

## The Relationship Between Home Literacy Environment and Parent Involvement Towards Early Childhood Language Skills in PWP Dama Kumara

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### Article Info

### Abstract

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The home literacy environment should be used as one of the things that is prioritized in providing home facilities, therefore it will continue to support the process of child development properly, especially language development. The purpose of this study was to determine the relationship between the home literacy environment and parent involvement to early childhood language skills. In this study, the method used is the correlation method and ex post facto. The data were collected using a questionnaire and to test the hypothesis using the product-moment correlation technique. In this study, it was found that the home literacy environment variable had an effective contribution of 30.89% to early childhood language skills. The parent involvement variable has an effective contribution of 40.65% to early childhood language skills.

### 1. INTRODUCTION

Preschoolers are children who are in a developmental period where this period is the most rapid period of development compared to other periods of development. Development in children includes gross and fine motor skill development, social personal and also language development. One aspect of development that needs to be considered for preschoolers is language development. It is because according to Carroll et al. (2019) language progress that occurs during preschool will be a pole for the child's further development.

The development of language will begin with expressing sounds and will expand to the ability of expressing communication. In addition, according to Astuti (2015) at the time of preschool age, children begin to be faced with the need to communicate with their environment such as with their parents, or friends. Therefore, they need ability to add their information, find out new things, and convey their thoughts and feelings.

In the development of children's abilities, each child will have a different speed. When the child does not develop normally similar with child of his age, then the child will be said to have a delay. The delay will lead to language skills problems in children. These language problems can occur in *the ability of expressive language* and *receptive language*. One example in *expressive language* is stuttering while *receptive language* is hearing loss.

Child is said to experience delay if at the age of four he has not been able to make a perfect sentence, when he is five years old, he has not been able to produce consonants correctly and at the age of seven if he has not been able to produce all the sounds. Some of the things that could cause *speech delays* or delays in speaking are the use of gadgets that are too long, the spectacle of children who do not make sounds or even like animal sounds.

According to Altun et al., (2022) the risk factors for language development problems can be divided into two, namely *biologic factors* and *environmental factors*. *Biologic factors* are factors that come from the neurological individual, these factors can be in the form of a history of language development problems in the family, care during pregnancy, premature birth, baby birth weight, and gender. As for *environmental factors*, they are factors that come from the individual environment. These factors can be in the form of birth order, number of siblings, level of parental education, use of bilingual or bilingual, economic and social status, age of the mother at birth.

Based on studies that have been carried out (Garcia et al., 2015), of these two factors *environmental factors* are found to affect children's language development more than *biological factors*. Several *environmental factors* that were found to be the dominant risk factors caused children to experience language development problems, namely lack of conversation and attention among family members, parental knowledge about the importance of language development of preschool-age children, parenting patterns applied by parents, an environment that does not support the child's development and low stimulus provision. The child's environment is closely related to the development of children's language skills. In preschool and early childhood, children will have more contact with parents than with their teachers or friends. One of the children's environments when they are at home is the child's literacy environment at home or the so-called *home literacy environment*.

According to DesJardin et al., (2017) *Home Literacy Environment* is a characteristic of the home environment that will affect children's development, including the presence of materials and activities that stimulate child development. This opinion was reinforced by DesJardin et al., (2017) who said that *the Home Literacy Environment* is the frequency and nature of activities in the home environment related to literacy, which are various interactions that are said to be key in children's literacy skills (Siregar & Hazizah, 2019).

According to Da Silva (2016) literacy is not only defined as the ability to read and write, but in it includes other aspects of communication. Such as the ability to interpret what people say, the ability to speak and hear, the ability to express feelings, desires and also thoughts (Ulfa, 2020).

Several aspects are measured to see the quality of the *home literacy environment*, namely stimulating children to talk and provide explanations, reading books to children and visiting conversations and performances, doing activities, doing conversation with children, interactive reading, and stimulating children's development zones. All these aspects emphasize the importance of the role of parents in the stimulus process to help language development in children (Adhani, 2019). Conversations in the process of reading storybooks and inviting children to be able to read writing affect children's expressive *vocabulary*. In addition, by reading a book at home or the frequency with which the child is exposed to books and reading is related to the child's sensitivity to words, the rhythm of speaking and the knowledge of the pronunciation of a word.

An early home environment that facilitates literacy activities will be more effective. *Home Literacy Environment* (HLE) is defined as the environment in the home where the family facilitates or provides the child to improve specific skills in terms of reading, writing and linguistics or language and includes physical and social character with a physical environment that contains variations and the availability of materials or materials for the child and the social environment that involves the child in literacy activities. If carried out at home, Literacy activities would benefit that is more effective (Andriyani et al., 2018).

In addition, availability factors of literacy at home, it is also a factor of parental involvement. Early childhood growth and development is inseparable from the role of parental involvement. *Parents Involvement* is the involvement of parents in the child's school to find out the child's development in school by helping the teacher in every learning process. The intensity of communication between parents and teachers to monitor the process of child development is also very important. Garcia et al. (2015) revealed that the impact of parental involvement in children's language skills is very effective so that it can improve children's reading skills. In addition, Niklas & Schneider (2017) added that when parents are involved in encouraging and motivating their children to learn better, usually children will be motivated and encouraged to improve their abilities.

Parents are the first teachers or educators and models for their children so it is very influential on the child's way of learning and the child's own learning outcomes. The home environment is very important because when at home parents have a great influence on children's learning. Parental involvement is also one of the factors for children's success in their learning or academic's process.

Parental involvement is also one of the factors for children's success in their learning or academic's process. Parental involvement in reading ability has a positive relationship not only in achieving reading achievement and reading comprehension ability but also interest in reading and active behavior when reading. Furthermore, they concluded that if parents support their children in learning at home, it is usually easier for children to achieve academic achievement rather than just being actively supported in school. Therefore, researchers are interested in seeing the relationship between *Home Literacy Environment* and *Parent Involvement* to Early Childhood Language Skills in PWP Dama Kumara.

## 2. METHODS

This study is an ex-post-facto study, because the symptoms of the variables studied both free variables and bound variables have occurred before this study was conducted. Judging from the approach, this study uses a

quantitative approach with a correlational causal design (design), because in this study it tries to find out the causal or causal and functional relationship between free variables and bound variables. The data collected in this study consisted of two free variables, namely: the first variable of home literacy environment (X1), the second variable of parent involvement (X2), and the bound variable, namely early childhood language ability (Y). The population in this study is a census study in which all parents of students in PWP Dama Kumara Seririt. The sampling technique uses the total sampling technique, which is a sample determination technique by taking all members of the population as respondents or samples. Thus, the researchers took samples from all parents of students in PWP Dama Kumara Seririt starting from as many as 58 people.

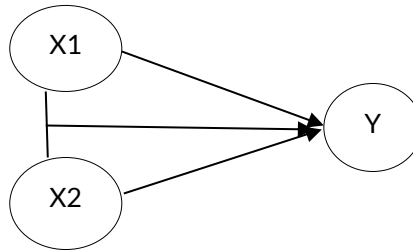


Fig 1. Research Design

In conducting data analysis for this research, there are three stages that are passed, namely: the data description stage, the analysis requirements testing stage, and the hypothesis testing stage. There are several analytical requirements that must be carried out to test the hypothesis of statistical analysis techniques with correlation analysis, multiple regression, and partial correlation. The analysis requirements test include normality test, linearity test, multicollinearity test, homogeneity test, and autocorrelation test. To test the hypothesis used regression analysis techniques. The decision rule is that if the calculated F value is greater than F table, then the regression line is significant.

### 3. RESULT AND DISCUSSION

The hypotheses tested in this study are: (1) there is a relationship between *home literacy environment* and Early Childhood Language ability in PWP Dama Kumara, (2) there is a *parent involvement* relationship with Early Childhood Language ability in PWP Dama Kumara, and (3) there is a relationship together with *home literacy environment*, and *parent involvement* towards Early Childhood Language Skills in PWP Dama Kumara.

The first hypothesis as Table 1 states that there is a significant relationship of *home literacy environment* to children's language skills in PWP Dama Kumara. To test this hypothesis simple linear regression techniques, correlation, and contribution analysis are used. Correlation of *product moment* and simple regression analysis Y over X<sub>1</sub>. To find out the correlation coefficient, a correlation analysis with *the product moment* is carried out. From the calculation results, a correlation value of 0.277 was obtained. In this study, it was found that *the home literacy environment* variable had an effective contribution of 15.48% to early childhood language skills in PWP Dama Kumara.

Table 1. Summary of Research Hypothesis Test Results

Variable Relationship	Regression Line Equation	r <sup>-hit</sup>	t <sup>-hit</sup>	R <sub>y</sub>	R <sub>y</sub> <sup>^2</sup>	SE%	In
X <sub>1</sub> with Y	$\hat{Y} = 141,726 + 0,228 X_1$	0,277	2,234	-	-	30,89	Sig
X <sub>2</sub> with Y	$\hat{Y} = 89,067 + 0,539 X_2$	0,578	5,486	-	-	40,65	Sig
X <sub>1</sub> and X <sub>2</sub> , with Y	$\hat{Y} = 27,439 + 0,530 X_1 + 0,373 X_2$	-	-	0,728	0,506	90,27	Sig
Information	Significant and linear	-	-	-	-	-	-

*Home literacy environment* is one of the children's learning activities in developing early childhood language skills that help children in their children's early reading skills, but there are still few parents who understand the importance of *home literacy* in early childhood. Language skills should be started from home, because parents are the first school for children, the more often parents invite children to communicate, the better the child's ability to speak, the more often the child is involved in parental activities, the higher the child's curiosity will be. This shows the importance of the role of parents in the development of children's language. *Home Literacy* carried out by children with parental assistance during the Covid 19 period has a significant impact on children's initial reading ability.

This is in line with previous research conducted by Niklas et al., (2016) that *home literacy environment* activities are a strong factor in the development of children's early reading skills. While learning from home, children will get closer to their parents, parents will be more active and look for various ideas for the implementation of effective and fun learning at home.

Parents try to find ideas so that children want to learn at home, various ways are carried out, one of their efforts is to always accompany children in carrying out learning activities provided by the teacher for children, the time for implementing learning is also uncertain, because it follows the child's will, so that the learning process can be carried out by adjusting and producing effective learning.

Looking at several aspects that are carried out at home (recurrence of reading parents' books, mother's reading strategies, pleasure or enthusiastic child learning to read, and maternal sensitivity) children are faster in their initial ability to read. Several studies have also shown that *the home literacy environment* improves children's language skills, children's ability to read, and children's ability to communicate, this is due to the *attachment* or attachment between parents and children, so that learning is easily absorbed in children. Not a few parents also complain about learning at home, because they often have difficulty in implementing learning, children's activities outside the home or playing with their friends are considered to be obstacles, but this actually triggers parents to take advantage of this. Parents take advantage of children's play activities to improve children's language skills.

Based on the results of research in PWP Dama Kumara, the parents who have a low level of education, it is shown that lack of awareness in doing *home literacy* and not understanding in *home literacy* teaching strategies make children not better at early reading skills. This has an impact on the readiness of schoolchildren at the level of early childhood education which is no better than children who are in a social environment that supports education.

They consider that the child's ability to read and write are entirely the responsibility of the school, and the responsibility of the teacher, so that the child's lack of ability to speak, parents consider that the child does not need to be taught to read because the child will be able to be alone, so some parents let their children play just like that without any special purpose to improve the child's language ability. Therefore, it is necessary for the parents to reconsider the importance of *home literacy* to be applied to the child.

If applied effectively, *home literacy environment activities* actually provide very good benefits for children. The child's language development grows slowly in the environment. A good environment will have an impact on the rapid reading ability in early childhood. Parents should have an awareness of the importance of home literacy and understand the strategy of comfortable and effective *literacy* activities. One example of *simple home literacy* that can be applied is that parents involve children in daily reading activities. Parents' strategies in reading by reading aloud. That way it can foster children's enthusiasm and interest in reading and build maternal sensitivity in mentoring or daily involvement at home.

The second hypothesis as Table 1 states that there is a significant relationship of *parent involvement* to early childhood language skills in PWP Dama Kumara. Product moment correlation and simple regression analysis  $Y$  over  $X_1$ . To find out the correlation coefficient, a correlation analysis with *the product moment* is carried out. From the calculation results, a correlation value of 0.578 was obtained. In this study, it was found that *the parent involvement* variable had an effective contribution of 14.57% to early childhood language skills in PWP Dama Kumara.

The family is the first and foremost environment in instilling education, personality and other moral values. It is the family that will be the first example and it is the parents who will be the role models in the life of the child. So, it is natural for people to say that childbearing is a reflection of the pattern of life of the family and the society in which the child lives.

Van Bergen et al., (2017) says, the best place to cultivate interest and develop reading habits is at home, especially because of the family atmosphere. The attention, affection and example given directly by parents will imprint and be remembered by the child during his life. Likewise, the habit of reading and writing parents in their daily lives at home will cause children's desire to know the various things that are read and written by their parents, which then the child will ask a lot about these literacy activities and finally because of the comfort and habits in his life the child will get used to the culture of literacy.

The age of the child in early childhood education is the age of laying the most decisive foundation for the further development of the child. Therefore, parents must set an example and create a climate of literacy in the family, because through literacy activities will help children know various sciences, information and technologies that are useful for their lives. Introduction of literacy in children from an early age to cultivate a literate spirit in children. Literacy in children can be instilled through habituation and direct examples carried out by parents. Habituation plays an important role in instilling a culture of literacy in the family because the child understands that the habit is a cultural behavior that should be carried out.

Early literacy is related to reading and writing activities for early childhood. It is also called emergent literacy or pre-reading and pre-writing. Pre-reading Tampubolon calls it the term early reading is reading that is taught programmatically to preschoolers, the more it is done by parents at home, the better the results.

Five principles of early reading Puglisi et al., (2017) First, the reading material should consist of words, phrases and sentences. Second, reading is primarily based on spoken language skills and not on speech ability. Third, early reading is finding meaning from writing. Fourth, reading can be introduced before the child has the ability to

write, because if the ability to read has been mastered, writing skills will be easier to master, because the perception of the shape of the letter has been in the child's mind. And the fifth, early reading should be fun, interesting and done in a playing situation.

Davoodi et al. (2017), explains the stages in the development of early childhood reading, namely: Fantasy stage (*Magical Stage*), children learn to use books, see and flip – flip sheets of their favorite books, then the stage of forming *Self Concept Stage*, children see themselves as "readers" of children's involvement in reading activities and pretend to read. Followed by the *Bridging Reading Stage*, in the child begins to grow awareness of the writing in the book and find words that have been encountered before, can reveal words related to himself. In the next stage is the read recognition stage (*Take off Reader Stage*), the child begins to use three cue systems (graphon, semantic, and syntactic) the child begins to be interested in the reading, its signs, and seeks to recognize and read the signs in its environment. And the last stage is the fluent reading stage (*Independent Reader Stage*), at this stage the child reads various types of books.

The role of parents in guiding and teaching children at home is very helpful for children's language development. Parents are currently also required to be able to package various creative and innovative literacy activities, so that literacy activities do not run monotonously and boringly for children. In the digital era, parents can package literacy activities through technology that is adapted to the child's age. For example, for storytelling activities, children are introduced to eBook media, writing and drawing activities are used by tablets or other technological media, as well as counting activities. In the introduction of literacy through technology, parents must accompany, establish good and healthy rules and schedules for the development of children.

Parents are required to be able to pack a variety of early literacy activities that are fun, interesting and challenging for children. Through various media such as *big books* by parents and children, displays at home, sand, flour, clay, tree branches, waste paper, food, the environment around the house and even with various media involving advanced technology such as mobile phones, tablets and other technologies.

Cultivating a sense of comfort when studying is an important task of parents. The literate environment built by parents plays a role in providing early literacy stimulation which focuses more on providing visual and verbal literacy stimuli so that children can use it optimally to express ideas and ideas in their minds. As well as through the literate environment and the involvement of children in a variety of family literacy activities, they will learn that reading and writing are useful for completing various real goals in their lives.

Parents are people who play an important role in the family and are the first and foremost people to instill various things that affect the child's personality in the future. So, parents are required to be role models and direct examples in children's lives, one of which is as an example in instilling early literacy. Parents as the main actors in the family should be able to spend time on writing and reading activities at home with children and create various creative and innovative techniques and media and link literacy activities with technological advances that children love.

Things that parents can to introduce early literacy in the family include: age 0-1 years old literacy activities that can be given are storytelling or reading illustrated stories. At the age of 3-4 years of in cell literacy activities by reading and doodling as usual, children can be involved in lettering and writing games using plasticine, clay, sand or flour, and can also be introduced to numeracy activities cakes, or vegetables.

For ages 4-6 years old, children can be invited to make a big book accompanied by pictures, make decorated writings that are pasted on objects at home (wall writing on the wall), outdoor activities such as gardening (introduced to counting, writing plant names and reading them) or literacy activities using technology such as reading eBooks, writing news or messages using *Short Message Service (SMS)* or WhatsApp, as well as using tab or smart phone facilities to color and draw.

Creating a relaxed, comfortable and pleasant literacy atmosphere in the family will nourish and foster a culture of early literacy in children. Children will be interested and triggered by themselves to get to know and know more about literacy activities.

The third hypothesis as Table 1 states that together, there is a significant relationship *between home literacy environment and parent involvement* together with early childhood language skills in PWP Dama Kumara. The result of the double regression of the value of  $p < 0,000$ , regression can be used for *home literacy environment* and *parent involvement* together against early childhood language skills in PWP Dama Kumara at a level of 95% confidence. To find out the correlation coefficient, a double correlation analysis is carried out. From the calculation results, a correlation value of 0.506 was obtained. To find out whether this coefficient is significant, an F test was carried out, from the calculation, an F-calculated value of 21.819 was obtained. Thus, the null hypothesis ( $H_0$ ) which states "collectively, there is no significant relationship between *the home literacy environment* and *parent involvement* together to early childhood language skills in PWP Dama Kumara" is rejected. This means that the research hypothesis ( $H_a$ ) proposed, namely "together, there is a significant correlation between *the home literacy environment* and *parent involvement* together to early childhood language skills in PWP Dama Kumara" is accepted. Together the three free variables have a 30.05% relationship to PWP Dama Kumara's early childhood language skills.

The family has an important role in the child's life. His father and mother are the main examples that will influence and be the reference for every child's behavior in this life. It is the family that will determine the direction of the child's life and the family is the main and first environment in education. According to Amelin et al. (2019), the family is the main environment in providing: physical and psychic security, affection, good behavioral models for children living in society and providing guidance in learning, to optimize the development of inspiration and child achievement.

Meanwhile, according to Law No. 2 of 1989 Chapter IV Article 10 paragraph 4, family education is part of the out-of-school education pathway organized in the family and which provides religious beliefs, cultural values, moral values and skills. Parents are the main role models for children. Various sayings and behaviors carried out by parents will be imitated and imitated by children. likewise with the habits of fathers and mothers in literacy activities. When reading and writing become the main thing in family life eating by itself the child will get used to reading and writing.

There is a positive relationship between parents' literacy levels and their level of appreciation for the literacy environment. The higher the level of literacy, the higher their commitment to creating a literate environment for their children (Carroll et al., 2019). The child who is accustomed to the culture of reading and writing (literacy) in the family then he will carry the habit until any time because the main example and the role model for the child is the family. Family is the best place to foster an interest in reading and writing for children (emergent literacy). This is due to the situation in a comfortable, safe, warm and pleasant family that can trigger the growth of literacy for children quickly and fertile.

So, it can be said that the attention, affection, role model, encouragement and direct involvement of parents in children's literacy activities will strengthen, accelerate children's appreciation of early literacy activities. Providing direct examples in early literacy activities is very necessary, according to Niklas & Schneider (2017), stimulation in early literacy activities is more important than teaching writing and reading. Stimulating gives a fun effect while teaching let alone imposing can actually eliminate children's interest in carrying out literacy activities. In fact, children will be easily attracted and challenged if parents can create various literacy media or build a literacy atmosphere in the home environment and arrange various *out-door* activities that are loaded with literacy content. Therefore, parents are required to be creative in developing early literacy.

#### 4. CONCLUSION

The family has an important role in the child's life. His father and mother are the main examples that will influence and be the reference for every child's behavior in this life. It is the family that will determine the direction of the child's life and the family is the main and first environment in education. The family is the main environment in providing sense of physical and psychological security, affection, good behavioral models for children living in society and providing guidance in learning, to optimize the development of inspiration and child achievement. Reading activities will run well and meaningfully if parents spend enough time, patience and attention until the child can clearly distinguish the names and writings in the book. Parents can also facilitate storytelling activities by writing stories of their own work or works together with children on beautifully decorated sheets of paper. The home literacy environment is still used as one of the things that is prioritized in providing home facilities, so that it will continue to support the process of child development properly, especially language development. This study found that there was a strong relationship between children's home literacy and language development in children. In this study, it was found that the home literacy environment variable had an effective contribution of 30.89% to the language skills of early childhood in PWP Dama Kumara. In this study, it was also found that the parent involvement variable had an effective contribution of 40.65% to the language skills of early childhood in PWP Dama Kumara. Taken together, the three independent variables have a 90.27% relationship with the language skills of PWP Dama Kumara's early childhood.

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