The Correlation between Family Literacy and Reading Interest at Klambir V Kebun Village

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ABSTRACT

Literacy skills can be defined as the ability to absorb information in the form of knowledge from text or oral related to the development of cognitive abilities, whose specific implementation can be in reading or writing activities. The urgency of improving reading should continue to increase and be considered by all parties. Family literacy is a valuable investment in children's development and helps promote literacy throughout life. In this study, the explanatory research design was used. The study's sample consisted of families at Klambir V Kebun village. There were twenty families in the sample. Instrument testing, the classical assumption test, the coefficient of determination test, and hypothesis testing were used to assess the research results. It was found that that there was an influence of family literacy on reading interest at Klambir V Kebun village. Parents who took part in the study indicated that they gained more tools to be successful literacy coaches through the researchers' technique education and interactions with other parents. The results also showed how challenging it may be to encourage family literacy activities among time-pressed parents, particularly those who don't think reading aloud to their kids can help them become better readers.
Keywords: Family Literacy, Reading Interest

INTRODUCTION

Reading is all activities related to the reasoning of information in the presentation of numbers or letters and is related to literacy skills (Zahro, Atika, and Weithisi, 2019). As Arsa (2019) revealed that literacy skills can be defined as the ability to absorb information in the form of knowledge from text or oral related to the development of cognitive abilities, whose specific implementation can be in reading or writing activities. In the education process, literacy skills are referred to as an important component in the academic communication process (Pratomo & Purnaningrum, 2020), whose existence determines the quality of education itself.

With this fact, the urgency of improving reading should continue to increase and be considered by all parties. According to Irna (2019), one of the techniques to increase interest in reading in the community can be done by familiarizing the introduction of literacy starting from early childhood. Because at an early age, children have the strongest attachment to the family, so the family takes a dominant role in determining the level of success of a child's education. Children who have the characteristics of an imitative attitude or like to imitate, will be easily formed by creating a family that is ready to model a literate attitude or do a lot of literacy-related activities, such as increasing interaction with books, having a collection of books, often reading books, often holding books and flipping through books and often reading books to their children.

In addition to Irna, previous research conducted by Inten (2017) also proved that the role of the family becomes very intense in accelerating the appreciation of high reading interest if the creation of a literate family with the principles of giving attention, affection, exemplary, encouragement and direct involvement of parents in literacy activities. Parents should be able to guide their children from an early

age to love reading (Hudhana and Ariyana, 2018). Through this, the researcher emphasizes the present study to develop strategies for families in the creation of literate families and is ready to foster the habit of reading responsibility in children, especially those at an early age.

Therefore, family literacy is a valuable investment in children's development and helps promote literacy throughout life. By reading together, talking about books and creating a supportive environment for literacy, families can play a very important role in improving their children's reading and writing skills and encouraging reading habits throughout life (Efrizah et al., 2024).

Based on the previous description, the researcher is interested in conducting research on family literacy for families in Klambir V Kebun Village, considering that the level of literacy of the community in the village is still minimal, as evidenced by the fact that many parents have not practiced literacy activities with their children.

RESEARCH METHODS

In this study, the explanatory research design was used. Inferential statistics are used in explanatory research to evaluate hypotheses utilizing samples. It provides an explanation of the sample or a population-wide generalization of the sample. Research is being conducted using a quantitative approach, which is a scientific methodology that sees reality as tangible, measurable, and observable. This method uses a causal variable association, numerical research data representation, and inferential statistics for analysis (Sugiyono, 2018). The study's sample consisted of families at Klambir V Kebun village. There were twenty families in the sample. Primary data from the original source were directly used in this investigation.

After distributing questionnaires to participants, researchers asked them to use a Likert scale to indicate how much they agreed with the questions in the questionnaire. In this study, questionnaires and interviews were employed as data gathering methods. Following that, the data was examined using hypothesis testing and Multiple Linear Regression analysis (Nasution et al., 2022).

Instrument testing, the classical assumption test, the coefficient of determination test, and hypothesis testing were used to assess the research results. Researchers employed the SPSS (Statistical Package for Social Science) version 20.0 program to make data analysis easier. Additionally, depending on how the study's problems were formulated, the following hypotheses might be inferred from the research:
H1: There was a significant relationship between family literacy and reading interest.

RESULTS AND DISCUSSION

1. Validity Testing

Validity is a measure that shows the level of validity of a research instrument. Conversely, a less valid instrument means it has a low level of validity. The validity test aims to determine whether the instrument used is appropriate to measure what is being measured. Calculating the validity of the questionnaire to the family as a representative sample in testing the accuracy of the instrument in this study. The validity test provisions are the results of the comparison of r count with r table. If the correlation value rcount is greater than rtable, then the research instrument is considered valid. But on the contrary, if the correlation value of rcount is smaller than rtable, then the research instrument is considered invalid.

Based on the result, on family literacy item, it was found that all items showed a valid result because r count of all items got higher value more than its r table (0.905 > 0.3494). Then, the family literacy items were all valid. On reading interest item, it was found that all items showed a valid result because r count of all items got higher value more than its r table (0.818 > 0.3494). Then, the reading interest items were all valid.

2. Reliability Testing

Reliability shows that an instrument can be trusted enough to be used as a data collection tool because the instrument is good. An instrument that can be trusted, which is reliable will produce reliable data as well. The reliability test is a test that aims to measure the consistency of the instrument in measuring data. The instrument is considered reliable if it is able to produce a consistent or stable

measure when used to measure the same variable under different conditions. This study uses Cronbach alpha as a tool to test the reliability of the instrument and is carried out with the help of SPSS version 25.0. The criterion used in determining the reliability of the instrument is to look at the Cronbach alpha value. If the Cronbach alpha value is greater than 0.6, then the instrument is considered reliable. However, if the value is less than 0.6, it is considered unreliable.

Based on the result, on family literacy item, it was found that all items showed a valid result because r count of all items got higher value more than its r table (0.905 > 0.3494). Then, the family literacy items were all valid. On reading interest item, it was found that all items showed a valid result because r count of all items got higher value more than its r table (0.818 > 0.3494). Then, the reading interest items were all valid.

Based on the calculation results, it can be seen that the Cronbach alpha value of 0.952 is greater than the rtable 0.6. This shows that the instrument used to measure family literacy can be said to be reliable with a high level of confidence. So that the instrument can be trusted and produce consistent data in measuring family literacy variables.

3. Simultaneous Significant Test (F Test)

The hypothesis test used is simple linear regression analysis and the coefficient of determination. The formula for simple linear regression analysis is:

$$Y = a + bX$$

Where:
Y = Dependent variable
X = Independent variable
a = Constant variable
b = Linear regression coefficient

The calculation result of the simple regression coefficient shows that the constant coefficient value (a) is 57.786, while the family literacy coefficient value (b) is 0.252. So, the regression equation can be written as follows:
Y = a + bX
= 57.786 + 0.252X
Where:
Y: Dependent variable
X: Independent variable
a: Constant value
b: Regression coefficient

From the equation, it can be described as follows:
a) Based on the equation, it is known that the constant value is 57.786. Mathematically, this constant value indicates that when the reading interest is 0, the family literacy has a value of 58.694.
b) Furthermore, the positive value (0.252) in the regression coefficient of the independent variable (reading interest) illustrates that the relationship between the independent variable (reading interest) and the dependent variable (literacy) is unidirectional, where every one-unit increase in the reading interest variable will cause an increase in family literacy by (0.252). The regression coefficient has a positive value, indicating a positive relationship between family literacy and reading interest. So, the higher the family literacy value, the higher the reading interest will also increase.

This research result showed that there was an influence of family literacy on reading interest at Klambir V Kebun village. This result was in line with Sayekti et al., (2023) research, who found that = family literacy influenced students' interest in reading. They were evidenced by the t-test, which showed the number 5.245. The results of the t-test showed that the family literacy variable partially influenced the variable interest in reading with a significance level of 0.000. The results of the determinant test showing the influence of family literacy on reading interest was the R result of 0.258.

Another result also supported this research result. Ainissyifa & Amelia (2018) found that the results of the initial observations of researchers on several families or guardians of students of SMAN

1 Garut, found the fact that family/guardians of students of SMAN 1 Garut had a good family literacy culture and it was characterized by a culture of love of reading. The books they read included books on general knowledge, history, research journals, political science, stories and so on. Religious books were rarely chosen as the main reading material. The culture of literacy in the family, generally carried out independently, so that rarely fellow family members gather and discuss the books they read together.

Parents who took part in the study indicated that they gained more tools to be successful literacy coaches through the researchers' technique education and interactions with other parents. The results also showed how challenging it may be to encourage family literacy activities among time-pressed parents, particularly those who don't think reading aloud to their kids can help them become better readers.

Early literacy development in children can potentially be enhanced by Family Literacy Programs (FLPs). Furthermore, there were no appreciable variations in the mean early literacy scores of the kids according to their gender or the way that gender interacted with group. We offer a number of theoretical and practical suggestions in light of the study's findings. Practically speaking, the MoE ought to create FLPs at both its public and private schools. The early childhood curriculum in Qatar has to be updated with activities that call for family participation. Additionally, the MoE ought to offer in-service FLP training to educators. In addition, courses on parental involvement in school programs should be offered in university early childhood teacher education programs. The purpose of these courses is to raise student teachers' understanding of the establishment of FLPs in educational settings (Ihmeideh et al., 2020).

The curriculum emphasizes "fabric of daily life rather than the creation of school-like contexts in the home setting" as a means of placing literacy experiences in their proper context. Additionally, parents should encourage their kids to participate in a variety of literacy-related activities, such as writing and reading oral histories, writing letters to friends and family, journaling, creating stories, and publishing. In addition, parents are taught how to assist their children with their homework, what questions to ask the classroom teacher to find out about their progress, and what questions to ask their kids to find out about the school day (Swain & Cara, 2018).

CONCLUSIONS

Based on the discussion in this study, family literacy has an influence on reading interest in families in the village of Klambir V Kebun. The significance test results obtained a sig value = 0.457 > 0.05. It can be concluded that H0 is rejected and H1 is accepted, which means that there is an influence of family literacy on reading interest in families in the village of Klambir V Kebun. The regression coefficient produces a positive value, indicating a positive relationship between family literacy and reading interest. For the calculation of the coefficient of determination (R^2) of 0.132, which means that family literacy affects 1.7% of reading interest and 98.3% is influenced by other factors, as evidenced by the simple linear regression test $Y = 57.786 + 0.252$.

Globally, family literacy initiatives are typically carried out to enhance and broaden kids' literacy experiences beyond school and to avoid delays in their literacy growth. It can be planned with two things in mind: the kind of intervention (direct or indirect), the kind of participant (adult or kid), and whether the program is primarily intended for intergenerational use or is connected to school objectives. The family literacy program that was created for this study focuses on children indirectly while giving parents direct education (Purwandari et al., 2022).

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