

Innovation in Family Literacy Learning Through Habituation at the Raudhatul Athfal Creative House Wadas Kelir

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Abstrak

Literacy habits from an early age have an important role in forming a critical and creative mindset in children. This study aims to explore the innovation of Family Literacy Learning applied in Raudhatul Athfal (RA) Rumah Kreatif Wadas Kelir. Through a descriptive qualitative approach, this study identifies innovative strategies that involve the active participation of families in children's literacy activities at home and school. The results showed that the results of this study indicate that the habituation of literacy in the family and RA Creative House Wadas Kelir, Karanglesem, South Purwokerto, Banyumas conducted through family literacy learning innovations in RA Creative House Wadas Kelir which includes (1) regular refraction in the form of borrowing books in the library, Read Aloud, and Reward; (2) spontaneous habituation in the form of Recall and active children reading books themselves; and (3) exemplary habituation in the form of Read Aloud and teachers reading books. Family Literacy Learning Innovation in Ra Wadas Kelir makes a significant contribution to the development of early childhood literacy and becomes a relevant learning model to be applied in other educational institutions

Kata Kunci: Family Literacy, Learning, Habituation, Creative House, Wadas Kelir

Introduction

One of the problems that is very concerning and should be special attention in Indonesia is the low literacy ability and interest in reading children. Where low literacy interest occurs in all circles from early childhood to adulthood (Solichah et al., 2022). The results of the UNESCO survey stated that the interest in reading the Indonesian people is only 0.001%, that means only 1 in 1000 Indonesians are diligent in reading (Inten, 2017). Furthermore, the results of the Indonesian student Competency Assessment (AKSI) or the Indonesian National Assessment Program (INAP) on the ability to read, count, and natural knowledge in school-age children showed low results. In line with the results of INAP, a survey conducted by Central Connecticut State University showed that Indonesia ranked 60 out of 61 countries using PISA survey results, libraries, education systems, and computer capabilities (Kemendikbud, 2019).

Meanwhile, according to a survey conducted by the Program for International Student Assessment (PISA) in 2019, Indonesia's Literacy Index is at the level of 62 out of 70 countries. This means that Indonesia is in eighth place from the bottom (Nurhayati, 2019). In 2022, the Program for International Student Assessment (PISA) revealed that literacy in Indonesia rose 5 to 6 positions compared to before. This increase is the highest achievement in the history of Indonesia following PISA. Where for reading literacy, Indonesia's ranking in PISA 2022 rose 5 positions compared to before. For Mathematical Literacy, Indonesia's ranking in PISA 2022 also rose 5 positions, while for science literacy it rose 6 positions (KEMDIKBUD, 2023).

One of the causes of low literacy in Indonesia is the lack of awareness of parents about the importance of literacy for early childhood, this leads to lack of attention and ability of parents in improving children's literacy (Ama, 2021). In fact, parents have an important role in the development of children, because one of the functions of the family is the affective function. Where the family is the first and most important education for early childhood, especially in terms of fostering children's literacy. If a child is born and raised in a family that loves to read, the child will make reading a routine activity, even a need that he must meet. This is because he has felt the pleasure of reading, and has also felt the benefits of reading either directly or indirectly. From here, the family really has a major role in fostering children's interest in reading

which will have a positive impact on their literacy skills. Good literacy skills will be easily mastered with the introduction of literacy through the family from an early age or what is often referred to as family literacy (Devianty & Sari, 2022).

Family is one of the important factors that affect the mastery of children's literacy skills. Children who are accustomed to the culture of reading and writing (literacy) in the family, he will bring these habits to any time, because the main example and example for children is the family. The family is the best place to foster interest in reading and writing for children (emergent literacy). This is because the situation in the family is comfortable, safe, warm and pleasant that can trigger the growth of literacy for children quickly (Amalia et al., 2023). Family literacy is a series of efforts made within the family with regard to the recognition of skills and languages carried out in everyday life. For example, activities related to reading and communication. Through the family, children have been introduced to language and books since childhood, even in the womb. Some studies say, when the fetus has started to hear, it is a good time to start to invite him to communicate, read sholawat, read Quranic verses, or read stories (Febrian et al., 2024).

When a child is born, these activities will be fun to do with other family members and have a positive influence on his development. Families strive to cultivate a culture of reading, often invite children to communicate, read stories to children, take children to bookstores, read together, it is part of the application of Family Literacy. (Irna, 2019) Another example of the application of family literacy is storytelling. Based on several studies, it is stated that storytelling has a lot of positive influence on children's language intelligence, especially their linguistic intelligence. Another benefit of storytelling activities, for example, is to train children to be more communicative and expressive. In addition, storytelling will also train children to develop their imagination. In fact, there are also many communities that promote the storytelling father movement (Rukiyah, 2018).

Based on several studies, family literacy is proven to bring many positive influences to the development of a child's skills. Like the research conducted by Reese in the Handbook of Research on Literacy and Diversity which proves that the cultivation of literacy from an early age will have an influence on subsequent education (Morrow et al., 2009). Based on the above, we can see how important early literacy skills and interest in Reading are for a child who will help him face and undergo his education in the future. This means that there needs to be more attention to this issue so that we can really create a quality generation.

The description above shows the importance of family literacy to be applied, however, it is not that easy, there are still many families who do not know or do not understand how family literacy education actually is. The evidence is that many people in Indonesia do not care about it at all. Therefore, there needs to be an effort made to increase Family awareness about the importance of literacy for early childhood (Fadli & Nurunnisa, 2021). One of the efforts that can be done to raise awareness of parents about the importance of literacy for early childhood is with the help of early childhood education institutions (Wachidah & Putikadyanto, 2024). Where Early Childhood Education (ECD) serves to provide a stimulus to read, write, and count that must be adjusted to the level of Child Development. Thus, it is important for early childhood education institutions to provide education to parents about the goals of early childhood education and its limits so that children's literacy activities at home and at school can be aligned and in accordance with the child's developmental age, because parents or families are the first environment that is the basis of children's knowledge. The perception of teachers and parents about the stimulation of early childhood literacy can be an illustration of the importance of early literacy as well as the expectations of both will result from literacy activities (Solichah et al., 2022).

From here, early childhood education institutions play a role in fostering awareness of parents towards children's literacy. One of the efforts that can be done by early childhood institutions is to implement literacy habits in schools. It is with this habituation to literacy at school that the child will begin to get acquainted with books, get acquainted with literacy, so gradually the child will like literacy activities not only at school, but the child will bring this habit to the House. Where when children are at home, they will ask parents to read books. This can be a method in implementing Family Literacy Learning Innovation (Widjayanti & Ayuningtyas, 2019).

RA Wadas Kelir is one of the early childhood education institutions in Banyumas that apply

literacy habits. Literacy activities are carried out regularly every Monday-Friday. Literacy activities start at 07.00-08.00. When the children arrive, they are invited to visit the school library. When children are in the library, they look around and choose the books they will take home and read or read books at home, when the children have got the books they want, then the children will go to the library clerk so that the books they borrow are recorded first. After that, the already recorded book is put in a literacy bag. In addition to borrowing books from the school library, literacy activities implemented at Ra Wadas Kelir are reading books before starting learning. So before the teacher starts learning, the teacher will take the book to then read to the children. This activity is carried out regularly so that over time children will have an interest in books and they will like reading activities.

From the habituation of literacy in this school, will be formed through the innovation of Family Literacy Learning. Where books that have been borrowed in the school library are taken home, when at home children will ask parents to read books they have borrowed, most of the parents, they will read books in their spare time, for example at night before children sleep, usually children ask to be read books, even children who can read, they will read books themselves. This activity is carried out regularly every day, thus forming literacy learning innovations in the family. With close cooperation between teachers and parents, the process of getting used to literacy in early childhood can run more effectively, form a pleasant reading habit, and support optimal child development.

Based on the results of an interview that was conducted with the head of RA Rumah Kreatif Wadas Kelir on November 6, 2023, it was revealed that literacy habits in RA Rumah Kreatif Wadas Kelir have a very impact on children's literacy, children begin to have an interest in books, when books are read in the classroom they are enthusiastic about listening and they are active when teachers read books. Then for literacy in the family, children are often read books at home by parents, even children who can read, they read books themselves.

Methods

This research method uses descriptive qualitative paradigm. Researchers seek understanding related to the achievement of truth from suber and the base of the phenomenon that really happened in RA Rumah Kreatif Wadas Kelir, Karangklesem Village, South Purwokerto. Researchers obtained data from the head of madrasah information, educators RA Rumah Kreatif Wadas Kelir (RKWK), librarians, parents, and observe children. This research data source through person, place, and paper. Person related to interviews with resource persons, namely Mrs. Dian Sri Wahyu Lestari, S.TP, then the teachers of Ra Creative House Wadas Kelir are Mrs. Chalimah, Mrs. Chamdiyati, Mrs. Cesilia Prawening, M.Pd., Ibu Retno Kurniasih, and Kak Fitria Nurul Azizah, M.E. as library manager.

Place is related to data sources in the form of places or data sources that present an overview of stationary, moving, and changing conditions, including building facilities, location situations, teaching and learning activities, performance, and other activities in Ra Wadas Kelir. Then, paper is related to the form of written objects such as archival books, records, documents in the RA Rumah Kreatif Wadas Kelir. The data collection techniques using observation, interviews, and documentation. Then, the data analysis technique using the Miles and Huberman model. (1) data reduction means summarizing, choosing the main things and focusing on important things, by adjusting the theme and pattern and eliminating things or data that are not directly related to the topic of discussion, (2) data presentation, where the data previously selected by the researcher is then presented. The presentation of the data to be conducted by the researcher is in the form of narrative texts related to family literacy habituation through literacy habituation in Ra Wadas Kelir. (3) conclusion, where from the data presented and analyzed then the researcher tries to draw conclusions from this study. The initial conclusions presented are still provisional, and will change if no strong evidence is found that supports the next stage of collection

Result and Discussion

RA Rumah Kreatif Wadas Kelir organized a family literacy program that has been a long time since 2020 until now. This family literacy Program has a goal for learners, namely children love to read, children's proficiency in language increases, children can read through stories, and

children are smart in solving problems. This is certainly not separated from the vision and mission of RA Rumah Kreatif Wadas Kelir namely Islamic, understand and practice Islamic law, intelligent as a child's character able to solve problems, sensitive, active in learning in the family room, school, and community. While creative as a principal to develop the interests and talents of children in their creativity. From here, see the vision and mission of RA Rumah Kreatif Wadas Kelir will arrive at the goal of the curriculum with family literacy program. The following researchers will explore how the innovation of Family Literacy Learning in Raudhatul Athfal Wadas Kelir. The researcher explained three family literacy habituation innovations, namely (1) routine habituation Learning Innovation, (2) spontaneous habituation Learning Innovation, (3) exemplary habituation Learning Innovation.

1. Innovation Learning Routine Habits

Based on research that has been done, researchers found that RA Rumah Kreatif Wadas Kelir has applied literacy habits since the establishment of RA, namely in 2020. Where this literacy habit is routinely done Monday-Friday before starting learning. The children left at 07.00, and they immediately followed a series of literacy activities. This was conveyed by Mrs. Dian Wahyu Sri Lestari, S.TP., as head of RA Creative House Wadas color:

"We have been implementing this literacy habit since 2020 when RA was first established. We apply this literacy habit because of several things; first, in accordance with the vision and mission of the Islamic, intelligent, creative RKWK. Form of sharpening children's intelligence through literacy programs. Second, because RKWK has been a piloting project from the government to become a literacy village, so we focus on learning activities on a literacy basis. Third, seeing the extraordinary benefits and impacts of literacy further strengthens our desire to implement literacy programs. Fourth, the infrastructure to implement the program (Interview Result, 2024). Based on the above statement can be seen that the RA Creative House Wadas Kelir make literacy as a learning base. The following habituation learning innovation habituation routine applied in RA Creative House Wadas colors:

Borrowing A Book



Figura.1

Borrowing books became one of the literacy habituation programs at Ra Creative House Wadas Kelir. Where in RA Creative House Wadas Kelir there is a library that provides hundreds of books, ranging from comic books, children's storybooks, science books, and so forth. This library has a special manager who maintains and takes care of the library, namely Kak Fitria Nurul Azizah, M.E. Kak Fitria is in charge of maintaining, caring for and serving children who will borrow books. Usually before 07.00 Kak Fitria is already in the library to arrange the books, so that when the child comes, the book is ready to be lent. Exactly at 07.00, the library opened, the children arrived, they were directed to the library to return and borrow books back.

Based on observations that researchers have done on Wednesday, May 1, 2024, this book borrowing activity began at 07.00-08.00, starting with the children who came they would line up in line in front of the library officer's desk to return the book, then the officer recorded the book that had been returned in the children'S special loan book RA. After the children return the books, they are allowed to choose and borrow back the books they like. Books that children can borrow are limited to a maximum of three books. After they get the book they like, they go back in line at the desk of the librarian to note the book they have borrowed. After that, the book is recorded by the librarian, the book is put in a literacy bag and then taken home and handed over to the parents to read it (Observation results, 2024). Literacy activities in RA are carried out in cooperation between the school and parents. Various ways are done with the aim that children and parents

know and like books. This is in accordance with the curriculum implemented by RA, which uses the 2013 literacy- based curriculum.

This book borrowing habituation activity is presented by Kak Fitria Nurul Azizah, M.E., as the library manager: "Yes, I usually come to the library at 06.45 to clean and arrange the books on the shelves, so at 07.00 the books are neatly arranged and ready to be lent. Well at 07.00 the children began to arrive, they entered the library to do the circulation of borrowing books. First they have to come to me to return the book they have borrowed before to be recorded in the loan book, then if the book has been returned they can borrow the book again. They pick and choose the books on the shelf, if they get the book they want, they will come to me again to give the book they will borrow to be recorded. Usually children borrow one to three books. After the book is recorded, the book is put into the bag they carry" (Interview results, 2024).

Based on the above information shows that the first literacy habit is to borrow books in the library, before the activities in the library begin, the library manager comes early to clean the library and arrange the books so that when the children come the library is clean and the books are neatly arranged on the shelves. Then when the children come, they will go into the library to borrow and return books.

Researchers also observed on Tuesday, May 7, 2024, researchers observed when children borrowed books. They flocked to the library to return and borrow books. The children were very happy when they entered the library, they returned the books to the clerk, then went straight to the shelf to look at the books they would borrow. There are those who are quick when choosing books, such as Zivana, Ghaida, Fathan, Rois, when they enter the library they can quickly choose the book they will borrow, then they return to the clerk so that the book is recorded in the lending book. There are also children who long to choose a book on the shelf, they can spend quite a long time to borrow books, usually they open one by one books that look interesting, when the book they have opened less, then they switch to other books until they find a book to their liking (Observation results, 2024). This was also conveyed by Kak Fitria Nurul Azizah, M.E., as the library manager " " children are very enthusiastic when they borrow books, because we provide many interesting books, so children can stay in the library for a long time, they can come until the bell rings. Yes, there are those who are indeed because they have chosen books for a long time, they open the books one by one, there are also those who really want to play in the library"(Interview results, 2024).

From the above information shows that RA Wadas Kelir Creative House provides a well-managed library, a conducive environment and varied books so that children feel comfortable and at home when visiting the library.

Read aloud



Figura.2

Read aloud or read aloud storybooks are routinely done at Ra Creative House Wadas Kelir. This activity is carried out for 15-20 minutes before the core activity begins. The books that are read also vary according to the child's age level. School libraries are very helpful in providing varied books that will be read to children or taken home to be read at home. Read aloud is done regularly. Based on observations that researchers made on Friday, May 10, 2024, when children entered the classroom, the teacher would convey that they would read aloud. Then the children will immediately approach to listen. The read aloud activity always begins with the phrase 'mantra' spoken by the children, namely "in the seat ready to grak, the story begins!" (Observation results, 2024).

This was conveyed by Mrs. Chalimah as the class teacher of RA Ibn Zahrawi: "after entering the Class, 15 minutes before the learning activity begins, the teacher will read the book first for 15-20 minutes and there is a recall at the end of the learning activity, in the form of guessing before going to school" (Interview results, 2024).

Based on the above information, it shows that this read aloud activity is the second stage of literacy habituation in RA Creative House Wadas Kelir which is routinely carried out before learning begins. This is done to encourage children's literacy skills. From the observations that researchers made on Tuesday, May 14, 2024 in Ibnu Zahrawi's class, researchers observed that when children were read books, they sat sweetly and almost of all children enthusiastically listened to stories. Usually also when Mrs. Retno Kurniasih in the middle of reading a book slipped questions about the story that was read, and I saw the children were active when invited to interact, they were very active in answering the questions asked by the teacher (Observation results, 2024). This was also conveyed by Mrs. Retno Kurniasih, as Ibnu Zahrawi's class teacher. "A lot, almost everything. Especially now that the books are all recent and they have never been read, so they are more enthusiastic, they are curious about the story I am going to tell" (Interview results, 2024).

From here, the read aloud activity becomes an activity that children look forward to, especially if the book being read is a book they have never heard of, they will be more enthusiastic about listening to the story. Although not all children sit still and focus on listening, there are children who walk around or joke with their friends. But when asked about the content of the story usually children can answer, although there are also children who can not answer.

Researchers also observed on Wednesday, May 22, 2024 when children were reading aloud in Ibn Sina's class, most of them were enthusiastic about listening to stories. From here, the read aloud activity becomes an activity that is always awaited by children, when the teacher does not read aloud, the child will charge it, because it is a routine that is usually done every day. Although not all children focus on listening, there are those who run around, but when asked they can answer. This shows that children learn with their own learning style.

Reward

In addition to borrowing books from the library and doing read aloud activities, routine habituation at RA Creative House Wadas Kelir next is reward. Where this reward is given once a semester. Children who diligently borrow books will be rewarded in the form of reading ambassadors. This was conveyed by Mrs. Dian Wahyu Sri Lestari, S.Tp., as the headmaster: "yes, when you get to school, the child will go to the library for book circulation (return and borrow books). Every semester there is a reward for children who diligently borrow books, called The Reading Ambassador."

Based on the information above, it shows that this reward is done to appreciate children who diligently borrow books. Duta baca is taken from the data of children's book lending RA. Where who borrows the most books for one semester, then the child is crowned as a reading Ambassador. This was also conveyed by Mrs. Dian Wahyu Sri Lestari, S.TP., as head of RA Creative House Wadas Kelir: "we also provide a reward in the form of reading ambassadors for children who diligently borrow books. When children borrow books in our library, we record 1 point, later at the end of the semester it is accumulated, whoever has the most points becomes the reading ambassador, the selected reading ambassador will be given a prize."

With the reward program named Duta Baca every semester provides incentives for children who actively borrow books, creating motivation to increase interest in reading. The Program not only rewards children's efforts, but also encourages them to be more actively involved in the culture of literacy. This is shown by the children who diligently visit the library, they enthusiastically borrow books in the library.

2. Innovation Learning Spontaneous Habituation

Recall

One of the spontaneous habituation that exists in RA Creative House Wadas Kelir is recall. Where this recall is done in various situations, it can be when after reading a book then recall the story, it can also be before the teacher goes home to call the day's activities including read aloud activities. This was conveyed by Mother Retno Kurniasih as the teacher of RA Ibn Zahrawi: "usually the recall is done before going to school, we call the learning activities of the day,

including the read aloud activity, now those who can answer can go home first (mantra: Guess, Who Can Guess goes home first). Or when finished read aloud we recall that can answer directly thumbs up while saying 'Great!' or 'tos' (Interview results, 2024).

From the above information it can be understood that recall activities are carried out to train children's memory, therefore children focus on listening, so when the recall process they can answer. Although there are some children who go here and there, playfully, not focused on listening, but when the teacher does the recall process at the end, the children who seem unfocused they can answer it (Observation results, 2024). It is also presented by Mrs. Cesilia Prawening, M.Pd., as a class teacher RA Ibn Sina: "Yes. And because it is patterned children read books before starting to learn, if not read books, children will 'nagih' to his mother to be read. Children's stories are usually close or in accordance with the lives of children so we often discuss or I provoke first with questions related to how to solve the problems in the story. After the kids have had their say, my story continues. And if there is the same solution then yell at the children, because they feel that the answer is the same as the one in the reading. In addition to the discussion, teachers usually also do a recall. Children will scramble to answer questions derived from reading, for example: what is the title of the story? Whose character? The content of the story? Children quickly grasp the content of the story, although some have forgotten the name of the character or title, but for the content of the story almost all understand. Even sometimes makes Wonder, children do not listen from the beginning-the end when read aloud, chat with friends, but when asked can answer" (Interview results, 2024).

From the information above, it can be seen that this recall activity was carried out after the teacher read the book, when the recall activity the children were very enthusiastic about answering it, even the children who were seen not listening, they were engrossed in themselves, but when asked they could answer correctly. This indicates that children learn with their own learning style.

Children Actively Read Books



Figura. 3

The next spontaneous habituation is an active child reading books on his own. Children who are accustomed to being read books at home by parents and at school by teachers regularly, then the next stage is that children can read books themselves. Based on the results of observations that researchers conducted on May 22, 2024, researchers found that children in addition to being read books, they were also active in reading books themselves (Observation results, 2024). For children who can read, they will fluently read the text, while for children who can not read fluently, they try to read the book themselves by flipping through the book, scribbling the book, to read according to the picture, meaning children who can not read fluently they will read the book adjusts to the picture instead of the text. This was also conveyed by Mrs. Dian Wahyu Sri Lestari, S.TP., as head of Ra Creative House Wadas Kelir "Yes, Alhamdulillah many children are actively reading kak, if in the library they usually read books first and then borrow, there are even children who are not fluent in reading, but he likes to read, Yes, the way is by just flipping through the book, reading according to the picture, the child reads according to his imagination".

The above Data shows that children's reading interest in the library is quite good. They not only borrow books to read at home, but also take advantage of the time in the library to read.

Even children who are not yet fluent in Reading are involved in reading activities in a unique way, namely by observing the pictures in the book and trying to create their own stories based on these pictures.

3. Innovation Learning Habituation Exemplary

Read aloud

Read aloud is also an exemplary habituation activity, where in this activity the teacher reads a storybook to the child, the child sees the teacher reading a book, From Here Comes the child's desire to get to know the book and the pleasure of the book appears. This was conveyed by Mrs. Chamdiyati as class teacher Ibn Sina:

“Our goal is to routinely read books so that children are happy with books, from being happy with this book, children's interest in Reading will emerge over time. Because to make children enjoy reading, We also have to give examples first, the way is by reading books” (Interview results, 2024). From the information above, to make children happy to read, of course, teachers need to provide examples to children. One example that is implemented in the RA Creative House Wadas Kelir is read aloud or read aloud. By often listening to stories read, children will get used to the book and begin to feel happy with reading activities.

The Teacher Reads The Book

To make children love to read, of course, the teacher must also set a good example, one of which is by the teacher diligently reading books. Based on interviews with the head and teacher of Ra Creative House Wadas Kelir, they revealed that in addition to reading books to students, they also like to read books, ranging from reading novels, reading children's storybooks. This is done in order to set an example to the child, so that the children also have pleasure in reading. This was conveyed by Mrs. Dian Wahyu Sri Lestari, S.TP., as head of RA Creative House Wadas Kelir: “Yes, to motivate children so that children like to read, teachers must also like to read, so that children can follow them. So RA teachers also have the habit of reading, such as novels, storybooks that will be read to children, usually teachers read first in order to understand the story”.

From the information above, it shows that in order for children to learn to read and like it, teachers in RA must also be diligent in reading. They read various books, including storybooks that they will read to children. The teacher gives a good example to the child so that the children can imitate the good habits made by the teacher

Conclusion

Family literacy habituation learning innovation at Raudhatul Athfal Wadas Kelir successfully integrates the family's role in supporting early childhood literacy development. Through various programs such as joint reading activities at home, the use of digital media as a means of literacy, and parental involvement in the literacy community, children showed increased interest in reading and literacy skills. Consistent literacy habituation strengthens the link between formal education at school and non- formal education at home, creating a holistic learning ecosystem and supporting the holistic development of children. Literacy habituation in the family and RA Creative House Wadas Kelir, Karangkesem, South Purwokerto, Banyumas conducted through family literacy learning innovations in RA Creative House Wadas Kelir, which includes (1) regular refracton in the form of borrowing books in the library, Read Aloud, and Reward; (2) spontaneous habituation in the form of Recall and active children reading their own books; and (3) exemplary habituation in the form of Read Aloud and teachers read books. Family Literacy Learning Innovation in Ra Wadas Kelir significantly contributes to the development of early childhood literacy and becomes a relevant learning model to be applied in other educational institutions.

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