



PROMOTING FAMILY LITERACY THROUGH THE FIVE PILLARS OF FAMILY AND COMMUNITY ENGAGEMENT (FACE) ON EARLY CHILDHOOD AT KLAMBIR V KEBUN VILLAGE

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ABSTRACT

Children in Indonesia are still not very interested in reading. Supporting variables that can affect reading interest are necessary for low reading interest. This research aimed to investigate the ways in which early childhood knowledge, interest, and practices in family literacy are influenced by the five pillars of family and community engagement (FACE). There is no research on how the five FACE pillars affect early childhood understanding of and practices in Klambir V Kebun village families, despite the fact that each of the five pillars is essential to the demands of family literacy development and is well-described in the literature. Thus, grounded theory methodology (Glaser & Strauss, 1967) was incorporated in the present study to investigate the actualities in the family. After completing 5 sessions of in-meeting activities and 10 hours of fieldwork, the results indicate that the use of the five pillars of FACE not only increased the participants' knowledge of the multiple dimensions of family literacy but also positively influenced their interest and love in reading. The contribution of this study also gives parents a broad overview and point of view on creating a successful family literacy culture.

Keywords: FACE, Family Literacy

1. INTRODUCTION

Children in Indonesia are still not very interested in reading. Supporting variables that can affect reading interest are necessary for low reading interest. If a child grows up in a literate environment, it is thought that their literacy development begins at birth (Bennett-Armistead, Duke, & Moses, 2005). Children develop their motivation to read and their understanding of language and the outside world by being exposed to literacy-rich environments. Researchers believe that early introduction to literacy-rich surroundings can predict children's future academic success (Bennett-Armistead et al., 2005).

When real cultural literature and resources are incorporated into parent and child literacy experiences, student performance on high-stakes examinations can be elevated (Piazza, Rao, & Protacio, 2015). Families, even bilingual families, can minimize negative academic effects such as low-test scores and prepare their children for school responsibilities by implementing home literacy practices that correspond with school standards. By doing this, they could help their kids develop meaningful multilingual connections with their family and texts, as well as English reading competency (McConnochie & Figueroa, 2017).

Family literacy is "the ways parents, children, and extended family members use literacy at home, at work, at school, and in their community life," according to the Florida Reading Association (2014). The researchers should concentrate family literacy instruction not only on what family members do with their children at home but also on how cultural and social situations impact a child's literacy development because family literacy involves factors that go beyond what is done at home between parents and children.

If a child grows up in a literate environment, it is thought that their literacy development begins at birth (Bennett-Armistead, Duke, & Moses, 2005). Children develop their motivation to read and their understanding of language and the outside world by being exposed to literacy-rich environments. Researchers contend that early exposure to literacy-rich surroundings can predict children's subsequent academic success (Bennett-Armistead et al., 2005). It is significant to remember that early literacy development in children might vary for a number of reasons. For instance, there is a correlation between low book quality and inadequate learning materials for kids



and poor family and neighborhood socioeconomic status (Neuman & Celano, 2001). The development of a child's early literacy skills can therefore be influenced by various factors, including schools and teachers, the quantity and quality of books available, individual learners' abilities, and community-wide efforts to promote early literacy (Kids Count, 2010; Paratore, Cassano, & Schickedanz, 2011; Snow & Juel, 2005).

Participation in the family plays a significant role in predicting children's social and intellectual success. Children tend to work harder in school, have more positive personality traits, and have better relationships with their peers when they know their parents are interested in their education and are willing to help when needed (Bogensneider & Johnson, 2004; Bouffard & Stephen, 2007; Henderson & Berla, 1994; Henderson & Mapp, 2002). Schools must work to create strong school-family partnerships in order to involve parents or guardians in their children's education (Epstein, 2011). Creating a welcoming environment, appreciating everyone's contribution, setting clear objectives, and being conscious of social and educational obstacles that prevent family members from participating are all part of these initiatives (Henderson & Mapp, 2002; Warger, Eavy, & Associates, 2009).

Therefore, outside assistance is necessary for low-income children to avoid falling behind their peers, particularly during the summer. Scholars contend that children's educational attainment is significantly impacted by home libraries (Evans, Kelley, Sikora, & Treiman, 2010). Through initiatives like "Reach Out and Read" and "Reading is Fundamental," teachers can collaborate with parents to ask for book contributions (RIF). Teachers might advise parents to use public or school libraries to support their children's literacy development if they find it difficult to have a home library. Newspapers, family recipes, and storytelling are examples of materials or activities that are excellent for promoting family literacy. In the classroom, educators can use research-backed strategies to improve students' reading abilities, set aside time for independent reading, and take faithfulness into account when helping difficult children from socioeconomically disadvantaged backgrounds (Allington, 2013).

Extended learning opportunities, such as summer and after-school programs, offer a way to keep kids away from delinquent behaviors and to reinforce the skills they have learned in school (Little, 2009). High-quality expanded learning opportunities have been linked to lower rates of dropout and disciplinary issues in kids as well as better learning outcomes and social interactions with peers and adults (Council of Chief State School Officers, 2011; Little, 2009; Vandell, Reisner, & Pierce, 2007). Despite the numerous advantages of expanded learning programs, schools and charitable groups are unable to enrol children in them if parents are unaware of them.

Involving parents in their children's literacy development has been identified as one of the most effective supports for children's academic success so this study aimed to promote family literacy through the Five Pillars of Family and Community Engagement (FACE) on Early Childhood at Klambir V Kebun Village.

2. METHODS

The five pillars of FACE were used in the course design of the family literacy course where this study was done. The researcher was teaching this course to a total of 5 families at Klambir V Kebun village. "Family Literacy" was an intensive course of one credit hour. The class discussions and exercises centered around one of the five FACE pillars every week. One session lasted 30 minutes, including a 5-minute break, and covered each pillar. Over the course of two months, there were eight sessions in total (one session per week for eight weeks). In class, there were talks, group projects, and discussion leaders.

This study investigated the effects of the five FACE pillars using the grounded theory methodology (Glaser & Strauss, 1967). Grounded theory research design employs qualitative methods to develop or adapt a theory (Creswell, 2015).



3. RESULTS & DISCUSSION

The results of this study confirm that the participants used these evidence-based techniques in their fieldwork and gained a better grasp of them. An increase in the number of engaged students at the literacy center was facilitated by the use of evidence-based approaches.

This result implies that the participants were more prepared to face difficulties when parents did not appear to be actively involved in their children's education as they developed a repertoire of family participation abilities.

Numerous attendees voiced their worries about the arrangement of the books and the level of skill of the instructors at the literacy center. Additionally, a significant number assisted parents in creating home libraries and provided them with educational resources and opportunities for study (Evans et al., 2010).

Following studies attempts may examine the quality of extended programmes, including their timetable and book arrangement, as observed by the respondents, to ascertain the extent to which these factors influence the frequency with which parents bring their children to the programmes on time and consistently.

Families and their children will benefit when fieldwork experiences are included into the curriculum and good mentorship relationships are introduced at the outset of the course.

4. CONCLUSION

In conclusion, frameworks for promoting family literacy at Klambir V Kebun village could be greatly influenced by the five pillars of FACE. Opportunities must be provided for the community to understand that family literacy encompasses more than just the literacy-related activities that parents and guardians engage in with their children at home. It is more likely that the community will be able to effectively encourage the growth of family literacy. The project's results are also quite encouraging in that they suggest that parent coaching methods could have a beneficial effect on children's literacy development.

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