

THE HOME ENVIRONMENTAL LITERACY PROGRAM AIMS TO ADDRESS THE CHALLENGES IN EARLY READING AMONG 2ND-GRADE STUDENTS IN PURBALINGGA REGENCY ELEMENTARY SCHOOLS

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Abstract:

Literacy is a crucial aspect that plays a significant role in the development of children's language skills, including speaking, writing, reading, and listening. The Home Environmental Literacy Program aims to address the challenges in early reading among 2nd-grade students at SD N 1 Karangklesem. This program was initiated due to some students facing difficulties in starting their reading activities. To solve this issue, an innovative approach was needed to find a solution. The research aims to provide a comprehensive overview of the implementation of the Home Environmental Literacy Program, its impact, and the challenges encountered during its implementation. The research was conducted at SD N 1 Karangklesem, involving parents of the students. The study utilized a qualitative descriptive research design. Data were collected through interviews, observations, and documentation. Data validation was conducted using triangulation of sources and techniques. The research conducted at SD N 1 Karangklesem yielded data indicating that the implementation of the Home Environmental Literacy Program has great potential as a solution to overcome early reading difficulties in 2nd-grade classrooms. However, there were challenges faced during its implementation, such as the availability of parents' time and student interest.

Keywords: Home Environmental Literacy Program, Early Reading, Elementary School.

INTRODUCTION

Education is a significant fundamental need for humans. This is because humans have a basic need to apply the knowledge they acquire to meet their future life needs. Education also plays a vital role in the progress of a country. In this regard, high-quality education is capable of creating qualified human resources that can contribute to national development (Putri et al., 2022).

The advancement of knowledge has resulted in changes in all aspects of life, including the ease of accessing information. In the 21st century, information has

become a crucial resource for individuals to enhance their abilities and compete in the modern world. Therefore, reading skills are essential in acquiring information and knowledge. Reading is vital because it helps individuals improve their ability to gather information, expand their knowledge, and contribute to personal development (Nuryanti, 2021).

Reading is one of the four essential language skills for students, along with listening, speaking, and writing. Reading skills have inherent value as a means of acquiring knowledge and learning various fields. Therefore, reading skills serve as a crucial foundation for mastering various areas of study. Early reading difficulties can hinder children from acquiring knowledge and understanding various subjects at higher levels (Abdurrahman, 2003).

Reading is an important skill for students' academic development (Irawan, 2020). Students' inability to read well can hinder their participation in the learning process across all subjects, especially in understanding the content of textbooks, supplementary materials, and related learning resources. Students who struggle with reading also tend to experience delays in their learning progress compared to classmates who do not have reading difficulties (Rahman & Haryanto, 2014).

Language skills, particularly reading skills, are crucial to master at the elementary school level (Afifah et al., 2022). However, reading skills among Indonesian students are still lacking. The results of the 2018 Program for International Student Assessment (PISA) showed that Indonesian students ranked 74 out of 79 countries, with an average reading score of 371. This score even decreased compared to the average reading score in 2015, which was 397. Therefore, there is a need for specific programs to improve reading skills, especially at the elementary school level, so that students can become proficient readers.

Based on preliminary observations and interviews conducted by the researcher at SD N 1 Karangklesem, Kutasari District, Purbalingga Regency, it was found that there are still a number of 2nd-grade students who have difficulties in reading. Additionally, there is a low interest in reading among these 2nd-grade

students, which affects their reading abilities. Therefore, the school has implemented a program aimed at addressing the early reading difficulties experienced by 2nd-grade students. This program is known as the Home Environmental Literacy Program.

Home environmental literacy can be defined as a learning condition within the home that involves various activities and learning resources to support children's literacy development. This is supported by positive interactions between parents and children (Nuryanti, 2021). The literacy-rich environment plays a crucial role in language and literacy development in children (Puglisi et al., 2017). Home environmental literacy refers to activities carried out by parents at home that are related to the development of reading, writing, and oral communication skills (Hermawati & Sugito, 2021). It has been proven that language skills are influenced by the opportunities provided by parents through specific language and literacy experiences, such as shared book reading activities (Rose et al., 2018).

RESEARCH METHODS

This study utilized a qualitative research method with a descriptive design. The purpose of this research was to provide a description of the implementation of the Home Environmental Literacy Program to address early reading difficulties in 2nd-grade classrooms. The study was conducted at SDN 1 Karangklesem, located at Jl. Karangklesem RT 01 RW 01, Karangklesem, Kutasari District, Purbalingga Regency, Central Java Province. The participants in this study included the school principal, 2nd-grade students, and parents of 2nd-grade students. Data collection methods in this research involved interviews, observations, and documentation, and the study was conducted during the academic year 2022/2023. The research instruments included interview guidelines, observation guidelines, and document study guidelines as data collection techniques. Interviews were conducted directly to gather information about the implementation of the Home Environmental Literacy Program, its impact, and the challenges encountered. Observation activities were carried out to gain detailed and clear understanding of the implementation of the Home Environmental Literacy Program. Documentation

activities were conducted to provide a general overview of the implementation of the program, aiming to complement the required data for the research. The validity of the research data was ensured through source triangulation and technique triangulation (Sugiyono, 2010:84).

RESULT AND DISCUSSION

Based on the data collected by the researcher at SDN 1 Karangklesem regarding the program implemented by the school to address early reading difficulties in 2nd grade, the findings indicate that the school has implemented the Home Environmental Literacy Program to address these challenges. This program involves the role of parents because it is implemented at home. Referring to the interviews conducted with 6 respondents, including the school principal, classroom teachers, 2 parents, and 2 students, the following points can be highlighted:

Implementation of the Home Environmental Literacy Program

Literacy is defined as the ability to read, write, and think critically, involving literacy and language proficiency. In its usage context, literacy becomes the integration of writing skills, reading skills, and critical thinking (Lestari et al., 2021). Home environmental literacy can be defined as the level of interaction between parents and children in shared reading or as a concept that encompasses various aspects such as the frequency of parents and children reading together, the availability of books, the level of attention given, and contextual factors that influence literacy in the family environment (Bhuvaneswari & Padakannaya, 2017).

Based on the interviews conducted, it can be concluded that SD N 1 Karangklesem has implemented the Home Environmental Literacy Program to address early reading difficulties in 2nd grade. This finding is consistent with the research conducted by Hermawati & Sugito (2021) and Widodo & Ruhaena (2018), which discuss the implementation of home environmental literacy as an effort to increase children's reading interest. The results of these studies emphasize the importance of literacy in the home environment for educating and stimulating children's development.

The Home Environmental Literacy Program implemented at SD N 1 Karangklesem involves the active participation of parents who guide their children at home. The program is carried out flexibly according to the parents' available free time. The school provides reading materials that students can use for learning to read at home. Parents will teach and guide their children in spelling words or sentences from the books. Afterwards, the child is asked to read aloud together with their parents. Parents play an essential role in supporting their children's learning (Fatonah, 2020). Maximum literacy activities can be achieved through good cooperation between both parents, who are responsible for organizing each activity involved. Typically, literacy activities are conducted for 20-30 minutes every day.

Impact of the Home Environmental Literacy Program on the early reading abilities of 2nd-grade students at SD N 1 Karangklesem

The implementation of the Home Environmental Literacy Program has resulted in an improvement in the early reading abilities of 2nd-grade students at SD N 1 Karangklesem. According to the interviews conducted with the school principal, they stated that "The implementation of the Home Environmental Literacy Program can overcome the challenges of early reading difficulties in 2nd grade." This statement was supported by interviews with teachers and parents, who mentioned that there were changes in the early reading abilities of students after the implementation of the program. Students who previously faced difficulties in early reading have successfully overcome those obstacles and achieved reading proficiency. These findings are consistent with the research conducted by Nuryanti (2021), which states that home environmental literacy can help optimize students' early reading abilities.

The results of the Home Environmental Literacy Program implemented at SD N 1 Karangklesem show that students who previously struggled with early reading difficulties have improved their reading abilities. The implementation of the program has helped address the challenges of early reading difficulties in the 2nd grade at SD N 1 Karangklesem. Although there were some challenges during

the implementation, with the assistance of parents working together, the program has been successful.

Challenges faced in implementing the Home Environmental Literacy Program

Based on the interviews conducted, several challenges were identified in implementing the Home Environmental Literacy Program, including the availability of parents' time and children's interest/motivation.

1. Availability of parents' time

The involvement of parents in the implementation of the Home Environmental Literacy Program is crucial. Without parental involvement, the program cannot be effective. Referring to the interviews with the school principal of SD N 1 Karangklesem, it was mentioned that "One of the challenges faced in implementing the Home Environmental Literacy Program is the availability of time for parents, as they are busy working." This statement is consistent with the interviews conducted with parents, who mentioned, "The challenge I face in implementing this program is the lack of time to accompany my child in learning to read because I have to work." This is in line with the research by Mascarenhas (2017), which states that parents' work schedules can limit their time for engaging in shared reading activities with their children at home.

A solution to address these challenges is to conduct literacy activities after parents finish work. The Home Environmental Literacy Program is also implemented flexibly, allowing parents to adjust their time and provide support for their children in learning to read.

2. Student interest

Based on the interviews conducted, it was found that students have low interest in learning to read. They may prefer playing with gadgets over engaging in reading activities. This lack of interest contributes to the difficulties students face in early reading. Each child has different characteristics, so it is necessary to use learning strategies that are suitable for their individual characteristics. This aligns with the research by Darkun

(2019), which states that students' characteristics influence teaching conditions. Therefore, parents need to understand their child's character in order to adjust their learning methods and increase their interest in learning. In this regard, parents can provide rewards to motivate their child's engagement in literacy activities. For example, they can offer their child their favorite food or allow them to play with gadgets after completing their reading tasks.

Improving a child's learning motivation can be influenced by the availability of good learning facilities (Rozi, 2020). With comprehensive and quality literacy facilities, children will be more motivated and interested in learning. However, the lack of proper facilities and providing inadequate resources can make students easily bored with reading and more inclined to play with gadgets. Therefore, parents can overcome this by creating a schedule for their child that includes designated times for gadget use and literacy activities.

CONCLUSION

The implementation of the Home Environmental Literacy Program at SD N 1 Karangklesem has shown positive effects in improving the early reading abilities of 2nd-grade students. However, there are challenges faced during its implementation, including the limited time available to parents and the low interest of students in literacy activities. These challenges are primarily due to the busy schedules of parents, making it difficult for them to allocate time to accompany their children in literacy activities. However, these challenges can be overcome by the flexible implementation of the Home Environmental Literacy Program, allowing parents to adjust and utilize their free time effectively.

ACKNOWLEDGEMENT

With gratitude, the author would like to express thanks to Allah SWT for the ease in preparing this article. Additionally, sincere appreciation goes to Mr.

Agung Nugroho, M.Pd., as our advisor, and to all those who participated in this research. May this study be beneficial to those in need.

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