



Factors Causing Low Participation of Natural Parents Stimulates the Ability of Early Reading of Children Natural Family

Ismaniar[✉], Jamaris, Wisroni

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Universitas Negeri Padang, Indonesia

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Abstract

The background of this research is due to the phenomenon of not yet developing early reading skills in children. The purpose of this study is to find out factors that caused the lack of parental participation in stimulating The ability to read early children in families in the city of Padang. This study is descriptive quantitative study. The sample of this study is parents who have children aged 4-5 years old who live in Padang city. There are 20 people. Taking sample is used purposive random sampling techniques, that is parents of children who show symptoms of underdeveloped early reading skills. Data Collection uses interview techniques, with interview guidance tools, while for Data processing researchers use a percentage formula. The result of this study is that there were three dominant factors that led to a lack of parental participation in stimulating children's early reading abilities, there are (1) Parent' s lack understanding about the tasks and Functional of Paud institutions, (2) The limited time that parents have because they are must work to meet the family's economic needs, (3) Limited sharing and characteristics of parents about The characteristic and learning styles of early childhood.

[✉] Correspondence Author:
E-mail: ismaniar.js.pls@fip.unp.ac.id

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INTRODUCTION

The challenge of living in the information technology era, demanding some basic ability to be mastered by everyone, one of the capabilities in question is the ability of language especially reading (Dalman, 2013). Reading ability is a fundamental skill that every person should have in the days of the advancement of science and technology today (Pattah, 2014). Adequate mastery of reading can make a person self-reliant and confident because with good reading ability dependence on others can be minimized. Further related to the era of information technology, one's reading skills also promise an effective and efficient life. (Pirdata, 1990). Various forms of features and applications on the online media are the engineering of information technology made it possible for people to learn various things independently. Therefore, everyone has good reading skills.

According to Sujiono & Bambang (2010), the ability of reading does not come suddenly, instead, it requires a fairly lengthy process. Sebagai One aspect of language ability, reading can be said as a most complex activity, because it involves some form of activity. Raines and Canad (in Darnis, 2018) say that reading is not only the activity of translating word by word to understand the meaning of reading. More than that reading is a process of contraction, there is an interaction between the writings that are read with the experience gained. Further, Anderson (1981) describes the reading activity include;(1) The introduction of letters or characters, (2) The Sound of letters or series of letters, (3) meaning or intent and understanding of meaning or intent based on the context of discourse.

Based on the description it should stimulate the reading ability has started in stimulation since early childhood. Related to child stimulation activities in the early reading ability, according to some child development experts it is very good to do. One of the experts who support reading sti-

mulation in early childhood is Durkhin (in Dhielni, 2009). He explained from the research results he did that there was no negative impact on the child's reading ability from an early age. Therefore, all people who are around the child must support and participate in stimulating the development of early reading of the child by observing the characteristics or uniqueness of children's learning. But the results of the assessment that researchers did against 20 children aged 4-5 years taken randomly in the PAUD institution in Padang City found data as in the Table 1.

Based on Table 1, it can be noted that from the results of the initial reading of the child's ability, the data obtained has not shown considerable development. Calculating the average percentage of the development ability of early childhood reading on BB criteria (undeveloped) still dominates (47%), while on MB criteria (start growing) reached 35% and on criteria B (Development of children's initial reading ability of 18%. Develop or have the ability to read early children at the age of 4-5 years can be caused by many factors, including; Stimulation of parents at home, stimulation of educators in the PAUD institution, the availability of a means or stimulation facilities and can also be caused by various other factors.

Of the many causal factors expressed above, the stimulation factor of parents is the dominant factor, because at the age of 4-5 years and the daily activities of children are more spent in the family environment. Therefore, then this research aims to uncover the factors that cause low parental participation in stimulating the child's early reading ability.

METHODS

This research is a quantitative descriptive study. The research aims to uncover and illustrate factors that cause low parental participation in stimulating early-childhood reading ability. The research samples are parents who have children aged 4-5 years old who reside in Padang city. The

Table 1. Frequency distribution ability to read early children aged 4-5 years

Researched aspects	Child Performance					
	B	Q	Mb	Q	Bb	Q
Fantasizing Reading	7	35%	9	45%	4	20
Self-concept formation	5	25	9	45%	6	30
Reading images	4	20	7	35%	9	45%
Introduction to Readings	2	10	6	30	12	60%
Current Reading	0	0	4	20	16	80%
Average		18		35%		47%

Description: B: Growing; MB: Starting to grow; BB: Undeveloped

parents are sampled for 20 people, derived from the parents enrolled in the PAUD Arraudah and PAUD Tenggang Raso. Sampling uses *purposive random sampling technique*, which is the parent of the children who shows the symptoms of less-developing early reading ability. Data collection uses interview techniques, with interview guidance tools, while for processing the researcher's data using percentage formula.

RESULTS AND DISCUSSION

Early childhood education is an educational stimulation effort that is allocated to children from the newborn until they reach the age of six years. According to Byrnes, early childhood education will provide children with preparations for the future, the closest is facing the school period. Thus, the objective of stimulation of education from an early age is essential to develop a variety of potential that exists in both physical and spiritual children so that children have the readiness to enter the education level more Further. The explanation of the understanding and purpose of the education of early childhood as described is also clearly stated in the (Depdiknas, 2003).

Furthermore, various research results about the growth of children that have been done by the competent parties to be considered about the importance of the development of educational stimulation to the child are done early. These include research on the capabilities of human brains. The results of the research conducted about the human brain found that about 50% of the intelligence of each adult has occurred when the child is 4 years old, 80% has occurred a rapid development of brain tissue when the 8-year-old child and reaches its peak when the child is 18 years old. After that age range, although nutrition improvements will not be much influence on the development of brain capabilities. So if we want the child to have the optimal development of brain capabilities after maturity, then never neglect the early childhood of the child.

To develop various potential intelligence belonging to early childhood, every educator/parent cannot do so arbitrarily or likened to adult learning. Educators/Parents need to pay attention to the characteristics and styles of early childhood learning, because if not understood their learning style then the learning objective will not be achieved optimally. According to Thorndike (in Ismaniar, 2016), There are some laws or evidence in the early childhood study, which is the evidence or the Law of Readiness (Law of Readiness), the law of exercise and law of effect. The

three evidence or the law in the learning that is by Thorndike is a unity, meaning that it must be considered as a whole, then the learning activity is fruitful results. For more details can be explained further.

Law of Readiness is the readiness of a child physically and psychically in learning. An educator/parent must make sure the children will receive the stimulation, they are in a comfortable state. The comfortable condition in question can be seen both physical and psychic. Physically, the child is not in a tired state, must be, hungry, chills or overheating. While the psychic child is also not under the circumstances of experiencing pressure (anxiety, worries, despair etc.). Child readiness physically and psychically in learning will make the learning outcomes they get optimally. Furthermore, the second law regarding the law of Exercise is the intensity of the process of remedy or exercises given to the child. The opportunity or time available in learning something is also a deciding child can master what they are learning. Educators or parents should be patient in accompanying children to study, the repetition process is needed to ensure that the child is fully understanding or understanding what we are teaching. Children are not yet fully aware of the benefits of what they are learning, so if we are not trying to make sure they are mastering what is already learned then for them is not an issue.

Unlike adults in learning, they are fully aware of the goals and benefits when they learn something, so without being asked by educators to repeat they will try to conquer what they are learning. Last law of effect. Stimulation activities that are concerned about the law of effect is an activity that pays attention to the impact or benefits learned about the daily activities of children. Nowadays, there are a lot of picture books and children's series of movies that are added with text that can be read by children. These phenomena can be used as educators/parents to lure interest so they start to feel there is a benefit to them with good reading.

Early childhood reading ability

The reading activity is an activity to understand the sound and meaning of each letter, Word or text. It is said that Anderson (1981) in Utoyo (2014) says reading is essentially a process of understanding the meaning of the writing. Reading ability is one aspect of language proficiency. Language skills consist of 4 very important aspects of everyone's life, namely speech ability, listening ability, writing skills and reading ability. It is like the right-hand of Bromley (1992).

Meanwhile, the initial reading ability is a stage of reading ability that has begun to develop and can be stimulated in children from an early age. The ability to read early children according to Cochrane (in Suyanto, 2005), the ability to read in children aged 4-6 years is held in five stages; (1) Magical Strap, (2) Self concept external, (3) bringing reading external, (4) sake off reader external and independent reader external.

The development of early reading on the child occurs through a fairly long process and is very dependent on the stimulation gave the environment of daily children. The ability of the people around the child to create a conducive situation and condition can accelerate the mastery process of early reading ability of the child. This is in line with the principles and style of early childhood learning where the child learns from concrete things to abstract things, from easy things to the hard, from the closest things to the farthest things. So if the educator, in this case, parents can designing the environment of children in daily life, it will be a very good impact for the development of children, especially in the case of reading the beginning.

Parental participation

Participation comes from the word "participate", participation which means participating, taking part, or participating. According to Keith Davis (in Sastropetro, 1988), It is said: "Participation can be defined as mental and emotional involvement of a person in a group situation which encourages him to contribute to group goals and share responsibility in them". Meanwhile, Pidarta, explaining the participation is "engagement of one or several people in an activity". Thus, it can be concluded that participation is the involvement of a person in an activity.

Furthermore, that is meant by parents. There are some expert opinions on family dedication, including Miami in Miami in Munir (2010:2), he said parents are men and women bound to marriage and they are then ready to assume responsibility as Father and mother of children from the results of his marriage. While It is an adult (father or mother) who has children who are his responsibilities, both children are obtained because of the outcome of marriage or acquired because of the legal basis such as a foster child or foster child. Therefore, the participation of parents is the involvement of the parent (father/mother) in providing the necessary things in the development process of children who are responsible.

Parents are the primary responsibility for

the growth and development of children. Good parents are certainly able to carry out their responsibilities to support the development of the child in an optimal way. According to Ismaniar (2017), there are at least 6 functions that must be performed by parents as a family responsible, i.e. economic, social, educational, psychological, legal, reproductive and other function functions.

Parents are not only responsible for the economic needs of children, but more than that, to prepare the future of parents must carry out educational functions. The variety of skills and skills that children need to reach their future must be of concern to parents and should have been stimulated since their early age. The phenomenon is increasing the need for daily life so that both parents must work, can not be used as a reason for parents to not provide stimulation of children's education at home. The role of parents in providing stimulation of education can not be replaced by the institution of PAUD, because the institution is only responsible for helping the family. So as good as any stimulation that has been received by the child in the PAUD institutions should be supported with the stimulation given by parents at home. Likewise, with the stimulation of early childhood reading ability, parents should actively participate in providing stimulation at home (Novrinda, Kurniah, & Yulidesni, 2017).

After the process of the imaging, the results of the study showed that three dominant factors caused low parental participation in the stimulation of early childhood reading ability. As for the factors in question, namely (1) Factors of misunderstanding the parent about the duties and functions of the institution of Paud, (2) The factor of busyness of parents and (3) Factors of mastery of knowledge/skills Limited. Besides, other factors lead to less optimal stimulation of parents. For more details can be seen through the following Table 2.

The decision to participate in an activity is strongly influenced by a person's understanding of the activity to be undertaken. Likewise, the stimulation of child education activities. Parents need a correct understanding of the various things in the child's environment, including an understanding of the educational institutions devoted to providing a child's pay, complete with their respective duties and functions. The results of the interviews can be noted that some parents are less familiar with the duties and functions of the existing PAUD bodies. According to Angell (in Ross & Lappin, 1967) saying one of the factors affecting community participation in an activity is the education and knowledge they possess.

Table 2. Frequency distribution factors cause low parental participation in the stimulation of children's early reading ability

Causes of low parental participation	Amount	Percentage
Parent misunderstanding about the task and function of the PAUD institution.	6	30
Limitation of Parent's time/bustle	7	35%
Limited knowledge/skills in stimulating	9	45%
Total	20	100%

Less precisely the knowledge that some parents have, causing them to feel that by putting their child to the institution of PAUD then thought it is enough. Their duties have been replaced by the PAUD institutions, just looking for money to pay the agency's requested fees. PAUD Institute only functioned to optimize the stimulation given by the family, instead of replacing the role of the family. So even though the child is already put into PAUD institutions and receive PAUD services, but the parents still have to run the education function at home. More details of whether or not the child is getting services in THE PAUD institution, then the parent remains obligated to provide stimulation of the development potential of the child.

Furthermore, the results revealed that some parents expressed factors that caused them to play a little role in stimulating their children's early reading skills due to the busyness they lived in daily. Parents struggle to find time to be used in stimulating children. The increasing difficulty of meeting the family's economic needs in the present era, makinghAri-Dayin thespentParentingwork to meet the family's economic needs.If on the condition of some time ago the work of making a living to meet the needs of families can be put on their own by the head of the family (fathers/father) but the current condition, to be able to meet the needs of the family make a housewife Involved. Both parents are forced outdoors in daily life, so the opportunity to stimulate children also decreases. Related to this condition Angell (in Ross & Lappin, 1967) states that a person's work will determine how much income he will acquire. Good work and income and adequate daily necessities can encourage a person to participate in a variety of activities. So for parents who are busy G parents need to find a strategy that is creative and effective so that it can optimize the quality of the limited time in stimulating children especially the ability to read.

Another dominant factor that is revealed to be the cause of lack of parental participation in the stimulation of children's reading skills is the

limited knowledge and skills that are held about the child's strategy/way of stimulating. Often an interviewed parent states they feel overwhelmed when the children are not interested in the way they are doing in stimulating the child. Anak looks fast saturated, feeling depressed and finally crying so that parents eventually do not continue stimulation. Of various references and research results On the development of children is known that early age children have their characteristics and style of learning, parents/educators should know it. If adults do not understand early Childhood learning styles then learning or stimulation activities will not run properly.

In general, the study of various early childhood experts as stated by Bredecam and Copple, Brener, and Kellough (in Masitoh et al., 2007) explained that, in essence, the early childhood had characteristics as follows;(1) the child is unique, (2) the child expresses his or her behavior relatively spontaneously, (3) The child is active and energetic, (4) The child is egocentric, (5) Children have a strong curiosity and enthusiasm for many things, (6) Children are exploratory and adventurous, (7) Children are generally rich in fantasy, (8) children are still easy Frustration, (9) The child is still lacking in consideration in acting, (10) The child has short attention, (11) Childhood is the most potential study period, (12) The child is increasingly showing interest in friends.

All of these early childhood characteristics will affect the learning style. More about the characteristics and style of learning early Childhood, Sujiono (2009) expressed among the characteristics of early childhood learning to note it is an early childhood has a high curiosity and the growth process that Very rapidly so it is also known as the *golden age*. More about the characteristics of early childhood learning to note also expressed by Ismaniar (2019), he explained; children have a sense of Want to know very high, the child is a unique person, they can not be treated exactly as others even though twins Siamese, the child is still a selfish personality; Learning outcomes will not be optimal if parents force them but the best

step is to synchronize the activities done with what became his favourite, the other characteristic is that the child has a short concentrate power so Parents should be creative in stimulating.

Based on the explanation, it is related to the stimulation of child intelligence development, especially the development of early childhood reading skills, parents' understanding of the characteristics of early childhood becomes very important. If parents understand the characteristics of early childhood learning, The stimulation process can run well and the goal can be achieved well. But if not, children will enjoy less and not interested in the stimulation process that parents do.

CONCLUSION

Based on the results and research discussion, many factors can cause parents to not participate in stimulating the child's early reading ability. Among these factors are the 3 most dominant factors; (1) Kekurangpahaman Parents about the duties and functions of the Paud institution. Some of them think by submitting their children to the PAUD institution, they do not need to stimulate at home anymore. (2) The limitations of time that parents have because they (fathers and mothers) should work to meet the needs of the family economy. (3) The limitation of the parent's knowledge and characteristics about the characteristic and learning style of early childhood, so that the stimulation given does not go smoothly and the results obtained are not as expected.

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