

Analysis of literacy interest of early childhood 4-6 years in TKIT Azzahroh Kota Serang

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Abstract

This study aims to describe the efforts made in increasing children's interest in early childhood literacy at TKIT Azzahroh. The research method used is descriptive qualitative method with data collection techniques through observation while teaching at TKIT Azzahroh, as well as interviews with teachers and parent of student from TKIT Azzahroh. Literacy in early childhood is an important foundation for children's cognitive and emotional development. Literacy that begins at an early age plays a role in shaping effective reading, writing and communication skills in the future. Through literature review and field observation, it was found that literacy interventions that involve active interaction between children and adults, as well as the use of interesting reading materials, can increase children's interest in reading and literacy skills. The results show that various strategies implemented by teacher and support from parent contribute significantly to improving children's literacy interest. The findings are analyzed in the context of early childhood development theory and are expected to provide guidance for educators and parents in designing effective literacy programs for early childhood.

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INTRODUCTION

Literacy is a general term that refers to a certain level of reading, writing, arithmetic, communication and problem solving, as well as other abilities and skills that are important for everyday life and cannot be separated from language skills. (PUJA, 2020). Literacy interest in early childhood is an important foundation that affects their future cognitive and emotional abilities. Literacy encompasses not only the ability to read and write, but also the skills understanding and using language to think, communicate and learn. (Whitehead, 2004). The importance of literacy from an early age cannot be overlooked as this ability lays the foundation for future academic achievement (Affrida, 2018) In Indonesia, especially in the Banten region, there are still significant challenges in increasing children's interest in literacy (Dewi & Masitoh, 2023) In Indonesia, efforts to increase literacy interest in early childhood are often challenging due to a lack of access to quality reading materials and support from their surroundings. Therefore, it is crucial to identify and implement effective strategies that can increase children's interest in literacy from an early age. (Zahroh, 2019)

However, there are various challenges that cause low literacy in early childhood, such as children's lack of focus when literacy activities are implemented, where they are easily distracted. (Fahmi et al., 2022). Young children tend to have a short concentration and are susceptible to stimulus distractions around them. This makes the literacy learning process less effective if the methods used are not tailored to their needs. A fun and engaging approach is needed to keep children focused and motivated them to engage in literacy activities. The introductions of literacy should be done through fun methods, such as word games, interactive stories and the use of reading materials that are interesting to children (Nur & Bakir, 2021).

The cause of low literacy levels in Indonesia is the lack of attention and ability of parents in improving children's literacy skills. (Solichah et al., 2022). Teachers and parents actually play an equally important role in providing stimulation in early childhood, which can create collaboration between education at school and at home. (Ama, 2021) Explaining that parents participation is a manifestation of their responsibility towards childhood at home, school and community, which is reflected through cooperation, sharing information, providing learning guidance, achieving achievements, and solving problems.

The next challenge in increasing children's interest in literacy is the presence of distraction such as gadgets and social media that increasingly dominate children's lives. Therefore, parents have a very important role in supporting children's literacy at home. Parents are required to find ways to keep their children interested in literacy activities. Full assistance from parents in using gadgets as a means of learning can also affect children's risk of misusing gadgets to play games online. (Rohman, et al., 2022). A study indicates that the use of gadgets can mostly cause children to have difficulty communicating, lack of concentration, and even tend to be quiet. (Purwaningtyas, 2019).

According to Pratiwi (2015), preschool-age children are not ready to receive reading, writing, and counting materials. This learning requires a concrete and structured way of thinking. If taught before the age of 7, children can lose their playtime and experience psychological pressure because they are forced to understand material that is not in accordance with their developmental stage. If this continues, it can interfere with the child's learning process in the future. Neuroscientists state the early childhood is a period of rapid formation of brain cell networks, so good environmental stimulation is needed to achieve optimal child development (Fitri et al., 2022). The introduction of literacy in early childhood should begin with the development of language skills, which can be started from the environment where they live, which has a great influence on child development (Mansur in Solichah et al., 2022).

When stimulation at an early age is not provided optimally, children's development can be hampered in the future (Raihanna, 2018). Therefore, educators must be able to choose appropriate learning methods to provide optimal stimulation and develop children's potential. In addition, the school environment for early childhood school also be involved in learning activities while playing, such as storytelling, and using educational game tools. (Putri et al., 2022). These activities are very important for children, compared to teacher-centered learning.

TKIT Azzahroh in Serang, Banten, has made various efforts to increase children's interest in early childhood literacy, especially for children aged 4-6 years. These efforts include implementing programs and

activities designed to attract children's interest in literacy and involving active roles from teachers and parents. (Jariah & Marjani, 2019) This study aims to explore and describe how TKIT Azzahroh implements these strategies and their impact on children's literacy interest.

In improving literacy interest, a child-centered approach is essential. This approach emphasizes the importance of activities that are relevant and interesting to children, which can motivate them to actively engage in literacy activities. TKIT Azzahroh implements various creative methods such as shared reading storytelling and word games, which are not only educational but also fun for children. These methods are in line with Jerome Bruner's theory of child development which states that effective learning occurs through active interaction with the environment and through meaningful experiences. (Ark & Yilmaz, 2020).

In addition, parental involvement in the literacy process also plays an important role. A study showed that introducing literacy concepts to children from an early age can be done through a fun and interesting approach, allowing them to develop literacy skills according to their potential, expectations and needs. (Juniarti & Nurlarni, 2017). At TKIT Azzahroh, parents are encouraged to actively participate in literacy activities, such as reading stories with children at home and stimulating children such as playing while counting and so on. This involvement helps to create an environment that supports children's holistic literacy development

This research will examine how the strategies implemented at TKIT Azzahroh are in accordance with child development theories and how they contribute to children's literacy interest. This research will also discuss the challenges faced and solutions implemented by TKIT Azzahroh in an effort to increase children's interest in early childhood literacy in an environment that has limited resources.

METHOD

This study used descriptive qualitative research methods. The research was conducted at TKIT Azzahroh Serang, Banten. The research targets were TKIT Azzahroh students, teachers, and parents. Data collection techniques were carried out through observation during teaching at TKIT Azzahroh, then in-depth interviews with teachers and parents. Observation of children's literacy and numeracy development periodically per week, monitored for 4 months. Instruments were created to measure how teachers and parents develop literacy and numeracy skills in early childhood.

Qualitative research is a type of research conducted in a certain context in a real life environment (natural) with the aim of investigating and understanding the phenomenon. Therefore, qualitative research aims to gain a deep understanding of human and social problems, in contrast to quantitative research which only describes the surface of a reality with a positivist approach. (Adlini et al., 2022)

This research data collection technique uses interviews, which are techniques used by researchers when conducting preliminary studies to identify problems that need to be researched, and want to understand more deeply the perspectives of a small number of respondents, qualitative research is the right choice. (Sugiyono, 2013).

RESULTS AND DISCUSSION

Result

The purpose of this research is to analyze the literacy interest of early childhood 4-6 years, the researcher collects data obtained from the environment where early childhood grows and develops, namely at school and in the home environment. The result of this study is that early childhood literacy interest is very close to the existence of good support in terms of facilities, places, activities, guidance and consistent and sustainable literacy implementation time. From the results of observations and interviews both in the school environment and the home environment show results that are not optimal in supporting literacy for early childhood.

The cause of low literacy levels in Indonesia is the lack of attention and ability of parents in improving children's literacy skills (Solichah et al., 2022).. Teachers and parents actually play an equally important role in providing stimulation in early childhood, which can create collaboration between education at school and at home (Ama, 2021) Explaining that parents' participation is a manifestation of their responsibility towards

children at home, school and community, which is reflected through cooperation, sharing information, providing learning guidance, achieving achievements, and solving problems

From the results of the interview, the teacher admitted that it was still difficult for children to concentrate in literacy activities. The researcher further observed that related to children's concentration, they must get consistent training and activities in literacy activities. In line with the results of this study, the introduction of literacy should be done through fun methods, such as word games, interactive stories, and the use of reading materials that are interesting to children (Nur & Bakir, 2021). In schools, teachers have attempted interactive activities either by using games or the APE used. Furthermore, the researcher found that teachers have not carried out literacy activities consistently as seen from the absence of a routine literacy activity schedule every day at school.

Table 1. Teachers Interview Results

NO.	Teacher Interview Questions	Teachers Interview Answers
1.	How do you as a teacher handle children who have difficulty in reading?	Through APE games then there are numbers playing blocks as well as composing letters and numbers and letter recognition through objects used such as sandals with the child's name and bags with the child's name which are facilitated by the school.
2.	How do you create a classroom environment that supports literacy at school?	Reading corner, then lettering on the wall.
3.	What types of activities do you do in the classroom to improve children's literacy?	Quite a lot such as playing dice then snakes and ladders which are usually replaced with letters and playing guessing games after school the treatise of the prophet, and there is a reading of the pillars.
4.	What are the obstacles you often increasing experience when children's literacy interest?	Oh yes, most children's concentration is different so sometimes it is sometimes difficult to sit quietly and easily distracted so like children sometimes don't want to be quiet at most but if for example they are told to be quiet, they are quiet.
5.	How do you involve parents in children's literacy?	Not yet, it's just that the teacher reviews with the child about the child activities at school.

Tabel 2. Parents Interview Results

NO.	Parents Interview Questions	Parents Interview Answers
1.	What do you do to make your child stays interested in reading and writing amidst distractions like gadgets and social media?	<ul style="list-style-type: none"> BW : In my opinion, reading and writing are important for children's growth and development. If children are bored with reading or writing activities, I invite them to draw, for example, buy drawing tools, cute pencils or bulbs, books with covers that children like so that children are not bored and are more enthusiastic about learning to read and write. But I also do not prohibit children from playing gadgets, it's just that they are limited so that they are balanced between learning and playing if they want to play gadgets, children have to do one thing, want to draw or write in exchange for playing gadgets for brain reflection, I give half an hour to play gadgets, if the child is forced to continue writing and reading, he is

afraid that he is stressed and needs time to rest, besides that I invite to play also in front of the house such as cycling, playing in the park and playing with his peers

- BN : Introducing pre-reading and pre-writing activities to children can be done with fun activities, there are many media that can be used for children to be interested in literacy activities, we can also use gadgets for learning media. Nowadays there are many fun applications for children's literacy, the main point is that even though children use gadgets, parents must also continue to monitor and accompany children to play
- BD : Invite to practice reading and writing by creating play together, so that children are also interested & there is no compulsion.
- BA : For reading, I usually introduce pictures of animals, and underneath there are animal letters. Then later ask the child what letter this is. Then for writing it is more about writing easy letters such as from lines then round and oblique.

2. Do you participate in literacy activities, such as visiting the library or bookstore with your child?

- BW : I've never been to a library, but I've never been to a bookstore.
- BN: Never really, because it's more like buying books online.
- BD : Yes, even though it's only been twice
- BA : Never, it's more about me stimulating children such as introducing letters and numbers

3. How often do you read stories to your child, and when do you usually do it?

- BA : Not every day, maybe 2 or 3 times a week. Mostly I read the story because the child asks for it.
- BW : Every time I go to bed, I always tell stories or tales from my childhood
- BD : always, every night when going to bed
- BN : Often when I go to bed, I read books or when I have free time, I like to read books

4. How do you introduce books and reading to your child early on?

- BW : For me, I used to introduce it starting from books that have interesting pictures like animals, vehicles, colors, and funny things
- BN : Since the age of 1 month, books have begun to be introduced, in addition stimulating auditory vision, it is also to introduce books to children
- BD : By showing the picture book, the child feels interested in the pictures first..
- BA : For example, if it's rich in iqro, it's just straightforward, for example, reciting t Quran, but Akmal is not so interesting, but if you read a book, first look at what this picture is, then just tell it or read it

5. How do you see the importance of literacy in a child's overall development?
- BW : Through reading and storytelling, young children also hone their ability to imagine and create. Usually wildan learn to visualize the story, describe the characters' feelings and experiences, and develop creativity in expressing their own ideas.
 - BN : Literacy at an early age helps children understand narrative structure and storyline. children learn to recognize characters, assess conflict, and draw conclusions from stories, all of which are important for the development of nadine's understanding.
 - BA : at an early age forms a strong foundation for future reading and writing skills. Children who are exposed to books and stories from an early age tend to have better literacy skills when entering further stages of education
 - BD : Reading with young children not only develops their language skills, but also expands the child's vocabulary significantly. This helps in building a strong foundation of communication and prepares dika to learn to speak more fluently..

Discussion

This research explores the reality of the efforts of the early childhood environment, namely the home and school environment in supporting early childhood literacy interest. Previous research is about the efforts of researchers in increasing early childhood literacy interest, through the literacy culture movement to increase children's interest in reading (Maulidah. dkk, 2021), community service to increase literacy interest through folklore books (Maharani.dkk, 2022) and increasing early childhood reading interest through family literacy implementation (Irna, 2019). The data obtained from this study shows the cause of the low interest in literacy that occurs, namely due to the lack of facilities and support for a consistent and sustainable atmosphere of literacy activities. According to Pratiwi (2015), preschool children are not ready to receive reading, writing and counting materials.

Based on interviews with teachers and parents, researchers highlighted important efforts such as how teachers improve children's literacy. Teachers adopt a special approach using games such as APE and letter and number building activities, including everyday objects with the child's name on them to introduce letters, such as on the sandals or bags the child uses, which are facilitated by the school. Classrooms are designed to facilitate literacy with reading corners that provide a variety of books and letters posted on the walls for visual learning. Classroom activities include dice and snakes and ladders games with letters, as well as reading the prophet's treatise and announcements every day after school.

The teacher faced challenges in increasing children's literacy interest especially in relation to the variation in concentration levels. An engaging learning approach is maintained by providing clear instructions and using interactive learning methods. Although there is no specific program, teachers regularly discuss with parents about children's activities to improve communication and cooperation between school and home. This cooperation aims to strengthen the literacy approach both at school and at home.

Furthermore, there are the results of interviews between parents and researchers where the results contain four parents regarding literacy strategies related to the importance of reading and writing in children's development. These four parents have different yet comprehensive approaches in ensuring children's interest in reading and writing remains high amidst the challenges from gadgets and social media. BW said that she prioritizes creative activities such as drawing and choosing books with interesting cover to maintain her children's enthusiasm for learning, while limiting the use of gadgets with balanced rules. BN also said that she uses various media including technology to introduce literacy in a fun way, while still monitoring her children's gadget use. In the interview, BD said that she encourages children to learn to read and write through activities

that are entertaining and without pressure. BA started by introducing books that combine pictures of animals with letters, while avoiding visits to the library or bookstore directly.

They actively read stories to their children, with the frequency varying depending on the child's request or bedtime routine. From an early age, they introduce children to books with interesting pictures, both for stimulation and early introduction to literacy. All parents recognize the importance of literacy in nurturing children's imagination, language skills and narrative comprehension from an early age. This is considered a crucial foundation for children's future reading and writing skills, as well as for expanding vocabulary and building strong communication skills.

These interviews show the diverse approaches chosen by parents in ensuring their children are actively engaged in literacy, as well as their deep understanding of the importance of literacy in children's holistic development. Based on the interviews with teachers and parents, researchers highlighted important efforts such as how teachers improve children's literacy. Teachers adopt a special approach by using games such as APE and letter and number building activities, including everyday objects with the child's name on them to introduce letters, such as on the sandals or bags the child uses, facilitated by the school. Classrooms are designed to facilitate literacy with reading corners that provide a variety of books and letters posted on the walls for visual learning. Classroom activities include dice and snakes and ladders games with letters, as well as reading the prophet's treatise and announcements every day after school. The teacher faced challenges in increasing children's literacy interest, especially in relation to the variation in concentration levels. Efforts were made to adjust.

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These four parents have different yet comprehensive approaches in ensuring their children's interest in reading and writing remains high amidst the challenges of gadgets and social media. BW said that she prioritizes creative activities such as drawing and choosing books with interesting covers to maintain her children's enthusiasm for learning, while limiting the use of gadgets with balanced rules. BN also said that she uses various media including technology to introduce literacy in a fun way, while still monitoring her children's gadget use. In the interview, BD said that she encourages children to learn to read and write through entertaining and pressure-free activities. BA started by introducing books that combined pictures of animals with letters, while avoiding visits to the library or bookstore directly. They actively read stories to their children, with varying frequency depending on the child's request or bedtime routine. Starting from an early age, they introduce children to books with interesting pictures, both for stimulation and early introduction to literacy. The introduction of literacy should be done through fun methods, such as word games, interactive stories, and the use of reading materials that appeal to children. (Nur & Bakir, 2021). All parents recognize the importance of literacy in nurturing children's imagination, language skills and narrative comprehension from an early age. It is considered a crucial foundation for children's future reading and writing abilities, as well as for expanding vocabulary and building strong communication skills.

Literacy is a very important skill in everyday life, encompassing the ability to read, write, communicate and solve problems. The importance of literacy from an early age has been recognized as a key foundation that influences children's future cognitive and emotional abilities. In Indonesia, especially in Banten, there are still major challenges in improving early childhood literacy interest, especially related to the lack of access to quality reading materials and support from the surrounding environment. Parents play an important role in improving their children's literacy interest. A variety of creative and integrated approaches are used by parents to ensure children remain interested in literacy, including controlled use of technology and early introduction to interesting books. Parents' deep understanding of the importance of literacy for children's early development of imagination, language skills and narrative understanding greatly influences their efforts in expanding vocabulary and building strong communication skills. As such, these interviews highlighted the diverse strategies parents take to promote literacy in their children and emphasized the important role parents play in developing children's holistic potential through early literacy.

CONCLUSION

Teachers have several efforts to increase children's interest in literacy such as doing several methods of playing while learning, using APE as a medium for children's learning, then helping with visualization of learning such as bags and sandals named by the teacher. Furthermore, there are the results of interviews between parents and researchers which contain four parents regarding literacy strategies related to the importance of reading and writing in child development. Parents have several stimulations to make children recognize literacy. They take different yet comprehensive approaches in promoting children's interest in reading and writing. By utilizing creative strategies, controlled use of technology and early introduction to interesting books, these parents are actively involved in their children's literacy development. They all agreed that literacy plays an important role in building children's imagination, language skills and narrative understanding from an early age. Their deep understanding of the importance of literacy as a crucial foundation for children's future is also reflected in their efforts to expand their vocabulary and build strong communication skills. Thus, these interviews confirmed how important the role of parents is in facilitating children's holistic development through literacy. The researcher analyzed the way teachers enhance children's literacy through visual games and activities. Classes are designed with reading corners and interactive activities. Teachers face challenges in maintaining children's literacy interest with varying levels of difficulty. Parents also have different approaches to promoting children's interest in reading and writing, including creative activities and controlled use of technology. They recognize the importance of literacy as a foundation for children's language and communication skills. Parents play a crucial role in creating an environment that supports children's holistic development through literacy. Literacy provides the foundation for a child's future cognitive and emotional abilities. However, challenges of access to quality reading materials and environmental support still exist in Indonesia, particularly in Banten. Therefore, collaboration between teachers, parents and schools is important to create a strong interest in literacy in children from an early age.

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