, especially educational and cultural subjects. Piaget, Vygotsky emphasized that children are actively drawing up their knowledge. But according to Vygotsky, mental functions have social connections-connection. Vygotsky argued that children develop concepts more systematic, logical, and rational as the result of a conversation with an expert helper. According to Chomsky [5] the mind of a child can accept input in the form of speech-speech of the people in the environment mainly parents and other family members at home. Then he offered to find norms contained language (phonology, morphology, syntax, and semantics) and impersonal. The discovered rule used to understand speech and then be heard in the environment. Then after the biological maturity level has allowed a child speaks (producing), the government was used for the production of speech following the level of maturity of the natural.
2. Methods
This research is conducted in three step methods. A set of questionnaire was given for finding the real initial condition of parent role in stakeholders perception. Construct and content validity raters (Lawshe, 1975) done for the questionnaire statements. Here, 41 stakeholders are taking appointment in Focus Group Discussion. The second step in the analysis of students’ achievement in Early Literacy Program. 30 three year olds are the participants in their own school. Five kindergartens are randomly chosen as the settings of this implementation. After one month program, the pre and post test result are counted.

3. Results and Discussion
The result odd this research are presented in tables which shows the content of interview answers in Focus Group Discussion, the learning outcome from five school application, and the side impact of the research. Those results are as follows:
1. From the now focus Group Discussion to the principals in the schools can be seen that most of the teacher at home are not ready as well to give their children literacy activity at home in accordance to the school literacy program.  The explanation are supported yet the early literacy rich environment, and the worsts are from the environment’s readiness for literacy. There are more than 80% of the school has not informed the parents about materials. The teachers are from the environment’s readiness for literacy. There are more than 50% of the school community need to be informed more about the materials. The worsts are from the school literacy program. The explanation are supported by the teachers at the schools has not mattering yet the Early Literacy Materials for their class.

| Table 1 Results Answers Question Form FGD Stakeholders PAUD |
|------------------------------------------------------------|
| LITERACY RICH ENVIRONMENT                                  |
| 1 The writing on the wall of the school pasted already      | 2; very rare 58.1 |
| provide enough environmental reinforcement was fond of      | |
| reading. Among other things:                               | |
| 2 Storybook freely used the child at any time desired      | 3; rare 34.9 |
| 3 An adequate number of books with the number of children  | 1; not yet 81.2 |
| in school; ... fruit for. ... Child                        | |
| 4 Card said, train, or other props like means school in     | 5; often 39.5 |
| giving a playground on the hour in addition to hours of     | |
| learning                                                  | |
| 5 Child's name and teacher of writing at the dada school    | 1; not yet 74.4 |
| uniform                                                   | |
| 6 The school has a learning guidebook, children's health,   | 1; not yet 60.5 |
| and book of knowledge education as other means of learning  | |
| the cantilever                                            | |
| PARENTS ROLE                                              |
| 7 Activities in the home became the Foundation for the      | 1; not yet 86 |
| success of the program                                     | |
| 8 The school provides a reference for the role of parents   | 1; not yet 60.5 |
| as the exemplary scientists and children                   | |
| 9 Expert mentoring activity was routine; .... once         | 1; not yet 72.1 |
| 10 The purpose of parents in early childhood literacy is    | 1; not yet 41.7 |
| informed in the meeting of the parents and the school      | |
| 11 Parents are not optimal in doing early literacy activities at home | 1; not yet 83.7 |
| 12 Issues facing parents on early literacy carried to school. | 1; not yet 51.2 |
| Among other things                                        | |
Table 2 Result of Focus Discussion

| Numbers | Percentage | Conclusion |
|---------|------------|------------|
| An understanding of early literacy | 284.8 | 56.96 | Some conditions have fulfilled the implementation of early literacy or neutral |
| Literacy-based environment | 57.6 | 11.52 | Conditions in the field are not in line with the statement of the question form |
| Parents role | 72 | 14.4 | Conditions in the area are not in line with the announcement of the question form |

2. The result of learning outcome from five schools that have already applied and then taken pretest and post-test, and got the following results:

Table 3 Pretest and Post-test

| Std. Deviation | Variance | Skewness | Kurtosis |
|----------------|----------|----------|----------|
| Statistic | Statistic | Std. Error | Statistic | Std. Error |
| PRE | 11.96888 | 143.254 | -0.476 | 0.374 | -0.486 | 0.733 |
| POST | 12.87132 | 165.671 | 0.283 | 0.374 | -0.836 | 0.733 |

Valid N (listwise)

Table 4 Normality Test Group 1 (Pre) & Group 2 (Post)

| Tests of Normality |
|---------------------|
| Kolmogorov-Smirnova® | Shapiro-Wilk |
| DATA | Grup | statistic | df | Sig. | statistic | df | Sig. |
| | 1.00 | .132 | 40 | .075 | .950 | 40 | .078 |
| | 2.00 | .117 | 40 | .176 | .954 | 40 | .106 |

a. Lilliefors Significance Correction

Rating (SIGs.) in Group 1 (Pre-order) and group 2 (Post) more than 0.05 (α), then H₀ are received. The two groups come from populations that Gaussian.

Table 5 Uji-t (Paired Sample t-test)

| Paired Samples Test |
|---------------------|
| Paired Differences | t | df | Sig.(2-tailed) |
| Mean | Std.Deviation | Std. Error | Mean | Interval of the Difference |
| | | | | Lower | Upper |

| Pair 1 | PRE | POST |
|-------|-----|-----|
| Mean | -20.31700 | 9.72871 |
| Std.Deviation | 1.53824 | 1.53824 |
| Std. Error | -23.42839 | -23.42839 |
| Interval of the Difference | -17.20561 | -17.20561 |
| Lower | 13.2 | 13.2 |
| Upper | .08 | .08 |

Rating (sig) is less than 0.05 (α), then H₀ is rejected. This means that there is a difference of values on the Group 1 (Pre-order) and group 2 (Post). If seen from the average, then the average group 2 (post) = 68.5905 is higher than the average Group 1 (pre) = 48.2735. Then the values of Group 2 (post) better than group 1 (pre). As a result, an increase in the number of students from grades pre to post.
3. The side impact of the research

The statements of parent’s questionnaire are related to their daily literacy activities with their child. Those are: (1) I read a story for my child;(2) I teach my children to sing;(3) We were role-playing with children;(4) Our family discussion about our ancestor's tale/story;(5) In our House, there are various kinds of books and writing on the wall for kids;(6) In our House is available for Blackboard kids to get creative with scratches their;(7) activities our children to read and write;(8) We encourage our children to do reading and writing activities;(9) We regulate and restrict activities watching television in our family;(10) We asked our son told him about the pictures he saw and experienced firsthand the events that; (11) Our family has a habit of visiting the library;(12) We visited the Museum/Zoo/historical places with family;(13) We will take our children to the Park to play;(14) We ask our children to tell stories and listen to;(15) We listen and ask our children to recite a poem;(16) We did a game that helps kids master the lessons at school;(17) We monitor the progress of our children study in school through;(18) We were present at the meetings of parents;(19) We present on parenting at school;(20) We attend and pay at the seminar for the Betterment of our childcare;(21) We together became a member of the parent school relationship forum;(22) Activities meet the consultant at the school is very useful for us;(23) We devote our time and energy to the success of our children through school programs;(24) We follow international developments concerning the education of children;(25) We welcome the school program by answering contact books, answering questionnaires and other matters relating to our child's school (26) We respond fast calls from school;(27) We are involved in decision making in school things about the goodness of our children for school development.

3.1 Analysis of parents answer

Result answers question form by father 593/500 X 100% = 118.6 indicates that the statement in question form is very similar and approved the same with condition of fillers now Count answers the now mother of 741.8/500 x 100% = 148.4 indicates that the statement in question form very similar and same with the conditions approved filler question form.

Interview report

In the study of Literacy-Rich Environment, there are similarities that support each other in providing an Early Literacy Program framework. These sections include; (1) Learning Objectives and Programs: Piaget considers that the environment and individuals are equally important in their role, in line with
Vygotsky's opinion about the unification of models for the optimization of early literacy both at home and at school. While Chomsky considers even stronger with everyone's capital to speak the language he had from birth. So to strengthen the purpose of the program it is necessary to link the old knowledge with the new [1], learn to recognize words with meaning in conversation, learning is also about the function of language as a human communication tool to connect ignorance with the information needed. Provision of teaching materials aim also to improve abilities at a higher level even though it is not yet needed to be used. In this component, the target has the same function with the third component, namely conditioning [7].

The 2nd component is the Learning Method. Vygorsky points out that children learn to connect knowledge from all sources, especially adults and peers [2]. Improvisation with movement and sound can be used to facilitate mastery of the material. Learning must be coupled with closeness and comfort between students and teachers [4].

The 4th component is facilities and infrastructure. In this section, adequacy is relative, but the availability of story books and language components or language symbols is strongly recommended. Learning without coercion will strengthen the willingness to master the material. Unlike the previous component, the 5th component related to Community Habit or habituation in the environment not only provides motivation, it will also provide a pleasant perception of activities [2]. The culture conveyed by Vygotsky to young children, is a habit he sees from those around him.

The last component is exactly how old the child is to do early literacy learning activities. Vygotsky said that when possible is between the ages of three to four years. While Piaget argues that after infancy it is a good time to introduce language symbols. While Chomsky said that at the age before reaching five years, a child processes language well because he has been able to imitate it and pour out scratches that have meaning even if only understood by the child [3].

4. Conclusion
The role of parents in the presence of early literacy program SBELP based integrated produce of the impact of the increasing enthusiasm of parents to cooperate with the school. School attendance at regular intervals to discuss issues facing the delivery of other school programs to facilitate more comfortable and quicker read by anyway. The parents said that the parents' role would give the best impacts in the home, but its conditions did not provide with their life. Four parents who were busy working said that they needed people to keep their children at home, for example giving private lessons. In this program, there were children whose parents, especially fathers, did not work in the city. So, involvement is only one week once with the activities of their children at home. Based on interviews, the average parent said that the child's willingness to hear stories was increased and playing word cards after habituation for about one month. This shows the improving value of reading as part of a fun and primary activity in a child's life.

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