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Islamic Parental Involvement in Supporting School-Based Literacy Program of Young Learner

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Abstract

Literacy is one of the important habits in academic life. To give a good habit in literacy, it is important to train the young learner as early as possible. During the pandemic covid-19, all of the literacy programs held by education institutions should be implemented at home. It means that the role of parents to support literacy programs was needed. This study aimed to investigate the Islamic parental involvement in supporting school-based literacy programs. The researcher used a qualitative descriptive research design. To obtain the data, the researchers used to survey and interview virtually. It involved 60 parents from different backgrounds of knowledge and social status. It also used snowball purposive sampling to select the research subject, because the researcher had considerations, such as the research subjects came from a Muslim background, their children were in elementary school level, etc. Based on the data result, most of the parents gave good feedback and support the school literacy program.

Keywords: *Islamic Parenting, School-based Literacy, Young Learner*

A. Introduction

Reading is an important habit for academic students. Students should have a large insight into every matter. To gain that habit, the parents need to support them in having literacy interests. The data confirm the results of the Central Statistics Agency (BPS) census of the National Survey Statistics Publication in 2015 Socio-Economic which shows that 91.47% of people in Indonesia prefer to watch television rather than listen to the radio (7.54%) and read newspapers or magazines (13.11%) and reading electronic news (18.89%).¹ The data above displays the literacy culture of Indonesian society is still low. In this term, educational institutions play an important role in raising literacy culture, especially in schools. A school is a place for gaining academic information, but in fact, most of the students prefer to visit the canteen to the library. When the school break bell rang, students would choose the school canteen as a place to spend time off rather than to the library².

In nowadays condition, most of the educational institutions held in online learning and blended learning. This means that the young learner students are joining the class while they are at home. It means that the teacher could not handle all of the academic activities because of the distance. In this case, the involvement of parents is important. To support the school-based literacy program, parents should involve in that process. This paper focused on the Islamic parenting involvement in supporting the school-based literacy program. Islamic parenting is parenting children in the process of growth and development according to Islamic teachings. Planting Islamic values based on the Qur'an and the Sunnah of the Prophet *sallallaahu 'alaihi wa sallam*. Parenting is carried out according to Islamic religious guidance which aims to provide the good of the world and the hereafter through explanations related to aspects of a good education. In the book, "Quantum Parenting" parenting is defined as a process of taking advantage of parenting skills

¹ Kemendikbud. (2016). Panduan Gerakan Literasi Sekolah. Dirjen Dikdasmen Kemendikbud RI

² Supiandi, M.I & Julung, A. (2016). Pengaruh Model Problem Based Learning (PBL) terhadap Kemampuan Memecahkan Masalah dan Hasil Belajar Kognitif Siswa Biologi SMA. Jurnal Pendidikan Sains, 4(2), 60–64. <http://journal.um.ac.id/index.php/jps/>.

based on rules great and noble. Parenting is part of the maintenance process of children by using techniques and methods that focus on love affection and sincerity of deep love that comes from parents.³

There are various methods of parenting, one of which is Islamic parenting. Islamic parenting methods can be used by parents and educators in applying every aspect of a child's life. The components found in Islamic parenting include several points.⁴ First, being a good role model *Rasulullah Shallallahu 'Alaihi wa Sallam* ordered both parents to be good role models in behaving and behaving honestly towards children. A good role model has a big influence on a child's personality. Most of what a child imitates comes from their parents. The most dominant influence of something imitated by a child comes from both parents. Children always pay attention and imitate the attitudes and behaviors of their parents. When both parents behave honestly, then the child grows in honesty. Likewise in other behaviors, the child will imitate what both parents do. Both parents are required to be good role models, especially for their children. Parents are required to follow the commands of Allah *Subhanallahu wa Ta'ala* and the *sunnahs* of His Messenger in attitude and behavior. Children who are in the period of growth and development always pay attention to the attitudes and behaviors of their parents. If what the parents do is good, then the impact is also good for the child.

Second, giving guidance at the right time in choosing the right time to give advice. Because one time the children can accept the advice given, but at other times the child can reject the advice strongly. Therefore, parents must understand that choosing the right time in giving counseling will have a significant impact on the outcome of their counseling. *Rasulullah Shallallahu 'Alaihi wa Sallam* always pays close attention to the appropriate time and place to direct the child's behavior, build the child's mindset, and cultivate good morals in the child. *Rasulullah Shallallahu 'Alaihi wa Sallam* advised parents about the right time in giving guidance to

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133 Muhammad Takdir Ilahi, *Quantum Parenting*, (Jogjakarta: Ar-Ruzz Media, 2013), hlm.
22
4 Suwaid, M.N (2010). *Prophetic Parenting: Cara Nabi SAW Mendidik Anak*.
Diterjemahkan oleh: Farid Abdul Aziz. Yogyakarta: Pro- U Media.

children. These exact times include mealtimes, when traveling, and when the child is sick/ill.

To support the school-based literacy program, parents should have important involvement. They should accompany their kids at home while implementing this program. This paper investigated the involvement of Islamic parenting to support the school-based literacy program. There were four research questions, such as the parents' role, parents' perception, and the components that support literacy programs based on the Islamic parental.

B. REVIEW OF RELATED LITERATURE

1. Islamic Parenting

Islamic parenting is a parenting pattern in educating and raising children using Islamic values and principles. Of course, this parenting style is only intended for Muslim parents. The main basis of this parenting pattern is to follow the guidance in the Al-Quran. Because the Quran not only discusses the obligations of children to their parents, but also the obligations of parents to their children. Guidance regarding parenting patterns is also found in the Quran which can be read and studied. The goal is of course to make the children know God and His Messenger from an early age and understand very well the purpose for which he was created, namely as caliph on earth. Therefore, the purpose of Islamic parenting needs to be known by parents as a guide in teaching prayer, reading the Qur'an, socializing, etiquette, and behavior based on Islamic teachings.

The family can be defined as one of the smallest units in society that consists of a father, mother children. Parenting is the core of a father's responsibility and mothers to their sons and daughters.⁵ However, not only educational nurturing in general. it is applied because in practice to raise the child differently according to parental values integrated into the cultural

⁵ Hadi, S. (2017). *Pola Pengasuhan Islami Dalam Pendidikan Keluarga (Penguatan Peran Keluarga Jamaah Masjid Baitul Abror Teja Timur)*. TADRIS: Jurnal Pendidikan Islam, 12(1), 117. <https://doi.org/10.19105/tjpi.v12i1.1290>

context ⁶ and of course, every family has a different parenting style. Islam religion determines how a person behaves the teachings he adheres to, considering that Indonesian society is multicultural with various religions, and here the most dominant is Islam. And of course one of the grips in character strengthening is in Islamic religious education.⁷ So that someone can behave by existing norms in society is also by what has been determined by Islamic law, namely the Qur'an and Hadith.

2. School-based Literacy Program.⁵

The notion of school literacy in the context of the School-Based Literacy Program is the ability to access, understand, and use things intelligently through various activities, including reading, viewing, listening, writing, and speaking.⁸ The School Literacy Movement is a social movement with the collaborative support of various elements. This literacy habit is carried out with 15 minutes of reading (the teacher reads a book and the students read silently, which is adjusted to the context or school target). When the habit of reading is formed, it will be directed to the development and learning stages (accompanied by bills based on the 2013 Curriculum).

The variety of literacy activities can be in the form of a combination of developing receptive and productive skills and also involving school residents, stakeholders, and the community that the school literacy movement is an important part of life⁹. The School Literacy Movement is carried out to grow the character of students through cultivating the school literacy ecosystem to make students have a high reading culture and writing skills. The general objective of the school literacy movement is to develop the character of

⁶ Acar, I. H., Uçuş, Ş., & Yıldız, S. (2017). *Parenting and Turkish children ' s behaviour problems : the moderating role of qualities of parent – child relationship moderating role of qualities of parent – child relationship*, 4430(September). <https://doi.org/10.1080/03004430.2017.1365362>

⁷ Anwar, C., Saregar, A., & Hasanah, U. (2018). *The Effectiveness of Islamic Religious Education in the Universities : The Effects on the Students â€™TM Characters in the Era of Industry 4 . 0*, 3(1), 77–87. <https://doi.org/10.24042/tadris.v3i1.2162>

⁸ Kemendikbud. (2016). “*Desain Induk Gerakan Literasi Sekolah*”. <http://dikdas.kemendikbud.go.id/index.php/desain-induk-gls-kemendikbud/> .

⁹ Kemendikbud. (2016). “*Desain Induk Gerakan Literasi Sekolah*”. <http://dikdas.kemendikbud.go.id/index.php/desain-induk-gls-kemendikbud/> . hlm 3

students⁴ through the cultivation of the school literacy ecosystem which is manifested in the School Literacy Movement so that they become lifelong learners. The specific objectives of the school literacy movement are:

- a. Fostering school literacy culture.
- ²¹b. Increase the capacity of citizens and the school environment to be literate.
- c. Making schools fun and child-friendly learning.
- d. Maintaining the continuity of learning by presenting a variety of reading books and accommodating various reading strategies.

There are three scopes in the School Literacy Movement³⁵ implemented in elementary schools, namely:

- ⁹a. The physical environment of the school (literacy facilities and infrastructure).
- b. Social and affective environment (support and active participation of all school members).
- c. Academic environment (literacy program that fosters interest in reading and supports learning activities in elementary schools).

⁴The School Literacy Movement is implemented with a program that is implemented through three stages by considering school readiness.³ This readiness includes the readiness of school facilities (availability of facilities, facilities, literacy infrastructure), readiness of school residents (students, teachers, parents, and other community components), and the readiness of other support systems (public participation, institutional support, and policy tools), which is relevant).⁴ The three stages of implementing the Literacy Movement at the Elementary School level are as follows:

- a. Habituation:³⁴ 15-minute activity of reading non-learning books containing character values before class activity
- ³⁷b. Development: improving literacy skills through enrichment non-academic activity, such as extracurricular or library visit
- c. Learning: in-class activity, such as Teaching using literacy strategy.

As for running the School-Based Literacy program, it is necessary to provide facilities and infrastructure that can support every teaching and learning activity, one of which is the school library. The organization of the school library itself refers to Law number 2 of 1989 concerning the National Education System, wherein article 35, it states that every educational unit of school education, whether organized by the government or the community must provide learning resources.¹⁰

3. The urgency of Islamic parental involvement in supporting School-Based Literacy.

Parental involvement at home can include several activities such as teaching children's academic skills, reading together with children, discussing activities outside the home (at school, tutoring places, Qurs places) with children, and conveying academic expectations to their children.¹¹ Based on the existing literature on parental involvement at home, it conceptualized two types of relevant engagement to academic outcomes children across the above-mentioned timeframes: academic teaching and academic socialization. Academic instruction consists of one-on-one action between parent and child targeting the development of certain academic skills. Examples of academic teaching include reading for or with children and working on academic skills with children. Academic socialization consists of promoting academic values, beliefs, and expectations of parents. Examples of an intellectually stimulating home climate, discussing school activities with children and setting expectations academics for children.

¹⁰ Yusuf, Pawit M. 2007. *Pedoman Penyelenggaraan Perpustakaan Sekolah*. Jakarta: Kencana

¹¹ Taylor, L. C., Clayton, J. D., & Rowley, S. J. (2004). *Academic socialization: Understanding parental influences on children's school-related development in the early years*. *Review of General Psychology*, 8(3), 163–178. doi: 10.1037/1089-2680.8.3.163

C. RESEARCH METHODOLOGY

The research design was descriptive qualitative. To answer the research questions, the researchers used a survey and in interviews, the first research question described the parents' perception about Islamic parental involvement in supporting school-based literacy programs. The second research question described the parents' role in implementing Islamic parental in supporting school-based literacy programs. The third research question showed the components that support school-based literacy programs. The last shared the obstacles faced by the parents.

This research was conducted virtually. The researchers distributed an online questionnaire to 60 parents in East Java. This research used snowball purposive sampling. This technique identified the place and the people to participate in a study is done through sampling. It is described as purposive and snowball sampling under the category of a non-probability sample.¹² The sample constituted a manageable number of people that could reasonably be engaged with at locations and within a timeframe that would allow for the generation of adequate data. The purpose for selecting the two different contexts was to compare the perceptions and understandings of democracy and citizenship in people living in a remote rural area with those living in a rapidly modernized urban area. The research subject must have followed several considerations, such as they were parents from Elementary School students or young learners and Muslims. The researcher used Bahasa in order to ask some questions both in the questionnaire and interview to avoid misunderstanding between the researcher and the research subjects.

D. Result and Discussion

This part will answer three research questions comprehensively. The researcher also provided the table for proving the data clearly. In the table

²⁴ Cohen, L., Manion, L., and Morrison, K. (2009). *Research Methods in Education*. New York: Routledge.

questionnaire, the researchers used *Bahasa Indonesia* for avoiding misunderstanding among the research subjects.

1. The Parents' Perception

One of the important aspects that prove the quality of an educational institution is the relationship between schools and parents that can be seen through parental involvement in children's education at school. In knowing the parents' perception of Islamic parental involvement in supporting the school-based literacy program.

Table 1. The parents' perception towards school-based literacy program

No	Statements	SS	S	TS	STS
1	Literacy in online learning did not bother me.	5 (8.3%)	28 (46.7%)	25 (41.7%)	2
2	Literacy online did not take up my time.	5 (8.3%)	28 (46.7%)	25 (41.7%)	2
3	Literacy in online learning did not interfere with my activities.	6 (10%)	24 (40%)	28 (46.7%)	2
4	Literacy makes my children read fluently.	10 (16.7%)	36 (60%)	13 (21.7%)	1
5	Literacy increases my children's interest in reading.	12 (20%)	30 (50%)	15 (25%)	3
6	Literacy improved my children's creativity.	11 (18.3%)	34 (56.7%)	14 (23.3%)	1
7	Literacy improved my children's knowledge.	18 (30%)	28 (46.7%)	14 (23.3%)	-
8	Literacy improved my children's incomprehension of text.	15 (25%)	32 (53.3%)	12 (20%)	1
9	Literacy trained my children in combining words and sentences.	12 (20%)	38 (63.3%)	9 (15%)	1
10	Literacy improved my children's in producing words.	13 (21.7%)	36 (60%)	11 (18.3%)	-

The table above showed the parent's perception in implementing school-based literacy in online learning during pandemic covid-19. There were 10 points that showed the parents' perception. First, literacy in online learning did not bother them, five (8.3%) parents declared SS (*sangat setuju*) or totally

agree, 28 (46.7%) parents declared Agree, 25 (41.7%) disagree, and 2 declared totally disagree. This item showed that the literacy implementation did not bother them. The second item indicated 5 (8.3%) parents totally agree, 26 (46.7%) agree, 25 (41.7%) disagree, and 2 totally disagree. For more than a half, literacy in an online setting did not take the parents' time. The third, statement showed 6 (10%) totally agree, 24 (40%) agree, 28 (46.7%), and 2 totally disagree. Based on the numeric data, half of the research subjects declared that the implementation of literacy interfered with their activities. The parents should accompany their children during the literacy implementation. Somehow they have other activities, such as working, taking care of other siblings, doing housework, etc.

On the other hand, the implementation of the literacy program gave better feedback for their children. First, literacy made their children read fluently. The data showed 10 (16.7%) totally agree, 36 (60%) agree, 13 (21.7%) disagree, and 1 totally disagree. Literacy is the ability to read and write. This ability later will be a provision for children to be used in everyday life.¹³ Literacy is not just the elementary ability to read, write and count. It includes language skills, counting, interpreting pictures, computer literacy, and various efforts to gain knowledge. Literacy also increases the children's ability and creativity in reading. It also gained their insight during reading activities, such as comprehending the text briefly, being trained to combine words and sentences, and producing words. (see table 1) Literacy skills can be introduced or taught to early childhood since childhood in the womb, stimulation of literacy development in early childhood can be described as follows:¹⁴

a. Babies (Infants).

Since in the womb, ideally, children are stimulated or introduced to various types of food activities that make their literacy skills develop.

²⁰ Zati, V. D. A. (2018). *Upaya untuk meningkatkan minat literasi anak usia dini*. Jurnal Bunga Rantai Usia Emas, 4(1), 18-21.

¹⁹ Marwiyati, S., & Hidayatulloh, M. A. (2018). *Peran "Cakruk Baca Bergerak" Dalam Pengembangan Literasi Anak Usia Dini*. Awlady: Jurnal Pendidikan Anak, 4(2), 61- 77.

Introduction to literacy can be performed while the child is lying down, prone or sitting. Even on the bed children need to be provided with full color books or parents who read a story. The introduction of literacy in this period is only limited to introduce, not force children to memorize.

b. Toddlers (2-3 years)

Basically, toddlers really like books. If stimulation at this time is successful, Children will have a tendency to like books. Generally, children begin to read and like to give names to objects which is in the book. As time goes by and the vocabulary increases recognizable words or signs, children can be introduced to reading but not to memorize.

Reading books aloud and with the right intonation, is the most strategic step to stimulate children's hearing.

c. Children aged 3-6 years.

At this time children's enjoyment of storybooks began to increase sharply. Child. I like story books with lots of illustrations and bright colors. In essence, the period of Children's literacy starts from birth to the age of six. Therefore, the best literacy provision for children at this stage is reading again The story is not as complete as the original story.

2. The Parents' Role

Reading is part of the process of observation (*mutalaah*), observation (*mutalaah*) is the essence/substance that is very important in seeking knowledge. This literacy activity is able to provide absorption of knowledge that is implemented in the field, the absorption of this knowledge is obtained through reading habits. Surah Al 'Alaq is a letter that was first revealed to the Prophet *sallallahu 'alaihi wa sallam*. The beginning of the letter contains the order to read. It is by reading that Allah's commands and prohibitions can be known. Human is not just created in the world but also ordered and prohibited. That is the urgency of reading.

The role of parents in development literacy, namely from the provision of facilities, being directly involved in activities literacy, or

the interaction between children and parents. Parental involvement can be interpreted by providing stimulation (facilities) by parents to early childhood.¹⁵ Parents were seen in the provision of facilities, namely in the form of books reading that will stimulate children to read. As seen at the informant's house there is lots of reading books. The provision of complete facilities will always encourage children to always be curious.

Based on the interview result, there is four parents' role in supporting literacy program. First, the parent is a model. In order to have a good habit in literacy, especially in reading, parents should be a good models for their children. For example, reading the holy Qur'an after praying, reading books before sleeping, etc. From that habit, children would follow and join their parents directly.

Second, the parent is a communicator. In order to support the school-based literacy program, it is important for the children to get instruction. In this term, the parent should communicate the school's aims and the children's condition at home. Third, parents also should give information, knowledge, and insight. Parents should involve their children in literacy activities so that children could indirectly perform all the literacy activities without being asked. They could teach literacy skills to children who end up just being just a skill. When the child feels he could master it, the children did not not have interest in other literacy activities such as reading story books, drawing, tell or write.

Last, the parent is a facilitator. Literacy habit stimulated through various means, especially exposure to picture storybooks and its utilization.¹⁶ In various corners, storybooks found works optimally because the parents regularly read stories and accept children's offers to read a book. It stimulated their interest in reading and writing as well

²⁸ Musfiroh, Tadkiroatun. *Menumbuhkembangkan Baca Tulis Anak Usia Dini*. Jakarta: Grassindo, 2009.

¹⁷ Hasanah, U., & Deiniatur, M. (2019). *Membangun Budaya Membaca Pada Anak Usia Dini Di Era Digital*. *At-Tajdid: Jurnal Pendidikan dan Pemikiran Islam*, 3(01), 10-24.

15 carried out on exposure to writing on objects used by children, such as lockers, a list of child names, and containers.

3. The components in supporting school-based literacy program.

There were four components that support a school-based literacy program. First, parents' availability and parents' awareness became the most important point. School-based literacy implemented at home during online learning, it supported by the way of parents in implementing Islamic parental at home. It correlated to their availability to accompany and guide their children at home. Parents' awareness also played a crucial point in order to support this program. Second, the media or devices could support this program also, such as books, digital books, pictures series, video series, etc. Parents could give media based on their needs and budget. Parents also regularly read interesting illustrated stories every day so that children can enjoy the storyline. They also could schedule the literacy activities regularly, then the learning process runs like learning in school so that kids did not get bored easily. In increasing children's literacy, the role of parents, especially mothers, is needed because 11 the role of parents in terms of children's education should be in the first place, parents are the ones who really understand the good and bad qualities of their children, whatever what they like and what they don't like. Last is motivation. Motivation came from various aspects, such as their selves, parents, friend, and their environment. Parents should give their children motivation in order to support literacy programs. 8 Learners would achieve in language learning is depending on the factors of needs, motivation, and context as they might have those different from one to another.

E. Conclusion

Based on the description above, there were some important points. First, Literacy in young learners is not only focused on reading skills but also related to the way they share opinions and communicate in their life. In order to increase those habits, parents' role played an important mater.

Second, in supporting the literacy program, it is very important to encourage children to learn books. Reading together can develop everyday skills, such as speaking, listening, and understanding language, also develop as pre-reading skills. Books also help children use their imagination. On the other hand, parents should give them proper media and facilitated them. Third, parents should pay attention to the components that support this program, such as their availability and awareness, media, and also motivation. The better parents treat their children, the better habit that the children have.

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