

Research Article

Mother and Children Literacy Model at Home

Dinar Nur Inten^{1*}, Dewi Mulyani¹, Helmi Aziz²¹Teacher Education for Early Childhood Education, Faculty of Tarbiyah and Teacher Training, Universitas Islam Bandung, Indonesia²Islamic Education, Faculty of Tarbiyah and Teacher Training, Universitas Islam Bandung, Bandung, Indonesia**ORCID**Dinar Nur Inten: <https://orcid.org/0000-0003-0471-7108>**Abstract.**

The literacy skill of Indonesian children has been ranked below average in the world. In fact, literacy skills are needed by every individual. Therefore, immediate action is needed starting from the closest environment, namely by the family to foster a literate soul in children. In addition, the mother plays a vital role in her child's life, as she is the one most closest. Therefore, in order to determine a suitable and interesting literacy model for mothers and children, it is necessary to know how to carry out mother and children literacy activities at home. This research aims to examine the implementation of mother and children literacy activities carried out by mothers having elementary and junior high school education backgrounds in Lamajang Village, Bandung Regency. This study uses a descriptive method by collecting data using a questionnaire administered to 20 respondents. The findings show that the most used media in literacy activities at home is story books that have moral and religious messages. However, there has not been any specific method aligning to the children's development used by the mother. It was found that they chose activities that combined children's speaking and listening skills. In addition, children's interest occurred when the stories delivered by the mother involved the children in the creation of a meaningful work.

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1. Introduction

History reports that relying on abundant natural resources for a large population of 4,444 people is not necessarily enough to become a developed country. On the other hand, developed countries can be realized as a result of an educated and highly civilized society. An educated population will have the capability to think critically, have a creative culture, and be able to communicate and survive in global competition.

When examining the literacy condition of the Indonesian population, especially the younger generation, PISA (Program for International Student Assessment) conducted a study involving randomly selected schools, which were included in reading, math, and

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natural science exams [1]. From this research, the 2018 PISA reported and issued an important recommendation that Indonesia needed to improve the reading skills of its students. It reported that 7 out of 10 students aged 15 years were still below the minimum reading skills. Students could only recognize information from short and simple readings, but when faced with complex and varied texts, their reading skills were inadequate [2].

Undeniably, the debate about the low literacy of children in this country cannot be blamed from one perspective or blamed it to one party only. There are different views on which parties should work together to solve literacy-related issues in this country. Based on Pentahelix's point of view, several parties involved in this issue include the government, scientists, business institutions, society and the community, and the media.

The party who has a significant role in laying the foundation of children's literacy in the general public is the smallest community, namely family. Family is the place where literacy is first introduced and developed to children. The family builds the first and most important learning environment for children. More specifically, the mother figure becomes a role model and plays a role in providing literacy skills to children from an early age, which can be done through fun activities [3].

Furthermore, it is parents' duty to raise children to develop an educated generation. This statement is in line with the Allah SWT's command in the Qur'an Surah Hud verse 46, "Indeed, I warn you that you should not be of those who are not knowledgeable." Islam also teaches its followers through the word of Allah SWT in the Qur'an Surah Al-Alaq verses 1-5 to become a knowledgeable individual. Allah SWT command individuals to read, understand, analyze, and think [4].

This research was conducted with the main objective to determine literacy activities by mothers and children at home. The activities are seen from the perspectives of media and methods used and children's responses to the activities carried out. This study limits the educational background of the mother to Elementary School (SD, *Sekolah Dasar*) and Junior High School (SMP, *Sekolah Menengah Pertama*).

This study is fundamental considering the country is facing a demographic bonus; hence, we do not deserve to get any rewards if the education of children quality is still weak. Literacy education must now become a large-scale movement practiced since childhood by implementing the right strategy to reach the effectiveness. Literacy activities for children can be done in a fun way and enhance children's interest by storytelling and crafting activities. Some popular literacy movements for children include playing, storytelling, and crafting.

2. Methodology

The research employs descriptive method. Descriptive method is a research method that describes or analyzes research results, portrays and describes research findings, solves a problem, and at the same time addresses an issue that has occurred.

This research used a survey in the form of a questionnaire to collect the data by involving 20 samples who were mothers having SD and SMP educational backgrounds. This sample criteria was created to find out how a mother instilled literacy in her family, in which most of them quite understood literacy.

This instrument consists of three parts: methods, media and children's responses to activities carried out by mothers. The method consists of 7 questions, the media consists of 10 questions and the children's responses consist of 6 questions by using four point scale: always, often, sometimes and never.

The research was carried out through the following steps: collecting data, categorizing, analyzing, and processing data, drawing conclusions and making reports aimed at resulting a balanced depiction of a phenomenon in an illustrative narrative. Finally, it was enhanced with the support of library research to further sharpens the researcher's analysis. The survey report was obtained from the calculation of the survey variable indicators and was presented written in detail.

3. Results

This research seeks to focus on looking at literacy activities for mothers and children that are carried out at home by mothers with elementary school and junior high school backgrounds in Lamajang Village, Bandung Regency. It was discovered that most mothers still did not understand the development of children properly and correctly. Whereas, mother's knowledge on children development is vital in realizing children who are healthy, tough, and physically and psychologically strong. Therefore, there are three aspects that were asked in the response related to literacy activities for mothers and children at home, namely: media, methods and children's responses to literacy activities done at home. First, media is the first thing to ask because early childhood learning activities cannot be separated from the media. Children have not been able to think with abstract things, so the media becomes the main thing to support things conveyed by mothers to children. Second, method is a way to convey material or stories to children, so mothers should be able to choose suitable and interesting methods for children development, so the material presented can be easily understood and interesting for

children. Lastly, the child’s response, in which the children’s feelings were researched by finding out data related to the literacy activities done at home by the mother and child. After this, the next research stage was to determine a mother and children literacy learning model at home that is easy, interesting and fun.

The findings on the media used by mothers in literacy activities at home with children were asked with the following questions. First: the book I chose is made of materials that are safe and does not harm children: 35% of respondents answered always, 25% of respondents answered often, 30% answered sometimes and 10% answered never. Second: the book I chose does not contain elements of ethnicity, religion, race and between groups and has good moral values: 50% of respondents answered always, 25% answered often, and 25% answered sometimes. Third, the book I chose is rich in visual elements, 35% of respondents answered always, another 35% answered often and the remaining 30% answered sometimes. Fourth, the book that I chose has a material theme that fits the child’s interests: 30% of respondents answered always, 35% answered often, and 35% answered sometimes. Fifth, the book I chose has easy-to-read text for children to understand: 30% of respondents answered always, while 55% of respondents answered often and the remaining 15% answered sometimes. Sixth, I made a work that was in accordance with the story that was read: 10% of respondents answered always, 5% answered often, 70% answered sometimes and 15% answered never. Last, I combined reading activities with activities to create works from various media (playdough, paper, natural materials, etc.): 5% of respondents answered always, 15% answered often, 65% answered sometimes and 5% answered never. The more detailed data is presented in the following Graph 1.

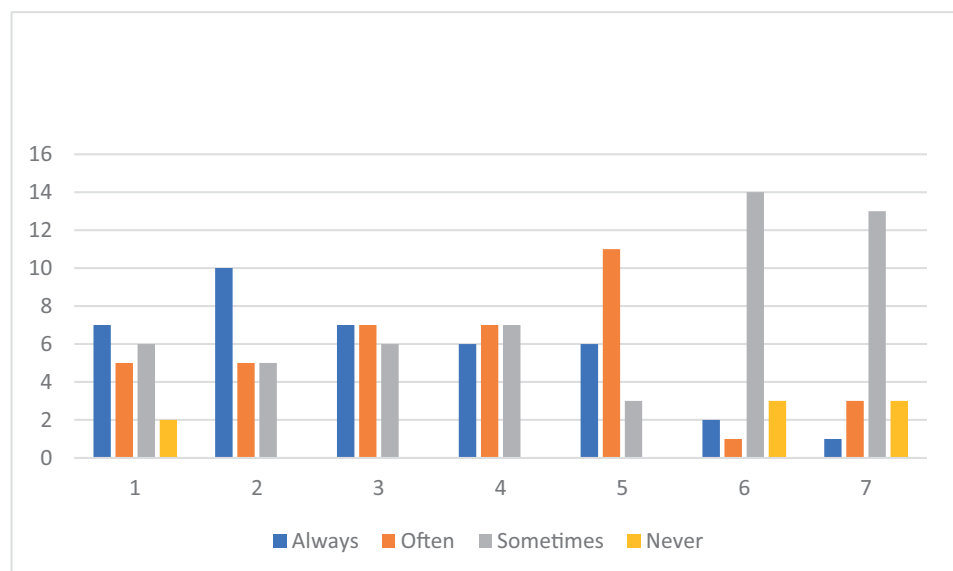


Figure 1: Mother and Children Literacy Learning Media at Home.

The second findings are related to the method used by the mother and child literacy activities at home. First, I take the time to study the books I read to my children: 30% of respondents answered always, 25% of respondents answered often and 45% answered sometimes. Second, I have considered and planned the use of media or learning resources related to the books I read to my children: 20% of respondents answered always, 30% of respondents answered often and 50% of respondents answered sometimes. Third, I have reached an agreement with the child about the ethics and rules of participating in activities such as the opportunity to speak: 30% answered always, 25% answered often and 45% answered sometimes. Fourth, during the activity I took the time to listen to the children's opinions: 45% of respondents answered always, 45% answered often and 10% answered sometimes. Fifth, I have given enough time to stimulate the child to respond to the learning material: 15% answered always, 45% answered often and 40% answered sometimes. Sixth, I gave time for the children to demonstrate their integrated language skills (listening, speaking, reading, writing): 50% of respondents answered always, 15% answered often and 35% answered sometimes. Seventh, I have managed the time and activities to increase literacy for children well: 5% answered always, 35% answered often, 55% answered sometimes and 5% answered never. Eighth, I have tried to create a fun literacy process for children: 10% answered always, 35% answered often, 50% answered sometimes and 5% answered never. Ninth, I have adjusted literacy activities for children to the interests and concentration power of children: 5% answered always, 45% answered often, 40% answered sometimes and 10% answered never. Tenth, I have chosen a learning method that is appropriate to the child's development: 35% of respondents answered always, 45% of respondents answered often, 15% answered sometimes and 5% answered never. Eleventh, I combined 2 to 3 methods in 1 literacy activity: 5% answered always, 15% answered often, 70% answered sometimes and 10% answered never. The more detailed data is presented in the following Graph 2.

The third findings are related to children's responses to literacy activities carried out by mothers at home. First, children are interested in reading material, which is indicated by their attitudes, reactions, and involvement in learning activities: 35% of respondents answered always, 20% of respondents answered often and 45% of respondents answered sometimes. Second, the child shows a good attitude in the process of improving his literacy activities, depending on the expected attitude ability: 10% of respondents answered always, 45% of respondents answered often and 45% of respondents answered sometimes. Third, in the process of improving children's literacy

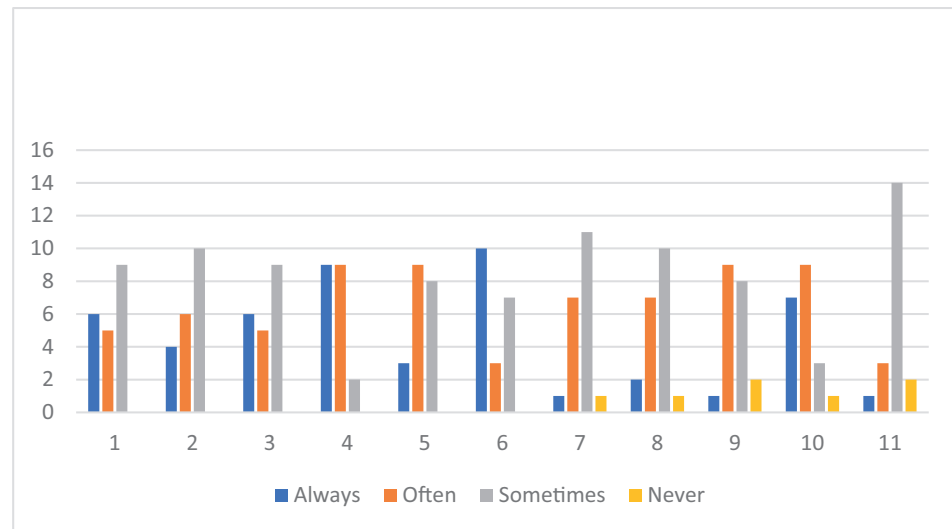


Figure 2: Mother and Children Literacy Learning Method.

skills, children show excellent knowledge skills by answering questions, asking questions, and providing answers and comments: 25% of respondents answered always, 20% of respondents answered often, and 55% of respondents answered sometimes. Fourth, the child shows the skills according to the expected ability: 15% of respondents answered always, 25% of respondents answered often and 60% of respondents answered sometimes. Fifth, the child shows interest in reading activities combined with work activities: 25% of respondents answered always, 55% of respondents answered often and 20% of respondents answered sometimes. Sixth, the child is able to create works from the stories he reads/hears: 5% of respondents answered always, 20% of respondents answered often, 70% of respondents answered sometimes and 5% of respondents answered never. Seventh, children show initiative in communicating with parents: 20% of respondents answered always, 35% of respondents answered often and 45% of respondents answered sometimes. Last, children show trust in their parents: 35% answered always, 45% answered often and 20% answered sometimes.

Children’s responses towards literacy activities carried out by mothers at home were varied; whether the media used were improvised media or media that were properly prepared by the mother even though the media was available at home or purchased media. They also responded if the method used was varied or the mother only used one method but with maximal preparation so the storytelling activities carried out by the mother would be more interesting; thus the children will definitely respond enthusiastically by asking various ideas and even jokes related to the story. Lastly, the responses are related to the material presented by the mother, such as about mother’s mastery of literacy material, whether stories, games or songs conveyed to children will

determine children’s interest in literacy. Children are unique individuals with millions of potentials and privileges. They are individual figures and make adults a model in their lives who certainly provides pleasure and comfort. Therefore, literacy activities at home must start from a good model from both parents or adults around them. The children involvement in various simple literacy activities at home should and motivation in the form of support in the form should be provided in the form of verbal and non-verbal that reached the children to appreciate the children’s hard work. The more detailed data is presented in the following Graph 3.

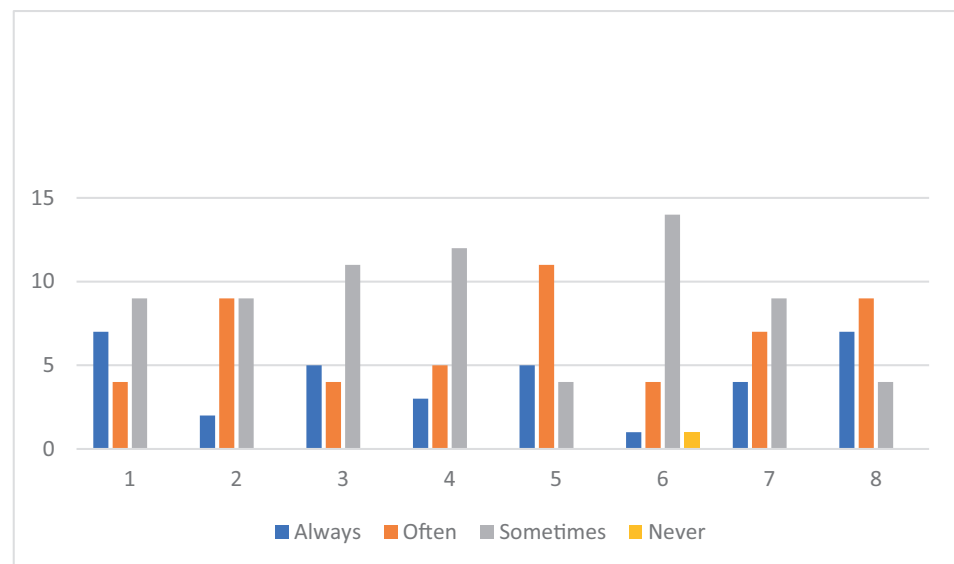


Figure 3: Children’s Responses Regarding Literacy Learning at Home.

4. Discussion

Literacy activities at home play a significant role for children’s success in the future, since literacy activities packaged with children’s daily activities at home will make children accustomed to literacy. Activities such as reading with family, or cooking and getting to know the taste together or gardening and cleaning the house and shopping with mother are all closely related to literacy activities. These activities will be more fun if the mother has the ability to package them more attractively and fun. The findings revealed that reading children’s books with their parents affected the development of children’s literacy, and the impact of reading books with their parents is likely to change the socio-economic influence of the family because children become literate in everything in life. [5].

The findings related to media revealed that some mothers already understood about safe media for children’s literacy activities. However, it would be better to be informed

again by explaining about safe and cheap media that can be made by mothers and children at home. For example, using secondhand stuffs to compose a story can be done by using old newspapers and used cardboard to make patchwork. By using this kind of media, children can be actively involved in the process because they will be involved in observing, treating and demonstrating [6]. Regarding book selection, most of the mothers have understood how to choose books, such as books containing good moral messages and existing in children's daily lives, so that children can directly apply them in their lives. In relation to color selection, some mothers were able to choose attractive books with many colors, even though 35% of the mothers answered sometimes because colorful and interesting books on the market were expensive. However, this can be overcome by choosing simple storytelling books. Furthermore, the lack of mothers who carried out storytelling activities accompanied by works as additional media should become the most consideration so that storytelling activities were not only focused on books. In fact, by doing stories while working, reading activities will be more interesting for children and this can immediately help fostering children's interest in literacy. To bring storytelling to life at home, mothers and children can create various works including: drawing, folding paper, and telling stories with playdough. Playdough does not need to be purchased, it can be created by utilizing materials available at home and when creating playdough mothers and children can also be involved in other interesting literacy activities.

The second part of the questionnaire is related to the learning methods. Learning methods play a major role in the success of an activity and also how it is done by the mothers and children. The skills to choose the right method can affect not only literacy activities but also other important aspects in children's lives. The results also showed that reading and storytelling activities for mothers and children at home during a pandemic by using game can increase children's literacy and the bonding between mothers and children [7]. The field data related to the methods selection and mother's readiness in carrying out literacy learning at home showed is still lacking. This occurred since the mothers are working mothers and they had a basic education background so they did not understand correctly which method is good and in accordance with children development and they did not understand the importance of planning interesting stories for children. A study examined the extent to which mother's education affects her skill to teach literacy at home. It revealed that children of mothers with higher education levels have higher emergent literacy rates than children of mothers with lower educational levels. Mothers of higher education use higher speaking and interacting skills than mothers of low education [8], and the results of other studies affirmed that parental

knowledge about children development will have an impact on reducing child stress during parenting. Increased parental knowledge has the potential to enhance the early language environment so that children's educational outcomes are better [9].

In literacy activities at home, most mothers did not set definite boundaries, this is considered as a good thing so that children can convey ideas related to literacy activities that match their interests. Thus, it is explainable that many mothers answered always and often in relation to the freedom and time to allow children to present ideas. This resulted in children who could demonstrate integrated language skills, namely in the form of listening, speaking, writing and reading. However, mothers were still not able to manage their time well to do literacy learning with their children at home. In fact, if the mother can allocate time between her busy schedules for just reading aloud at night before going to bed, then this will be very meaningful for the children and can help building the bond between mother and children. Reading aloud is a mother's effort to take advantage of time and energy in doing actions that are very meaningful for the future of her beloved children [10]. In addition, the role of fathers and mothers in creating and realizing a literate generation is fundamental. The findings related to the relationship between the home literacy environment with various cognitive-linguistic skills, receptive vocabulary, and word reading skills have proven that the participation of fathers and mothers in the literacy environment at home has an effect on their children's reading achievement. In addition, family appears to be a strong indicator of children's cognitive-linguistic skills, which will ultimately contribute to the increase in children's vocabulary and reading skills. Likewise, fathers through their unique capabilities that are different from mothers, can help realizing children who have good reading skills. This finding explains that fathers and mothers have a role in developing children's language and literacy [11].

With regard to learning, there are methods and materials that cannot be separated in these activities. Based on the data obtained, on average, mothers are still rare or in the low category in creating literacy activities at home that are suitable for child development and are fun for children. This is both in presenting the material and the appropriate method. In fact, through the mother's skill to choose materials and methods as well as to manage and create literacy activities that are developmentally appropriate and fun, it can make children interested in literacy activities and can immediately become the biggest contribution to the birth of the Indonesian literate generation, therefore mothers should get briefing in the form of knowledge and literacy skills for early childhood that are developmentally appropriate, interesting and fun. Based on the above, the respondents' answer were ultimately related to the mother's low skill to choose learning

methods and the mother's skill to develop several methods in a mother and child literacy activity. The results showed that the effect of formal literacy experience at home and access to literacy resources on word reading was significant in increasing children's literacy skills. In addition, for parents who are able to carry out literacy activities at home, those who provide artifacts and media to carry out literacy activities [12]. The home literacy environment is an indicator of a child's literacy ability. Mother's language and phonological skills predict children's language and reading/spelling skills, respectively. Mother's direct involvement in literacy and her skill to create various literacy activities affect children's literacy skills [13].

In early childhood education, the everyday models and examples that children hear and see will imprint in their memories if they are interesting. Children will follow the model, as well as children's interest in literacy activities available in the environment and in the environment. The data from the field show that 35% of children were always interested in participating in literacy activities with their mothers, but 40% only occasionally showed interest in literacy activities. This might be due to the lack of models at home or inappropriate selection of materials and methods in packaging literacy activities at home. The exemplary role of parents at home, the involvement of children in various literacy activities and the support in providing literacy facilities and infrastructure will lead to children's interest and love for reading and writing culture [14].

The absence of a literate model at home, and the inability of the mother in selecting the right materials and methods for literacy at home causes a lack of children's interest in literacy, which will make the children less likely to show good responses in literacy activities. For example, the children rarely ask questions, or lack of desire to retell or convey ideas related to the stories told, so 60% of children have not been able to demonstrate literacy skills that are appropriate for their age. This needs to be addressed immediately by providing knowledge and skills to mothers and asked them to implement it in literacy activities with children at home. The mother figure is the closest figure to the child so that they can create an educated generation. A home environment rich in literacy affects children's achievement. In addition, parental involvement in children's literacy at home has a significantly higher correlation with children's reading comprehension. Therefore, the involvement of parents in literacy activities greatly contributes to increasing children's literacy knowledge and skills [15].

The children's world is playing activities. Playing is synonymous with fun, since there are many various media and colors that make children enjoy the game and learn as well. Thus, it is common that mothers do storytelling activities by involving children in creating various crafts works that can make children interested and make

their best works during the storytelling activities. The results of the study prove that teaching literacy at home can lead to stronger literacy skills, specifically vocabulary development and reading motivation. Furthermore, good literacy activities at home, namely through shared reading activities, have a direct impact on the development of spoken language and make children motivated to read [16]. Some strategies that can be done by mothers in developing literacy at home for children aged 1-2 years old can be done by using the following strategies: mothering, recasting, echoing, expanding, labeling. Moreover, for children aged 3-6 years old, it can be done by using the following strategies: increasing interacting and communication with children, reading aloud, involving children in storytelling and providing literacy activities [17].

Children's interest in literacy will affect various life aspects such as critical thinking skills, encouragement to convey their ideas so that children's communication with parents and teachers can be built properly, and this will build children's confidence in parents and teachers who become role models in their lives. Therefore, the storytelling or literacy activities of mothers and children at home are seen as simple activities, but this simplicity can help children understand the meaning of life. The meaning of literacy can be realized if mothers can choose learning models that can create interesting and fun literacy activities. Currently, our lives cannot be separated from technology. Thus, mothers are recommended to choose one of these technological devices in carrying out literacy activities at home, by setting up clear boundaries, and parental guidance. The results of this study indicate that interactive storytelling activities mediated by computers can involve children in literacy learning. This leads to more interesting literacy activities since the involvement of children during the whole learning process and the use of technology as a medium are utilized [18].

5. Conclusion

Mother and children literacy activities are significant in producing a literate generation in Indonesia. The mothers' skill to create various media, choose methods and plan and prepare literacy materials, which are closely related to children's daily activities, has a major role in determining the success of literacy activities at home. Thus, mothers with basic education should be able to enhance their knowledge and skills related to literacy through reading activities from various sources and existing media and by attending various seminars that are usually held in villages by various relevant government agencies. Knowledgeable and competent mothers in literacy can create

a literate environment in the family and design interesting and fun literacy learning for children.

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