

The Role of Parents in Learning to Read and Write for Class 2 Students at State Elementary School 002 Kotobaru

Maini Irtiyah¹, Febrina Dafit²

^{1,2}Program Studi Pendidikan Guru Sekolah Dasar, Universitas Islam Riau, Indonesia

Mainiirtiyah@student.uir.ac.id, febrinadafit@edu.uir.ac.id

Abstract

This study aims to determine the role of parents in learning to read and write grade 2 elementary school students. The method used is a qualitative research type of case study. Data collection techniques are observation, interviews and documentation. Testing the validity of the data using source triangulation and technical triangulation. The data analysis technique used is data collection, data reduction, data presentation and conclusions. The conclusion of this study is that learning to read and write is a basic skill that must be mastered by students. There are 4 roles of parents, namely acting as facilitators to see what parents have prepared to meet the reading and writing needs of students, and parents also acting as educators who can replace the role of teachers when they are at home, then parents as mentors who can guide children's learning and supervise in learning. reading and writing activities and finally the role of parents as motivators and advisors, namely to help children stay enthusiastic in learning to read and write so as not to give up, with that parents of grade 2 students at State Elementary School 002 Kotobaru have played a good role in improving reading and writing skills

Keywords

parents; reading; writing; elementary school



I. Introduction

Based on Law No. 20 of the Republic of Indonesia concerning the national education system, informal education is the path of family and environmental education. Furthermore, Article 27 paragraph 1 emphasizes that informal educational activities carried out by families and the environment are in the form of independent learning activities. Based on the law above, constitutionally, the existence of an informal educational path (education within the family) becomes a formal legal force. It should be implemented by all parents. In practice, family education has not been fully implemented by parents who have children at home.

The role of parents in shaping children's literacy culture One of the keys to loving reading and writing also depends on the active role of parents. Parents are the most important stake holders to provide important stimulation for the development of children's literacy, and parents are also the closest figures to children (Shohibah, 2017). Parents have more time with their children, and parents should be the ones who know their children best, because a child knows his parents first and the teacher second. No matter how busy parents are, they must take the time to educate a child, and the basic thing taught to children is learning to read and write.

Learning is essentially a process, namely the process of regulating and organizing the environment around students doing learning. Learning is also said to be a process of providing guidance or assistance to students in the learning process. The learning process is characterized by the interaction between educators and students, be it between teachers

and students, parents and children, or peers. In this case, the earliest learning taught in a learning environment is reading and writing (Pane & Darwis Dasopang, 2017).

The results of the international test show that the literacy of Indonesian students is very low compared to the literacy of students around the world. PISA results from 2000 to 2012 consistently show that Indonesian students' literacy scores are still in the bottom 20%. In 2000, the reading literacy score was 371 out of a maximum value of 500 and was ranked 39th out of 41 countries. In 2003, the average reading score was 382, which was in 39th position out of 40 countries. In 2009, Indonesian students' reading score was 402, ranked 57th out of 65 countries, and in 2012 it received an average score of 396 and was ranked 64th out of 65 countries (Padmadewi et al., 2018). A good learning media is the one which can adapt various student learning styles in order to achieve the learning goals – one of them is digital flipbook. It is an electronic learning media in which text, audio and visuals are included. Flipbook is one of the classic animations made by a piece of paper, mostly found in the form of 'thick' book, and each paper aims to describe something – its appearance is designed in some specific ways so that the within objects may move or pop-up when opened (Nafiah in Afwan, B. et al, 2020).

Learning to read in elementary schools is very important for students to master. This is because, basically, learning to read does not only play a role in improving students' language skills, but more than that. Good students' language skills can improve students' ability to learn and understand other subjects. But currently, the fact is that reading learning taught in elementary schools still does not get the results as expected (Suastika, 2018).

Writing activities are inseparable from the learning process. Writing is grouping thoughts in an organized manner and expressing them explicitly. Writing means lowering symbols or graphic symbols that describe a language in a way that is easily understood by readers (Pramita et al., 2015). Writing is very important for education because it makes it easier for students to think critically. But in fact, students still have difficulty in writing. The problem faced is the inability to find what to write, what the topic is, and how to start. In addition, the lack of the ability to express ideas systematically and logically. To anticipate this, one of the assessments that can be offered is a portfolio assessment. With this assessment, after students continue to practice writing, they can improve their writing skills. In addition, both teachers and students can find out how far the development of students' writing skills has gone.

Based on the results of interviews with the homeroom teacher of class 2C, namely Dewi Ayu Puspitasari, S.PD on January 10, 2022 at SDN 002 Kotobaru Village, researchers obtained information that there were students in their class lacking in reading and writing skills. Almost all students were still spelling in learning to read. This is in accordance with research conducted by Suastika (2018) where students' reading ability is still low. This is because learning to read is considered boring and monotonous. The writing ability is also poor; many of the students' writings are still unrecognizable, according to the research (Shohibah, 2017). A writing culture is still lacking in the student environment because students prefer watching or listening to writing, as well as in the scope of education that occurs. At this time, this is because the majority of parents of children are busy with their work, and hand over the responsibility of children's learning to the teacher, especially for parents who work as farmers in meeting their daily needs, so that children get less attention, especially in terms of learning to read and write. After returning from school, the child does not repeat the lesson again unless there is homework given. According to research conducted by Fikriyah (omeroom teacher of class 2C, namely Dewi Ayu Puspitasari, S.PD on January 10, 2022 at SDN 002 Kotobaru Village, researchers

obtained information that there were students in their class lacking in reading and writing skills. Almost all students were still spelling in learning to read. This is in accordance with research conducted by Suastika (2018) where students' reading ability is still low. This is because learning to read is considered boring and monotonous. The writing ability is also not good; many of the students whose writings are still unrecognizable. This is in line with the research conducted (Shohibah, 2017). A writing culture is still lacking in the student environment because students prefer watching or listening to writing, as well as in the scope of education that occurs. At this time, this is because the majority of parents of children are busy with their work, and hand over the responsibility of children's learning to the teacher, especially for parents who work as farmers in meeting their daily needs, so that children get less attention, especially in terms of learning to read and write. After returning from school, the child does not repeat the lesson again unless there is homework given. According to research conducted by (Fikriyah, 2020), it is stated that parents do not get used to their children reading and writing because of work factors and a lack of motivation from parents.

II. Research Method

The research method used is a qualitative approach with the type of case study research. This study's data came from both primary and secondary sources. Primary data was used in the form of interviews about the role of parents in learning to read and write for elementary school students. While secondary data in the form of documents in the form of the number of students, document records of grade 2 students were used. The data sources in this study were five students and five guardians of grade 2 students at SDN 002 Kotobaru Village.

In this study, researchers used three data collection techniques, namely: observation, interviews, and documentation. Observations using the observation sheet instrument. Interviews used an interview guide instrument with grade 2 students and grade 2 parents. Documentation uses a documentation review grid. In this study, the method used to test the validity of the data is by using source poles and triangulation techniques. The data analysis technique used consists of four stages, namely the data collection stage, the data reduction stage, the data presentation and the conclusion and verification stages.

III. Result and Discussion

The purpose of this study was to determine the role of parents in learning to read and write the names of grade 2 students at SDN 002 Kotobaru. This research was conducted from June 2022 to July 2022. Researchers conducted interviews and observations at the parents' homes of students at SDN 002 Kotobaru about the role of parents in students' learning to read and write. Based on the research findings, it can be described as some of the roles needed by parents in reading and writing grade 2 students at Kotobaru State Elementary School.

3.1 The Facilitating Role of Parents

Parents play a very good role in facilitating learning by completing students' learning needs such as stationery and other supporting learning resources. Parents provide adequate sources of nutrition so that the growth and development of students are healthy so that they can receive good learning. Because in the learning process at school, not everything has

been fulfilled by the school. Therefore, hard work is needed to facilitate learning with interesting media so that students are interested in starting to learn to read and write.

Alvaro's parents have provided basic facilities such as notebooks, stationery, and textbooks, plus picture story books that have been given to students, and for facilities such as study rooms, students are free to study wherever they want. No special reading corner is provided, but Alvaro also has plenty of reading books to read. Parents also place students in tutoring places. Students are fluent in reading and writing, and their writing is quite good.

The parents of the student named Aisyah have been able to complete the basic facilities for Aisyah and for other facilities such as story books and tablets for learning containing educational games such as getting to know animals and plants.

Qaila's parents are able to complete basic facilities such as textbooks, notebooks, stationery, picture books, and drawing tools for learning. There are also story books such as illustrated fairy tales. There is no special reading corner provided by the parents for Aisyah.

Adello's parents have been able to complete basic facilities such as textbooks, notebooks, stationery, picture books, and drawing tools for learning. There are also story books such as illustrated fairy tales for Adello. Adello's parents provide a reading corner in Adello's room because Adello has a lot of story books, especially comics. Students also have smartphones that can support student learning.

Bianca's parents are able to provide basic facilities such as textbooks, notebooks, stationery, picture books, and drawing tools for learning. There are also story books such as illustrated fairy tales for Bianca and many picture story books. Parents have also provided a special reading corner for their children, whose cards guess letters on animals.

Parents are the main responsibility for their children by providing good and complete facilities. This is in line with the opinion (Kurniawati, 2020) that parents can play many roles, such as providing interesting reading facilities for children, such as picture books and videos, so that they can develop students' reading and writing skills because learning becomes interesting.

3.2 Parents' Role as Educators or Companions

Parents when learning at home have a very important role in assisting or supervising student learning by practicing reading and writing comprehension with proper pronunciation and writing. So here, parents must master student learning materials so that learning at home and learning taught at school are appropriate. However, the way parents assist students in learning is also different because they have different activities from one parent to another. There are those who accompany for only 20 minutes, and some even accompany for up to an hour of learning.

Alvaro's parents will check their child's study books after school and ask students how they enjoyed their day and what learning difficulties they encountered. Varo's writing skills are quite good, so his parents encourage him to keep repeating difficult letters and provide examples. Alvaro also studied tutoring.

Aisyah's parents are quite easy to learn because Aisyah likes to learn, but the difficulty is that Aisyah does not want to be accompanied while studying, usually during the day before playing and then at night before Aisyah goes to bed. They usually last between 10 and 15 minutes per session. Because Aisyah is independent in learning and also doesn't like being accompanied, every time there is something that she doesn't understand or doesn't understand, she will look for her parents and ask about the lesson and then return to continue learning.

Qaila's parents always check the students' textbooks and assignments, and if there is homework, the parents will ask the students to do their homework first and then fix it together. Usually, Qaila learns before going to bed for about 15 minutes. If the previous lesson is not quite understood, then the parents will repeat it, giving understanding, and if they understand the meal, they will learn the next lesson.

Adello's parents are busy with their shop and rarely accompany him in studying at home. Students are also placed in tutoring, so Dello rarely studies when at home. For learning to read, students are already fluent because they really like story books, especially comics. For learning to write, parents usually teach students how to write correctly and then imitate them until they are better.

Bianca's parents are quite difficult to accompany Bian in learning because students are easily bored and do not want to repeat learning. Students also usually just want to play after school, and sometimes do not repeat learning even in a full day. Because the students' reading and writing skills are quite good and only slightly lacking in writing, parents often make students repeat their writing.

In the learning process, parental assistance or supervision is needed when students study at home, because parents are teachers at home. Parents have a responsibility to educate their children to reach the predetermined stages so that they are ready for school life (Ruli, 2020).

3.3 The Parent's Role as a Guide

Parents, in this case, provide learning assistance such as in learning to read by correcting students' reading if it is not correct and in terms of writing by repeating writing letters that are difficult for students and getting students used to writing stories about themselves so that they get used to writing.

Alvaro, who is able to read it, is quite fluent because, in the past, parents often gave picture story books to students. Parents usually corrected students' writing that was wrong or not correct and then asked students to write it over and over again until the writing was better.

Aisyah's parents know that their child's reading and writing skills are quite good, but they have problems with the nature of the child, who is shy and when he speaks it is very difficult to hear, and the students also do not like to study accompanied by only independent learning. Parents also often emphasize that students should be more courageous in using their voices, and students also find it difficult to pronounce the letter r and have difficulty writing the letter q, and are continuously trained by their parents.

Parents of Qaila students guide students to pronounce letters that are difficult to pronounce for students and correct their pronunciation if there are errors. For writing that is still not good, parents usually practice letters or words that are difficult to write until the writing is better.

Adello's parents, because of their busy schedule, sometimes don't have enough time to guide students' writing. Sometimes in their free time they teach Adello to write the correct letters and words. Sometimes they just give a message to the student tutors to train students' writing.

Bianca's parents find it difficult to accompany their students' learning because students don't like to study and just want to play. Sometimes parents need to be firm with students to order them to study at home. Students are also very active, so they can't stay silent while studying. The focus is often shifted to things outside of class. Parents will repeat the lesson again and emphasize the difficult part.

In learning to read and write students' writing skills, parents need to be mentors for their children. This is in line with the opinion (Jailani, 2014) that parents should be able to provide everything needed for the family, such as guiding, inviting, setting a good example, and sometimes punishment, for all the individuals in it.

3.4 Parents' Role as Motivators and Advisors

Students need motivation that can arouse interest and enthusiasm for learning, in which grade II students are classified as low-graded individuals who like praise for their achievements. This is in line with the opinion (Fikriyah dkk, 2020) that democratic parenting in the form of giving rewards, motivating, giving love, and giving praise to their children can motivate the child to study harder.

Parents of students do not provide motivation in the form of rewards in the form of prizes if students achieve success, but only provide motivation in the form of praise and advice. Giving an award in the form of items such as stationery can create more enthusiasm for students.

Alvaro's parents will praise their children when they get good grades but do not give them special rewards. If Alvaro got a low score, his parents would not scold him but encourage him and not force him to be the best in his class.

Aisyah's parents usually encourage their children to dare to appear. Usually, parents will praise students if they get satisfactory grades and will withhold their wishes if students get unsatisfactory grades. Parents will ask the students what obstacles they face, and give encouragement.

Qaila's parents will usually praise her when she gets a perfect score. The praise she receives is usually because she is always proud when she gets a perfect score and will show it to her mother after school. Qaila also usually asks to buy something after showing the value, usually in the form of simple things such as food, chocolate, cakes, and things that she likes. When she got a low score, Qaila's parents motivated her to be better and would buy her what she wanted. However, Qaila's parents reminded her to always be enthusiastic in learning whether she had been given a gift or not.

Adello's parents will praise their children if they get good grades. Alvaro is also often given additional pocket money if he gets a minimum score of 9. If the results are unsatisfactory, parents should encourage

The parents of a student named Bianca will usually give praise if the child gets a satisfactory grade and sometimes the student will ask for a gift. If the request is something that is easy to get, it will be given as soon as possible. If it is something that is difficult to eat, the student is encouraged to get a better grade so that what he wants is quickly obtained. If you get unsatisfactory grades, your parents will encourage you.

The role of parents is needed for the development of children, especially in caring for and caring for children. In addition to being responsible for providing child facilities, guiding children, and helping the learning process, it also instills religious and moral values. Although they have their own obligations, parents are basically responsible for raising, taking care of, and guiding children (Permata Sari Mela, 2021).

IV. Conclusion

Based on the results of research and discussion, it can be concluded that learning to read and write are two basic skills that must be mastered by students. The lack of ability of grade 2 students at SDN 002 Kotobaru in learning to read and write will be the cause of the inhibition of their understanding of other subjects. Not only teachers at school, parents at

home also play an important role in learning to read and write. Parents' roles in their children's learning to read and write at State Elementary School 002 Kotobaru are as facilitators, educators or companions, mentors, and advisors.

References

- Afwan, B. et al. (2020). The Development of Digital Flipbook Media Based on the 5 Hours Battle of Kalianda upon High School History Materials. *Budapest International Research and Critics Institute-Journal (BIRCI-Journal)*. P. 1003-1012.
- Fikriyah dkk. (2020). Peran Orang Tua dalam Meningkatkan Literasi Membaca Peserta Didik Sekolah Dasar. 4(1), 94–107. <https://jurnal.uns.ac.id/jdc>
- Jailani, M. S. (2014). Teori Pendidikan Keluarga dan Tanggung Jawab Orang Tua dalam Pendidikan Anak Usia Dini. *Nadwa: Jurnal Pendidikan Islam*, 8(2), 245–260. <https://doi.org/10.21580/nw.2014.8.2.580>
- Kurniawati, U. (2020). Peran Orang Tua Terhadap Kemampuan Membaca Siswa Kelas 2 SD. *Jurnal of Education, Psychology and Counseling*, 2(1), 40–50.
- Padmadewi, N. N., Artini, L. P., Nitiasih, P. K., & Suandana, I. W. (2018). Memberdayakan Keterlibatan Orang Tua Dalam Pembelajaran Literasi Di Sekolah Dasar. *Jurnal Ilmu Sosial Dan Humaniora*, 7(1), 64–76. <https://ejournal.undiksha.ac.id/index.php/JISH/article/view/13049/9454>
- Pane, A., & Darwis Dasopang, M. (2017). Belajar Dan Pembelajaran. *FITRAH:Jurnal Kajian Ilmu-Ilmu Keislaman*, 3(2), 333. <https://doi.org/10.24952/fitrah.v3i2.945>
- Permata Sari Mela, K. N. (2021). Hubungan Peran Orang Tua dalam Mendukung Kegiatan Belajar dengan Perkembangan Moral Anak. *Jurnal Kumara Cendekia*, 9(3), 194–204.
- Pramita, P., Sekolah, M., Universitas, P., & Indonesia, P. (2015). Model Pembelajaran Connecting , Organizing , Reflecting , Extending Untuk Mengembangkan Potensi Siswa Dalam Menulis Cerpen. *Riksa Bahasa*, 1(Education), 101–106.
- Ruli, E. (2020). Tugas Dan Peran Orang Tua Dalam Mendidik Anak. *Jurnal Edukasi Nonformal*, 1(1), 143–146. <https://ummaspul.e-journal.id/JENFOL/article/view/428>
- Shohibah, R. (2017). Peran Orang Tua Dalam Mengembangkan Budaya Literasi Pada Anak Usia Sekolah Dasar. *Universitas Muhammadiyah Sidoarjo*, 03(2), 528–533.
- Suastika, N. S. (2018). Problematika Pembelajaran Membaca Dan Menulis Permulaan Di Sekolah Dasar. *Adi Widya: Jurnal Pendidikan Dasar*, 3(1), 57. <https://doi.org/10.25078/aw.v3i1.905>