

Parents' Perceptions of 5-6 Years Old Beginning Reading Ability

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Abstract

This study aims to determine the perceptions of parents about the reading abilities of children aged 5–6 years. The approach in this study uses quantitative methods with survey research types. This research was conducted at Nizamia Andalusia Kindergarten, aged 5–6 years, in Cipayung District, East Jakarta, for the 2022–2023 Academic Year. The time of the research is April–June 2023. The sample selection procedure uses a sampling technique called simple random sampling. In this study, we used simple sampling by looking at data from Nizamia Andalusia Kindergarten students aged 5–6 years for the 2022–2023 academic year, totaling 100 samples. In this study, the type of questionnaire addressed to respondents was closed through a Google Form. The measurement scale uses a Likert scale. The data analysis technique used in this study to process the data obtained from the questionnaire is the percentage technique. The analytical tool used in this research is a descriptive analysis of percentages. The conclusion of this study is that parents' perceptions of the reading ability of children aged 5–6 years are in the good category. The results showed that 71% of parents had a good perception of the reading.

Keywords: Early childhood, Perception of parents, Reading.

1 INTRODUCTION

Early childhood education is early childhood education that is used to provide a basis for the growth and abilities of children. According to Suyadi (2017), early childhood education is education that is organized with the aim of providing facilities for the growth and abilities of the child as a whole or emphasizing the development of all aspects of the child's personality. Early childhood education is a coaching effort aimed at children aged birth up to 6 years, which is carried out through the provision of educational stimuli to help growth and physical and spiritual abilities so that children are ready to enter further education.

The main task of early childhood education institutions is to provide stimulation to aspects of children's abilities with the aim that children can prepare themselves and have attitudes and skills that are used as provisions towards a higher level of education. Aspects of this ability include aspects of religious and moral values, cognitive, physical-motor, social-emotional, artistic, and language skills (Fortuna et al., 2021).

Language is a form of communication both orally and in writing or signs based on a system of several symbols (Apriliana, 2019). Language is an important aspect that needs to be developed at an early age. Languages are grouped into three categories: expressive languages, which include the ability to speak and express oneself; receptive languages, which include the ability to listen and follow instructions given; and symbolic languages, which include the ability to recognize symbols such as their names, place names, and the first letters of words or things (Morrison, 2017). Symbolic language, which includes elements of literacy, is included in reading activities. Parents pay more attention to children at an early age who are in the golden period of their development. This attention is due to increased awareness of the importance of optimizing growth and abilities in early childhood.

Language skills have four more detailed aspects of ability: speaking, listening, writing, and reading. In early childhood, the ability to read is one thing that is prioritized because reading is considered a determinant of learning success. In Indonesia, developing reading skills in children is considered important. In developing children's reading skills, the full support and active role of parents are needed; in other words, parents are also required to know a little about their children's early reading abilities. Parents who provide full support and are actively involved in developing children's potential will allow children to go through the stages of ability well, and children will more easily develop self-confidence and initiative in themselves.

Many parents think that children should be able to read as early as possible because, in their opinion, this ability is something to be proud of and even the most important guarantee to enter and be accepted in elementary school (Asiaah, 2018). Even though it is contrary to Government Regulation Number 17 of 2010, Article 69, Paragraph 5, concerning the administration and delivery of education, which states that the acceptance of students in grade 1 (one) SD/MI or other equivalent forms is not based on the results of reading, writing, and arithmetic tests, or other tests (PP RI No. 17, 2010),

Reading to children still reaps pros and cons among educators, parents, and observers of early childhood education. The government itself consistently prohibits learning to read, even for group B children who are going to elementary school. This prohibition is supported by Ki Hajar Dewantara's opinion that learning that is intellectual in nature, such as reading, is not in accordance with the principles of early childhood education (Wathoni, 2020). On the other hand, Morrison stated that in addition to the natural, social, and artistic sciences, academic experiences such as reading, writing, and arithmetic are very important to be taught from an early age (Morrison, 2017).

Children who are taught to read, like children aged 7 years and over, will lose their passion for learning because they think that reading is a boring and stressful activity (Rachman, 2019). It is undeniable that teaching reading from an early age has benefits for children's lives in the future, especially when they enter elementary school. Children are more independent in carrying out their daily tasks, so they don't bother other people. Children's self-confidence will increase, so they can easily socialize with their environment, and they can also easily participate in the learning process (Dewi & Hasanah, 2021).

Regardless of these pros and cons, teaching reading may be given to children in early childhood in a way that is in accordance with the characteristics and development of the child, and learning is fun and does not burden children. Reading does not mean reading like adults, but rather reading from the beginning. Beginning reading is a child's ability to read symbols, letters, words, and simple sentences that connect spoken language with written language (Lestari & Made, 2019).

Based on the initial findings, the researcher interviewed one of the parents of children aged 5–6 years about their early reading skills. Parents stated that early reading skills were a way for children to read fluently. When asked about what aspects must be developed so that children can read fluently, parents expressed their ignorance by saying, "What I know is that children can read fluently by being taught to read often." Parents also said, "Because you want to go to elementary school, it's a shame if you can't read yet" (Interview, March 12, 2023).

From the results of these interviews, it can be seen that parents consider the ability to read early on in children aged 5–6 years to determine to what extent children should be able to read fluently. And from the results of the interviews, it was also known that there was a feeling of worry if the child could not read fluently because he remembered that he would continue on to the elementary school level.

Various forms of parental assessment of children's reading ability from an early age. There are not a few forms of parental assessment that are appropriate to the stages of children's abilities, so children lose opportunities to explore their own learning experiences. The success of children's reading skills is influenced by the perspective and form of assessment and support from parents. It is said to be successful if there is a perspective

and form of assessment, as well as good support from parents. Parents have a big role in developing children's reading skills.

According to a survey conducted by UNESCO, Indonesia ranks second from bottom in terms of world literacy, meaning that interest in reading is very low. According to UNESCO data, Indonesians interest in reading is very concerning—only 0.001%. This means that out of 1,000 Indonesian residents, only one person likes to read (Evita, 2023). In this case, it should be the concern of parents to foster children's interest in reading from an early age. High reading interest can be started by optimizing children's reading abilities, and optimizing abilities is one of the roles of parents.

Based on this description, the researcher is interested in conducting survey research on "Parents' Perceptions of Children Aged 5–6 Years' Reading Ability". Researchers are interested in conducting deeper digging in the form of research to describe data about parents' perceptions of the early reading abilities of children aged 5–6 years.

2 RESEARCH METHODS

The general objective of this study was to describe empirical data regarding parents' perceptions of the early reading ability of children aged 5-6 years at the stages of reading pictures and recognition of reading. The approach in this study uses quantitative methods with survey research types. Quantitative research relies.

On data collection in the form of measurement results; therefore, in this study, statistics play an important role as a tool for analyzing answers to problems. According to Suharsimi Arikunto, quantitative research is an approach that requires a lot of numbers, starting with data collection, the interpretation of the data, and the appearance of the results (Arikunto, 2006). This research was conducted at Nizamia Andalusia Kindergarten, Cipayung District, East Jakarta, for the academic year 2023. Implemented at the beginning of additional lessons to deepen reading for children aged 5–6 years or those in group B. This research was carried out at Nizamia Andalusia Kindergarten, aged 5–6 years, in Cipayung District, East Jakarta, for the 2022–2023 Academic Year. The time of the research is April–June 2023. The sample selection procedure used is simple random sampling. In this study, we used simple sampling by looking at data from Nizamia Andalusia Kindergarten students aged 5–6 years for the 2022–2023 academic year, totaling 100 samples.

In this study, the type of questionnaire addressed to respondents was closed. The closed questionnaire contains questions or statements that already have alternative answers (options) that the respondent has to choose from (Sukmadinata, 2011). For data collection purposes, the researcher used a survey technique by distributing test instruments in the form of questionnaires or questions via Google Forms, which were filled in online by 100 parents of students of Nizamia Andalusia Kindergarten aged 5–6 years, Cipayung District, East Jakarta, for the 2022–2023 academic year. The measurement scale to be used is the Likert scale. The data analysis technique used in this study to process the data obtained from the questionnaire is the percentage technique. The analytical tool used in this research is a descriptive analysis of percentages.

3 RESULT AND DISCUSSION

Based on the results of the validity test conducted on the research data, it shows that the Corrected Item-Total Correlation values are all greater than 0.30. These results mean that all items in the research instrument are valid and can be used in research. Meanwhile, the results of the reliability test showed that the Cronbach's alpha was 0.851. This value is greater than 0.60, so it means that the instrument is reliable and can be used for research.

Based on the recapitulation results for the level of parents' perception of the reading ability of children aged 5-6 years, it can be seen as follows.

Table 1. Parents' Perception Level of reading ability of children aged 5–6 years

Description	Frequency	Percentage (%)
Very good	20	20
Good	71	71
Low	8	8
Very low	1	1
Total	100	100

Table 1 show that most parents' perceptions of the reading ability of children aged 5–6 years are in the good category. Of the 100 respondents, 71% of parents had a good perception of the reading ability of children aged 5–6 years. There are as many as 20% of parents who have very good perceptions. There are as many as 8% of people who have low perception, while only 1% have very low perception.

The results showed that most parents had a good perception of the reading ability of children aged 5–6 years. Parents care about their children's reading abilities. This can be seen from the results of the study, which showed that only 8% of parents had a low perception of their child's reading ability. The results showed that at least 71% of parents had a good perception of their child's reading ability, and 20% had a very good perception.

Parents are the most important teachers and the first to provide education to their children, and they are fully responsible for the process of their growth. Like any other educational institution, both formal and informal Early Childhood Education institutions also need the role of parents as a form of assistance in educating children, because educating children is not only the task of educational institutions, but there is good cooperation between parents and educational institutions. Parents are the first natural place of education because it is through the role of parents that a child begins to get an education for the first time. Therefore, parents are one of the human resources who can provide service and attention outside the school environment. Parents by preparing children to experience the stages of development.

The role of parents in developing a child's potential can be addressed through their involvement in various processes of a child's development. This form of involvement can be done in several ways to develop children's potential, especially the potential for early reading skills. The results of the study show that parents pay attention to such things as providing guidance, teaching reading, giving examples of reading, and being able to prepare the books needed. The role of parents—father and mother—can help children improve their reading skills.

4 CONCLUSION

Based on the results of the research, the conclusion in this study is that parents' perceptions of the reading ability of children aged 5–6 years are included in the good category. The results showed that 71% of parents had a good perception of the reading ability of children aged 5–6 years. Researchers provide advice to parents and teachers, namely that parents who do not have high concern for children can increase concern by giving attention and accompanying children studying at home to learn to read. Schools can carry out parenting activities for parents so that they can direct parents to have high concern for children.

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