

The Role Of Parents In Stimulating The Development Of Early Children's Literation In Pandemic Time (Covid 19)

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Abstract – Early childhood education is education that is very important and becomes a very serious concern, because at this stage all child development develops very rapidly and is a preparation for entering further education. One of the developments that is of concern is Literacy. Early childhood literacy skills are influenced by the role of parents in it. Especially during the pandemic (covid 19) that transforms learning into an online form. For this reason, the role of parents is needed so that literacy development can be maximally developed and carried out in accordance with the child's development stage.

Keywords – Early Childhood Literacy, Role of Parents, Pandemic (Covid 19).

I. INTRODUCTION

Early childhood education is very important, because early childhood education is the basis for shaping the human personality. So that early childhood education must be designed according to the needs of the child in order to develop various aspects of development, both religious and moral aspects, cognitive aspects, language aspects, socio-emotional aspects, and physical motor aspects.

Furthermore, Law Number 20 of 2003 concerning the National Education System Chapter 1 Article 1 point 14 explains that early childhood education is a coaching effort shown to children from birth to six years of age carried out through fostering educational stimuli to assist growth and physical and spiritual development so that children have readiness to enter further education. The age of children from birth to six years is the sensitive period experienced by children and this period is also called the golden age.

One of the potentials that must be developed from an early age is literacy skills. Literacy is defined as the process of reading, writing, speaking, listening, seeing and having an opinion (Kuder & Hasit in Ainin Amariana: 2012). The development of literacy in preschool children is at the basic literacy stage. Literacy skills are not abilities that children have with age but abilities that are owned because of habituation or stimulation. The introduction of early childhood literacy does not aim to teach words or letters to children, but introduces children to books, real pictures, (Strous, Nyhout and Ganea: 2018). Then, literacy development is a complex process, influenced by environmental factors and is skills-based. (Webb & Williams: 2018). There are several factors that can affect literacy skills, namely intelligence, gender, motor development, physical condition, physical health, environmental differences in social and family status, including the role of parents (Fadriyani in Ainin Amariana: 2012).

The Covid-19 pandemic has changed the learning pattern that should have been face-to-face to distance learning or commonly known as online. The role of parents during a pandemic is very important, especially in guiding and supporting children in learning and stimulating the development of children's literacy.

II. LITERATURE REVIEW

A. The Concept of Early Childhood

Early childhood or what is often referred to as the golden age, is a time that really determines what the child will be like when he is an adult, both in terms of physical and intelligence. Therefore, stimuli need to be given to children to improve children's abilities. Early childhood is often called preschool children, this period is the most appropriate time to lay the first and foremost foundations in developing various potentials and physical abilities, motor, cognitive, language, art, social, emotional, and spiritual (Mulyasa: 2012). Early childhood is an individual who is undergoing a process of rapid development and is fundamental to the next life (Sujiono: 2012).

Early childhood is a group of children who are in a unique process of growth and development, therefore every child's growth and development should not be the same, because basically every child has different abilities. There are several characteristics of early childhood according to (Cross in Madyawati: 2016).

Early childhood has characteristics such as: unique, egocentric, active and energetic, a strong desire and enthusiasm for many things, exploratory and adventurous, spontaneous, happy and rich in fantasy, still easily frustrated, still lacks consideration in doing things, power attention of students, passionate to learn and learn from experience and show more interest in friends (Sudarna: 2014).

Characteristics of early childhood are: 1) children are egocentric, 2) children have curiosity, 3) children are unique, 4) children are rich in imagination and fantasy, 5) children have short concentration power. (Suryana: 2013). Furthermore, according to Mochtar (1978) children aged 5-6 years have the following characteristics: 1) movement is more controlled, 2) language development is good enough, 3) can play and make friends, 4) sensitive to social situations, 5) know different types gender, 6) can count 1-10. Then according to Aisyah, et al (2010) the characteristics of early childhood include: 1) having a great curiosity, 2) being a unique person, 3) fond of fantasizing and imagining, 4) the potential for learning, 5) showing an egocentric attitude, 6) has a short range of powers of concentration, 7) as part of a social being.

Based on the above opinion, it can be concluded that each child has different developments, therefore children should not be equated with other children, where each child is unique. And as parents and teachers, in order to provide useful stimuli to be able to develop the abilities contained in children, besides that supervision and direction are also very necessary for children, so that children will be safe in doing something.

B. The Concept of Literacy for Early Childhood

Literacy is simply defined as literacy. Introduction to literacy in early childhood with a holistic-integrative approach. The introduction of integrated literacy in the learning process. Literacy comes from Latin, namely literatus, which means it is marked by letters, literate or educated (Toharudin, et al: 2011). The National Institutes of Children and Human Development (in Galuh Amithya Pradipta, 2011: 2) explains that early literacy is the ability to read and write before children are actually able to read and write. The development of literacy in preschool children is at the basic literacy stage. Literacy skills are not abilities that children have with age but abilities that are owned because of habituation or stimulation.

Literacy needs to be developed because literacy or literacy is the basic capital for children to be able to learn and acquire knowledge, especially when the child starts to enter school age. Providing literacy from an early age will cause children to become learners throughout their life (Bruns & Pierce: 2007).

Furthermore, according to Susanto (2011) the reading stages of early childhood at the age of 4-6 years can be divided into four stages of development, namely:

- 1) The stage of raising awareness of writing, at this stage the child begins to learn to use books and realizes that this book is important, looks at and flips through books, and sometimes brings their favorite book.
- 2) The stage of reading pictures, kindergarten age children can see themselves as readers, and begin to involve themselves in reading activities, pretend to read books, give meaning to pictures, use the language of the book even though it does not match the writing.

Children already realize that books have special characteristics, such as titles, pages, letters, words and sentences, and punctuation marks. Children have realized that a book consists of a front, middle, and end.

- 3) The reading recognition stage, at this stage kindergarten age children have been able to use three language systems, such as phonemes (sounds of letters), semantics (meaning of words), and syntax (rules of words or sentences) together. Children who are already interested in reading material begin to recall the printed letters and their context. Children begin to recognize the signs that are on objects in their environment.
- 4) The fluent reading stage, at this stage the child can read fluently various types of different books and materials that are directly related to daily life.

Based on the description above, the reading stage of the child is that the child thinks the book is important, forms a self-concept seeing himself as a reader, then enters the reading stage, the child master the prerequisites for reading, then the reading recognition stage, the child begins to learn to read, then the child enters the fluent reading stage. Based on the description above, the reading stage of the child is that the child thinks the book is important, forms a self-concept seeing himself as a reader, then enters the reading stage, the child master the prerequisites for reading, then the reading recognition stage, the child begins to learn to read, then the child enters the fluent reading stage.

and accompanied by the child's ability to find information on reading sources and finally the child will enter the reading stage. Then educators must understand this so that the methods and teaching in children's reading development can be carried out appropriately according to the child's development stage.

C. The Role of Parents in Stimulating the Development of Early Childhood Literacy during the Covid Pandemic 19

The role of parents is important in early childhood education (Kernan: 2012). Parents should be able to provide a lot of experience and stimulus for children's development and growth by always accompanying children while studying at home both academically and non-academically. The role of parents is the main and very influential on children's development, children's learning abilities, and academic success (Patrikakou: 2008 :).

At kindergarten age, the most important role in developing children's literacy is parents (Niklas in Galuh Amithya Pradipta, 2011: 4). The role of parents in the literacy development process will have an impact on their reading ability later. (Fadriyani in Ainin Amariana, 2012: 8). There are three things parents can do to improve language and literacy in early childhood. The first is that parents read books together with their children, the second is that parents have conversations with their children, and the third is that parents and children do writing activities together. The three of them are an effective way to develop language skills and literacy in early childhood. (Reese et al: 2010) The role of parents in children's reading activities has a significant positive effect not only on reading ability but language development comprehensively including the children's expressive language.

(Gest, Freeman, et al in Clark: 2007). The results of research conducted by LeFerve and Senechal (1999) show clearly that the home environment is a possible source of experiences that can enhance the development of spoken language and early literacy skills. Reading together plays an important role not only in fostering reading interest and habits, but also in developing children's language and thoughts. (Anisa Rohmati Farihatin: 2013). Other studies have concluded that reading with parents can contribute to the development of children's grammar, cohesion, and language complexity (Monique, et al: 2008). It can be concluded that parents do play an important role in developing children's early literacy. The role of these parents provides positive benefits for children. Through this, children's language skills such as reading skills, early literacy, and expressive language can develop better.

In the current era, the most concerning problem is Covid-19. In order not to be exposed and to break the chain of spread of the virus, the government requires distance learning to be carried out at home. Therefore, the role of parents as substitutes for teachers at home is needed in guiding their children during the pandemic. According to Winingsih (2020) there are four roles of parents during Distance Learning (PJJ), namely:

- 1) Parents have the role of teachers at home, where parents can guide their children in learning remotely from home.
- 2) Parents as facilitators, namely parents as means and infrastructure for their children in carrying out distance learning.

- 3) Parents as motivators, namely parents can provide enthusiasm and support to their children in carrying out learning, so that children have the enthusiasm to learn and get good achievements.
- 4) Parents as influencers or directors.

III. RESEARCH METHODS

The type of research used in this research is qualitative research with the method of literature study by examining books, journals and theses related to the problem. The library method (literature) is one type of qualitative research method that does not require researchers to go into the field to see the facts directly, but the research is carried out in libraries, documents, archives and the like. Ratna in Prastowo (2016) explains that the library method is a research method where data collection is carried out through places where research results are stored, namely libraries. Furthermore, Zed (2014) explains that literature study or literature study is a series of activities related to methods of collecting library data, reading and taking notes and processing research materials.

The literature study method has four main characteristics that need attention. Zed (2014) explains that the main characteristics of library research are firstly, in library research, researchers are dealing directly with text or data, not with direct knowledge from the field or eye witnesses. Second, library data is ready to use (ready made), meaning that researchers do not go anywhere, except only face to face with source materials that are already available in the library. Third, that library data is generally a secondary source, which means that the data obtained by researchers is not original data from the field. And fourth, that library data is not limited by time and space. Researchers are dealing with static or fixed information. This means that the data is inanimate data stored in written records (text, numbers, images, tape or film recordings).

IV. DISCUSSION

Education is an effort to advance the character, mind and body of children, in order to advance the perfection of life and bring children to life in harmony with nature and society (Rakimahwati, 2018). Early childhood education leads to the development of aspects of child development. Namely the development of religious and moral values, physical motor development, social emotional development, language development, cognitive and artistic development. The development of each child will experience differences from one another. (Ramdini, 2019). One of the important developments to stimulate and develop is literacy.

Literacy needs to be developed because literacy or literacy is the basic capital for children to be able to learn and acquire knowledge, especially when the child starts to enter school age. Providing literacy from an early age will cause children to become learners throughout their life (Bruns & Pierce: 2007).

Literacy skills must be nurtured from an early age. parents as educators or first teachers for a child are very important in developing this ability. If parents have paid attention to literacy skills from the beginning, it can have a positive effect on children's literacy development in the future. (Umar: 2006).

In the current pandemic (covid 19) conditions. Learning that is transferred to distance learning (PJJ) requires the role of parents, especially in the learning process of early childhood in stimulating children's literacy development. One of the activities parents can do in stimulating children's literacy is reading together. Reading together is a good way to develop children's vocabulary (Manolitsis et al: 2011). Because every time parents tell stories, there will be a lot of new vocabulary that is known by the child, to make a good understanding of vocabulary, it is necessary for the role of parents to introduce and make children understand the meaning of a vocabulary. In addition, it is important for parents to introduce new vocabulary to enrich children's vocabulary knowledge. Then parents can also use picture books to help their children recognize objects that can enrich their vocabulary. (Cooper et al: 2002). Then, in the use of story books for children the words used in simple children's stories, in the form of short stories or serialized in each chapter, are complete episodes, stories that are familiar to children can be guessed about the storyline, short or simple biographies, and fictional history that may give an impression of the past. (Eliza: 2017).

V. CONCLUSION

Early childhood is a child who is at a golden age, at which time all the potential of children develops very rapidly. One of the children's development that needs to be stimulated from an early age is literacy. Literacy is related to the ability to read and write. If the development of children's literacy is well stimulated, it will affect further education. For this, the role of parents is needed in it, especially with the pandemic conditions (Covid 19) which require learning to be carried out at home with parental

guidance. One form of activity that parents can do in stimulating children's literacy development is reading together. Reading together can increase children's vocabulary and provide new knowledge to children. Then by reading together strengthens the closeness between parents and children.

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