

Perceived Quality of Home Literacy Practice in Elementary School Students': Parents' Roles Toward Students' Reading Literacy Achievement

Liana Mumrikoh^{1✉}, Djono², Nur Arifah Drajati³

^{1,2,3} Educational Technology Department, Sebelas Maret University, Surakarta, Indonesia

✉ lianamumrikoh@student.uns.ac.id

Abstract. The pandemic COVID-19 that began in 2019 has changed the learning system. During the pandemic, parental involvement contributes to students' academic performance, including reading literacy. Besides that, based on the research results from students' tests in PISA 2018 and Puspendik reveals data that nationally homogeneous distribution of in students' reading literacy ability in Indonesia is 46.83 in the poor category. This research aims to examine relationship among parents' education, family literacy practice, and students' achievement of reading literacy in fifth grade. Data were collected through questionnaires and interviews. Participants involved were parents and teachers of fifth-grade students from nearby elementary schools in Surakarta. Data presentation (summary and code) and conclusions are used to analyze the data. Results of this study indicate that parental involvement is very important for the success of children's learning, especially reading literacy skills for pupils of elementary schools. They believe that directing, controlling, motivating, and reviewing children's assignments and influences on increasing their learning outcomes. It is expected to contribute the positive social change by providing useful information that can assist schools and teachers develop effective strategies to encourage parental involvement in home literacy and it has an impact on improving student academic outcomes at school.

Keywords: Parent's role, elementary students, reading literacy

How to cite: Mumrikoh, et.al. (2023). Perceived Quality of Home Literacy Practice in Elementary School Students': Parents' Roles Toward Students' Reading Literacy Achievement. *Proceeding The 5th International Conference On Elementary Education*, 5(1). 397-403.

INTRODUCTION

Reading is a fundamental skill for full engagement in many areas of life, from education to employment to community participation. There is strong evidence that early reading proficiency is one of the best predictors of later educational success (Evans & Hares, 2021). The advanced level of reading is known as literacy. Literacy is a fundamental tool for social change and development. Modernization is now undergoing rapid change in all areas, requiring individual literacy skills, a fundamental concept to develop children's ability to keep up with change. Literacy has a significant impact on an individual's ability to participate in society, and there is a strong correlation between literacy and employment levels. Literacy is a key component of educational success and the development of a wide range of skills required in today's knowledge-based economy (de la Rie et al., 2018).

Recently, the development of literacy become a big issue in Indonesia. However, many children lag in reading and writing. The reality of literacy with low levels of ability among elementary school students in Indonesia poses serious problems for all relevant stakeholders. According to recent data from the Organization for Economic Co-operation and Development (OECD) International Academic Performance Improvement Programme, an average of 20% of students by the age of 15 have the basic level of reading proficiency considered necessary to effectively participate in a literate society (OECD,2016).

Literacy problems also occur in various countries. In some countries, the majority of the poorest 25% of children in the national distribution of reading skills were in the middle or above range on her SEA-PLM reading scale, while in other countries the majority of children were in the lowest range. Underperforming children in the Lao Democratic Republic and the Philippines were unable to discern the 'word-meaning relationships' of the official language until the fifth grade after five years of primary education. The number of languages and their evolution across the primary

school curriculum is unique to each system and has a significant impact on the achievement of basic reading skills in one or more languages.

Reading trends are similar in Cambodia and Myanmar, with a significant proportion of those with lower education under 5%, failing to master the most basic reading skills. In Malaysia and Vietnam, there was a large difference in reading comprehension among low-performing children. In Malaysia, 5% of all children in Grade 5 (one-fifth of low-performing children in the national grade distribution) are in range 5% and do not reach the expected proficiency level by the end of primary education. However, the low-performing group also included: Some children who did well were on track to meet their performance goals by the end of primary school. In Vietnam, children in the lowest 25% achieved high proficiency above the minimum standards that children should achieve by the end of primary school (*Low-Performing Readers in 6 Southeast Asian Countries*, 2019).

Indonesia also has a similar problem, based on the research results from students' tests in The Program for International Student Assessment (PISA) 2018 and Indonesia National Assessment Program conducted by the Education Research Center (Puspendik) the Ministry of Education & Culture Republic of Indonesia reveals data that nationally homogeneous distribution of in students' reading literacy ability in Indonesia is 46.83 in the poor category (Schleicher, A, 2019; Puspendik, 2019). These differences in children's skills can be partly explained by differences in the reading environment at home (Scheele, Leseman, & Mayo, 2010; de la Rie et al., 2018).

Based on current affairs, several primary schools in Surakarta have introduced school policies that require parental involvement in school programs. Programs involving parent involvement in schools and parent-teacher conferences. Consistent Reporting is a parent-teacher communication policy about students' daily progress through WhatsApp groups. This highlights that there are important implications, especially for language learning, that can be influenced by parental involvement both at school and at home. schools. Hussain (2019) found in his research that successful parental involvement improves children's academic achievement. The shared responsibility of the school, student, and parent is for academic success. Several studies have examined the role of the home literacy environment in ELL and DLL language development (Chow et al. 2010; Peets et al. 2022), and we acknowledge that one of these studies Ongoing research has addressed this role especially reading literacy.

Howard and colleagues (2014) examined the combined role of SES, academic language, and literacy and vocabulary practice. They found that literacy at home was not particularly important in Grade 2, but appeared in Grade 5, with a reading gap of 13%.

Furthermore, in line with the fulfillment of students' basic needs, students' literacy abilities can also be influenced by vital psychological needs or the hierarchy of basic needs. One of the influencing factors in the parents' interest in children's language education is the family environment. This can be seen in Maslow's hierarchy of basic needs theory which states that in the pursuit of extraordinary achievements, inner strength can advance people.

Children need love and support from their parents. Thus, communicative interactions that occur between adults, usually parents and/or teachers, and their children and/or children's learning students are closely related to the learning theory known as zone proximal development in which parents act as scaffolding for their children, so that Issues related to the role of parents must be of particular concern in the world of education, especially for elementary school students (Xi & Lantolf, 2021). Enemu & Obidike (2013) also stated that there are two main sources of education in most children's live: teachers and families.

Research conducted in different parts of the world shows that the role of parents is a factor in promoting literacy development in children. A child's understanding of speaking, listening, writing and reading skills is based on active participation in everyday activities (Harris, 2018). Moreover, Brady (2015) found involvement of parents was the strongest construct for positive academic outcome, when compared to other constructs related to family background, such as parental educational qualification, size of the family, and their social class. Some research found the similar result about parental involvement. First, findings on the link between school and home education were particularly striking, with all of the most common reasons for parents attending

family literacy courses being school-related. Parents reported that the most beneficial aspect of the course was learning more about school skills, and that the program helped demystify pedagogical methods and processes (Swain & Cara, 2018).

Second, emphasized the important role the family plays in developing literacy among the younger generation. The result also confirmed that this role can be actively expanded and supported through targeted family work (nutbrown et al., 2016). Then, other study shown a strong and consistent positive association between parental educational attainment and children's literacy skill that children raised in lower-educated homes develop language slower than those raised in homes with highly educated parents (bingham et al., 2017). Meredith also shows a direct relationship between parental knowledge and children's language and literacy skills, and shows some important effects of SES on language and literacy development prevalence during the preschool years can be explained by the parents' initial knowledge (Meredith L. Rowe et al., 2015).

Based on these studies, the authors assume that parents as the first means of education for their children have a significant influence on their learning outcomes at school, especially in terms of children's literacy. This study aims to explore how the behavior patterns of parents at home to teach literacy to their children. The implication of this research is that it can be used as an evaluation material for parents and teachers on children's literacy skills and is expected to improve children's literacy problems at school which must begin from education at home.

METHOD

This research is characterized by a qualitative method based on a case study design. Qualitative researchers and case study pioneers define case study differently. In the words of Creswell (2007), "case study research is a qualitative approach in which the investigator explores a bounded system (a *case*) or multiple bounded systems (cases) over time, through detailed, in-depth data collection involving *multiple sources of information*(e.g., observations, interviews, audiovisual material, and documents and reports) and reports a case *description* and case-based themes". In this case, it is about parental involvement in primary schools in the city of Surakarta on fifth grade about their literacy habit at home.

Data Collection and Instrument Techniques

Surveys and interviews were used to collect data. The use of survey is a closed-door study, but in-depth interviews are also required to substantiate the findings. A closed-door survey asked several questions about student participation in literacy in the aftermath of the Covid-19 pandemic. Telephone interviews were used for data triangulation. Data were analyzed through an interactive model consisting of data collection, data aggregation, data display, and inference drawing or validation (Miles et al., 2014). Therefore, we use summaries, codes, and interpretations to analyze the data and justify the data collected.

Data Analysis

Therefore, the collected data were transformed into charts, transcript sheets, and field notes as data justification. Interview guides help interviewees ask structured questions that allow them to provide comprehensive information. Therefore, researchers used in-depth interviews to ask participants several questions. Interviews were used to collect data related to attributes or general knowledge about parental perceptions of parental involvement in mapping children's learning outcomes.

RESULTS

This section first focuses on perceptions of parental involvement in children's literacy and parental involvement in children's learning. Data were collected based on closed questionnaire transcripts and interviews with three parents as representative data. In terms of children's learning ability, especially literacy when learning a language, parents. The one who spends most of their time with their children while they study at home. They become the ones who can supervise and supervise their children's activities.

Table 1. Parents' Involvement in Children's Literacy Achievement

Questions	Parents Responses				
	Strongly agree	Agree	Netral	Disagree	Strongly Disagree
The role and participation of parents in children's education					
The role of parents in children's literacy practices at home has a good effect on the achievement of learning outcomes at school.	60%	40%	-	-	-
With the cooperation between parents and teachers, children in literacy development will obtain good learning outcomes.	55,6%	44,4 %	-	-	-
Parents and teachers must provide each other with information on the learning process, especially on children's literacy practices so that it affects learning at school.	55,6%	44,4 %	-	-	-
Parents should work closely with teachers in improving children's learning outcomes.	52,8%	47,2 %	-	-	-
Parents must motivate their children so that they are enthusiastic in learning.	66,7%	33,3 %	-	-	-
Parents must attend seminars and meetings held by the school to find out the educational achievements of their children.	19,4%	55,6 %	22,2 %	2,8%	-
The Role and participation of parents in achieving children's learning outcomes through understanding literacy					
I motivate my children to be diligent in reading books both during free time and when there is school work.	33,3%	63,9 %	2,8%	-	-
I make a special schedule for reading to my child every day.	41,7%	58,3 %	-	-	-
I often read books to my children and explain the meaning of the books they read.	30%	60%	10%	-	-
I often contact or meet with the homeroom teacher to ask about the progress of my child's learning outcomes.	13,9%	58,3 %	27,8 %	-	-
I supervise and check on my child when studying whether there is a school assignment or not.	36,1%	61,1 %	2,8%	-	-
I believe the role of parents in the practice of literacy at home is very important in influencing their learning outcomes at school.	27,8%	72,2 %	-	-	-
I facilitate learning media related to literacy for my child, for example story books and Indonesian language learning videos.	22,2%	72,2 %	5,6%	-	-
I always remind my children to read both at school and outside of school.	38,9%	61,1 %	-	-	-

In line with the fulfillment of students' basic needs, students' literacy abilities can also be influenced by vital psychological needs or the hierarchy of basic needs. One of the influencing factors in the parents' interest in children's language education is the family environment. This can be seen in Maslow's hierarchy of basic needs theory which states that in the pursuit of extraordinary achievements, inner strength can advance people.

Children need love and support from their parents. According to Eccles & Wigfield in Dawe stated that learning achievement theory explains how students are motivated to learn and how

different forms of motivation produce different results. Learning is influenced by individual prospects based on their abilities, perceptions of the complexity of various tasks, and their goals (Dawe, 2019). Based on the fact that many discuss parental involvement in children's academic achievement in general, previous studies have not clearly explained the role of parental involvement at school and home.

Therefore, the novelty of this research is to look at parental involvement and policy gaps where the role and contribution of parents is one of the factors that help and ensure children's learning achievement amid the post-Covid-19 pandemic. Therefore, this case study aims to identify the involvement of parents in mapping children's literacy skills after the Covid-19 pandemic and parents' perceptions of their involvement in children's learning achievements.

DISCUSSION

To support the parents' responses in the closed questionnaire, three parents participated in providing reasons why most of them strongly agreed about their involvement in the children's language learning process in grade V.

P1 said that "*I apply this pattern to my child because I believe that parents do have a significant influence on their learning outcomes at school. Therefore, as much as possible I take the time to monitor and learn together, especially in reading activities because the main capital in understanding that learning comes from reading.*"

P2 stated that "reading is a window to the world and the first thing that children have to mastered so that their learning outcomes in school are good is to improve their reading comprehension, so I as a parent must pay attention to it for the good of my child. I make a special schedule to read with my child on the sidelines of my busy life".

P3 said that "the role of parents is very important in the development of children at school and this starts from the pattern of education at home, so parents need to communicate more with children so that their development is as expected. In addition, it is also necessary to coordinate with the school so that the child's learning process is more optimal because parents can know and understand how the learning process is at school and can be evaluated at home".

The positive opinion of parents in their involvement is also supported by the responses in the Likert scale results. Most of the ten parents strongly agree about their involvement in children's learning outcomes by actively contributing to the parent-teacher WhatsApp group.

Based on the representative results above, the role of parents to guide, motivate, control, and establish good communication with fifth-grade teachers is believed to be able to help optimize their children's learning outcomes, especially reading literacy. This activity is the involvement of parents to be active in their children's reading literacy. They agreed that their involvement in children's activities during this post-pandemic learning can help them recognize their children's learning achievements, especially reading literacy. Parents believe that success in learning outcomes such as reading literacy in their children is also determined by their involvement in school activities, whether learning at home or school

CONCLUSION

Based on the above findings and discussion, there is still a great need for parental involvement in elementary school students, especially in home learning. Parents should monitor their children's learning outcomes when studying at home. This is because you can monitor your child's academic development, especially in your child's reading comprehension.

Parents' involvement in their children's education includes directing, managing, promoting, motivating, and maintaining good communication with the school, participating in school programs, and actively participating in school-sponsored programs. It consists of Communication and volunteerism are some of the strategies schools use to involve parents in furthering their children's education. Children's academic performance is influenced by external factors such as schools, teachers, and parents. Therefore, the role of guardians for children who are still in primary school is highly sought after.

Because when children study at home, teachers and parents need more information from parents. For this reason, parents are expected to actively monitor their children's learning

progress and work well with classroom teachers. Since parental involvement is a key factor in children's achievement during learning in modern primary school, what are the strategies for parents and schools to improve children's learning outcomes to achieve generational excellence in school? Further research is expected to discuss how it applies in the future come.

REFERENCES

- Bingham, G. E., Jeon, H. J., Kwon, K. A., & Lim, C. (2017). Parenting styles and home literacy opportunities: Associations with children's oral language skills. *Infant and Child Development*, 26(5), 1–18. <https://doi.org/10.1002/icd.2020>
- Brady, E. (2015). The effects of parental involvement on reading success in kindergarten.
- Chow, B. W.-Y., C. McBride-Chang, and H. Cheung. 2010. "Parent-child Reading in English as a Second Language: Effects on Language and Literacy Development of Chinese Kindergarteners." *Journal of Research in Reading* 33 (3): 284–301. doi:10.1111/jrir.2010.33.issue-3.
- Creswell, John W. (2007) *Qualitative Inquiry & Research Design Choosing Among Five Approaches*. California: Sage Publication Inc
- Dawe, H. (2019). Learning Achievement Goal Theory and Teaching Students Legal Problem Solving. *Law Teacher*, 54(2), 249–260. <https://doi.org/10.1080/03069400.2019.1657733>.
- de la Rie, S., van Steensel, R. C. M., van Gelderen, A. J. S., & Severiens, S. (2018). The role of type of activity in parent-child interactions within a family literacy programme: comparing prompting boards and shared reading. *Early Child Development and Care*, 188(8), 1076–1092. <https://doi.org/10.1080/03004430.2016.1248957>
- Enemuo, J. O., & Obidike, N. D. (2013). Assessment of parental involvement in children's literacy development. *Journal of Emerging Trends in Educational Research and Policy Studies*, 4(5), 807-814. Retrieved from <http://www.jeteraps.scholarlinkresearch.org>
- Evans, D. K., & Hares, S. (2021). *Should Governments and Donors Prioritize Investments in Foundational Literacy and Numeracy?*. Center for Global Development.
- Harris, J. E. (2018). The Role of Parents in Literacy Development During Kindergarten. *Scholarworks.Waldenu.Edu*, 45(4), 2–122.
- Howard, E. R., M. M. Páez, D. L. August, D. Barr, D. Kenyon, and V. Malabonga. 2014. "The Importance of SES, Home and School Language and Literacy Practices, and Oral Vocabulary in Bilingual Children's English Reading Development." *Bilingual Research Journal* 37: 120– 141.
- Hussain, M. (2019). Parental Involvement and Students' Educational Achievement: A Phenomenological Study. *International Journal of Scientific & Engineering Research*, 10(2), 1073. <https://doi.org/10.14299/ijser.2019.02.01>.
- Miles, E., & Crisp, R. J. (2014). A meta-analytic test of the imagined contact hypothesis. *Group Processes & Intergroup Relations*, 17(1), 3-26.
- Low-performing readers in 6 Southeast Asian countries*. (2019).
- Nutbrown, C., Clough, P., Levy, R., Little, S., Bishop, J., Lamb, T., & Yamada-Rice, D. (2017). Families' roles in children's literacy in the UK throughout the 20th century. *Journal of Early Childhood Literacy*, 17(4), 551–569. <https://doi.org/10.1177/1468798416645385>
- OECD, F. (2016). *FDI in Figures. Paris: Organisation for European Economic Cooperation*.
- Peets, K. F., Yim, O., & Bialystok, E. (2022). Language proficiency, reading comprehension and home literacy in bilingual children: the impact of context. *International Journal of Bilingual Education and Bilingualism*, 25(1), 226–240. <https://doi.org/10.1080/13670050.2019.1677551>
- Puspendik. (2019). PISA. Pusat Penilaian Pendidikan Balitbang Kemendikbud.
- Scheele, A. F., Leseman, P. P. M., & Mayo, A. Y. (2010). The home language environment of monolingual and bilingual children and their language proficiency. *Applied Psycholinguistics*, 31(1), 117–140. doi:10.1017/S0142716409990191
- Schleicher, A. (2019). PISA 2018: Insights and Interpretations. *oecd Publishing*.

- Swain, J., & Cara, O. (2019). The role of family literacy classes in demystifying school literacies and developing closer parent-school relations. *Cambridge Journal of Education*, 49(1), 111-131. <https://doi.org/10.1080/0305764X.2018.1461809>
- Wigfield, A., & Eccles, J. S. (2000). Expectancy-value theory of achievement motivation. *Contemporary educational psychology*, 25(1), 68-81.
- Xi, J., & Lantolf, J. P. (2021). Scaffolding and the zone of proximal development: A problematic relationship. *Journal for the Theory of Social Behaviour*, 51(1), 25-48. <https://doi.org/10.1111/jtsb.12260>. 1220