EFFECT OF FAMILY LITERACY TRAINING WITH THE DEVELOPMENTALLY APPROPRIATE PRACTICE (DAP) APPROACH ON MOTHER LITERATION

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EFFECT OF FAMILY LITERACY TRAINING WITH THE DEVELOPMENTALLY APPROPRIATE PRACTICE (DAP) APPROACH ON MOTHER LITERATION

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ABSTRACT

There are many inaccuracies in the application of literacy in a family. The golden age is defined as an effort to encourage children quickly to able to read, write, and count at a very early age despite the child's age and developmental stages also inattentive to the child's uniqueness as an individual. Nevertheless, in this case, mothers should not be blamed but they need to get training courses regarding literacy so they have the knowledge and are able to apply it in their family appropriately and in accordance with the child development stages. This research is an experimental One-Group Pretest-Posttest Design, which provides family literacy training with the DAP approach for a group of mothers who have pre-schoolers, aged 4-5 years, the sum total of 24 people. The courses held twice, each meeting was 90 minutes which started with a pre-test and closed with a post-test to determine the development of family literacy. The pre-test results showed an average score of 28.875 from a maximum score of 35. Furthermore, the average score on the Post-test was 32.25 from a maximum score of 35. There was an increase in participants' knowledge from 82.5% to 92.1%. The normality of Saphiro-Wilk pre-test data is 0.201 and post-test data is 0.083; This means that the pre-test and post-test data are normally distributed so that the Paired Sample T-Test can be performed. Based on the output of Pair 1, the Sig. (2-tailed) of 0.000 <0.05. This it can be concluded that there is a difference in the average test results of participants before and after being given Family Literacy Training. Family literacy training with a developmentally appropriate practice (DAP) approach affects maternal literacy knowledge with young children.

Keywords: *Family Litaracy Training Course, Developmentally Appropriate Practice (DAP)*

INTRODUCTION

In a pedagogical review, parents are the primary and first educators who will transform and transfer values, exemplify, act and practice them for their children. Mother is the first madrasa that will provide coloring, education, and role models for the attitudes, behavior and personality of her child. If a mother is good, so is her child. Therefore, all the mother's actions will become examples, role models, role models for child development in a broad spectrum, including in the development of family literacy. If a mother has good literacy, then she will be a good model for her child too; because early childhood has characteristics like to imitate, in line with Bandura's Social Learning theory.

The responsibility of parents in educating their children is not light. Because the attitude of parents must reflect the values of His noble morals *(Attakhalluq bi Akhlaqillah)* exemplified by Rasulullah SAW. Related to this literacy, it cannot be denied that the family is the uterus of literacy. *Rahim (Indonesian)* means something that contains an element of strong affection, so that it can become a conducive climate for the ongoing process of education. In order for parents to know and understand and have knowledge of family literacy, they need to read, as His commands.

In this context, Shaykh Ibn Qasim *rahimahullah* said: "Human words and practices are not true until they are based on knowledge". The narrator of the hadith, Imam Bukhari

rahimahullah also stated in his book Sahih Al-Bukhari, that: "*Al-'Ilmu Qabla Al-Qaul wa Al-'Amal*" (knowledge before words and deeds). This view shows the importance of someone to be knowledgeable before doing charity, often referred to as 'amal' ilmiyah. On the basis of these considerations, a training is needed to transfer and transform knowledge to parents, especially mothers with early childhood, so that they know and understand about the role of the family in literacy development so that children's literacy growth and development can increase optimally based on scientific considerations. However, this does not mean - like Piaget's cognitive theory view - which emphasizes cognitive factors as the basis for one's actions, because someone who has knowledge does not necessarily apply his knowledge. Ideally, someone who has knowledge has a moral obligation to apply his knowledge. Knowledge must boil down to charity (Surah As-Shaff / 61: 2-3). That is what is called "*ilmu amaliyah*".

The results of pre-research observations showed that mothers made inappropriate interventions in improving children's language skills or commonly known as *calistung*. The dominant factor in this problem occurs because mothers are influenced by school policies and their relationship with professionalism, where teachers assign *calistung* tasks using rigid and very formal methods, are more inclined towards abstract concepts, are not brain friendly, do not use media appropriate to the needs of early childhood and does not involve positive emotions. It is this improper, premature and unprofessional grasping that has serious implications for the development of children's curiosity and learning preferences that do not develop properly. The result is that children can only read but are not fond of reading. It is this poorly developed penchant for reading that in general has had significant implications for the low index of Indonesian literacy, as has become the annual report of the PISA (Program for International Student Assessment).

The results of pre-research observations also indicate that there is inappropriate family literacy practice in the family, because it is not in accordance with the methods and development of children. In the field, the practice of *calistung* has become an attempt to rush children because children are forced to have an ability to read at a very early age. Of course this is dangerous, because the aim of children is not only to be able to read but how children like to read. However, according to Gordon (2008), parents in this case cannot only be blamed, but need to be given training (Roshonah, 2019). The need for education and training, according to Ruben and Stewart (2014), because not all parents know about family literacy and further practice it. Parental education is important - according to the World Bank - because parents have more time to influence their children than teachers or friends (Tomlinson & Andina, 2015).

FAMILY LITERACY

Family Literacy comes from the Latin, *literatus*, which means people who learn. Literacy is the quality or ability of literacy (characters) which includes the ability to read and write. The Education Development Center (EDC) states that literacy is more than just reading and writing skills. Literacy is an individual's ability to use all his potential and skills in his life. With the understanding that literacy includes the ability to read words and read the world. The most common understanding of literacy is a real set of skills, in particular the cognitive skills of reading and writing regardless of the context in which they were acquired and from whom. UNESCO explained that literacy ability is the right of everyone and is the basis for lifelong learning.

Indonesia ranks 60th out of 61 countries in terms of literacy. According to a world-class survey, Indonesians don't like reading books. The reading interest of the nation's children has fallen to a lower level. The low literacy index of the Indonesian people is not

directly proportional to the fact that the *calistung* phenomenon is rampant, which until now has plagued early childhood education. Parents who have early children fail to understand about the golden age which is interpreted as an effort to encourage children to immediately be able to read, write and count at a very early age, regardless of age and stages of development, and not based on the concept of developmentally appropriate practice (DAP) to early childhood (Bredekamp, 1986). In practice, parents' hope so that early children can immediately have *calistung* abilities is done in inappropriate ways. *Calistung* learning is carried out with a rigid and very formal method, tends to be abstract concepts, is not brain friendly, does not use media that is appropriate to the needs of early childhood and does not involve positive emotions. As a result, it is this improper and premature grasping that is the reason why children's curiousity and joy of learning do not develop. The result is that children can only read but are not fond of reading. It is clear that this phenomenon does not stand alone as a mere mistake of intervention by mothers, but is like an accumulative iceberg of various aspects of formal education institutions and institutions policies as well as their implementation in learning from Early Childhood Education and Basic Education, especially the low class.

Child development is influenced by the system in the environment where the child lives. The smallest system that is first influential is the family, in line with Ecological Systems Theory (Bronfenbrenner, et al, 1994). The Three Education Center as initiated by Ki Hajar Dewantara (Subekti, 2015) clearly states that the family is one of the pillars of the strength of education, apart from schools and society. Its existence is undoubtedly in supporting the success of early childhood education and care. Moreover, factually, early childhood only spend 2-4 hours a day in PAUD institutions, and the rest are mostly at home.

Ideally, home is the first school and parents are the first teachers (Farhati, Roshonah, Rachman, 2014). Family is the first womb of education and childcare (Dirbindikkel, 2015). If the family plays their duties and functions properly, it will certainly contribute greatly to the development of children (Setyawati, 2004). In Indonesia, studies on parenting programs are still limited (Sumargi, Sofronoff and Morawska, 2015), Mejia, et al 2012). Although it is useful and has a very good effect, studies on parenting programs have not been widely carried out in developing countries, including Indonesia. As a World Bank study report (2015), there is no standardized evaluation in the implementation of the care program. The effectiveness of parenting training programs has been proven for more than 55 years in various countries, that a certain parenting program can improve the capacity in the bank as a parent. such as research conducted by Marcynyszyn, et al. (2011), Seabra-Santos (2016), Letarte (2010), Hurlburt (2013), Menting (2013) and Kilburn (2017).

DEVELOPMENTALLY APPROPRIATE PRACTICE (DAP)

Bredekamp (1987) proposes that the DAP concept has 2 (two) dimensions, namely: age appropriate and appropriate according to the child as an individual appropriate. Furthermore, Gary Glassenapp (Megawangi, 2005) added one more dimension, namely: appropriate according to environment and culture. The notion of proper according to age is built on the basis of research related to human development which shows that the development process is universal and the sequence of development can be predicted (Bredekamp, 1987). Understanding the stages of child development can provide knowledge about activities, materials, experiences, and social interactions that are appropriate, interesting, safe, educational, and challenging for children. The proper understanding of children as unique individuals is built on the basis of the understanding that children are unique individuals in terms of personality, learning styles, and family backgrounds. Curriculum and adult interaction with children must pay attention to individual differences.

For children learning is the result of interaction between ways of thinking and experiences with concrete objects. This experience must be in accordance with the development of children's abilities, and must also encourage students' interest in learning and understanding something. Educators must also understand the uniqueness of children, so that educators are expected to adapt to these uniqueness.

The proper understanding according to the environment and culture is built on the premise that educators must know the social and cultural background of children because this can be a reference in preparing learning material that is relevant and meaningful to children's lives. Educators can also prepare children to become individuals who can adapt and adapt to their social life environment.

Table 1. Principle and Practice of DAP (Developmentally Appropiate Practice)

Principle	Practice
Learning is most effective for children when their physical needs are met, and when they feel psychologically safe and comfortable	DAP pays attention to the biological needs of children. At kindergarten and elementary school, children need physical activity that makes them active, so that it can help build their self-confidence. For example, children are not asked to sit, write, and listen to teacher lectures for a long time. DAP provides opportunities for children to be active, play, quiet time, study, and rest in a balanced manner. Children will learn a concept faster with active involvement, for example working with real objects / imitations or handwork, rather than just being told to listen to the teacher. The learning environment must also be safe so that all children feel safe and accepted by the environment.
Children build knowledge	The knowledge that children build is the result of dynamic interactions between individuals and their physical and social environments. This means that children gain knowledge through active exploration and experimentation. One worthwhile experiment is to make constructive mistakes which are essential to his mental development, namely learning from mistakes. Children need to build hypotheses by conducting experiments and various forms of manipulation, observing what happened, comparing the results, asking questions / problems and looking for answers.
Children learn through social interaction with the adults around them and their peers	The most important example is the relationship between parents and children. The teachers will encourage stronger relationships, including with their peers and other adults, so that the learning process will be more effective. The teacher's job is to provide support, direct, and provide motivation, so that children can learn to interact and become independent individuals. The DAP curriculum will provide opportunities for children to do work in groups, so that children can learn to communicate and interact with their friends. This includes class discussions guided directly by the teacher.
Children learn through play	Play can provide opportunities for children to express, experiment, manipulate, all of which are most important for building knowledge and building representative thinking skills. When playing, children can learn to assess and improve their thinking power through the responses obtained from their physical and social environment. It is through play that children can develop their imagination and creativity. At elementary school age, children's play becomes more rule-oriented and can increase independence and cooperation, so that

	it can support their social, emotional and intellectual development.
Children's interest in something, and their high curiosity can motivate children's learning	Children need experiences that are important to them. In a class that is in accordance with DAP, teachers will look for ways and strategies to make children interested and provide opportunities for children to solve problems together. The teacher will look for various activities and activities that can attract children's interest, so that children's motivation to learn will increase. This will foster a child's love for learning, curiosity, attention, and motivation from within the child to continue to seek knowledge.

Source : Megawangi, 2005

The Developmentally Appropriate Practice (DAP) Instruments and Family Literacy Instruments are as follows:

Table 2. Developmentally Appropriate Practice (DAP) Instruments

Indicator	Aspect	Dimention	Question Number
Age-appropriate	In accordance with the stages of child development	The stage of language development	19, 20, 26
Appropriate according to the social and cultural environment	In accordance with a meaningful learning experience, relevant and in accordance with socio-cultural conditions	Concrete & Meaningful	25
		Relevant	15, 27
		Pleasure	2, 35
Individually appropriate	In accordance with the growth and characteristics of the child, his strengths, interests and experiences.	Unique	31, 14
		Full of curiosity	1, 30
		Like to ask	21, 13
		Like to imitate	4, 17
		Learn with All Sense	23, 22
		Actively moving	16, 33

Table 3. Family Literacy Instruments

Indicator	Aspect	Dimension	Question Number
Family Literacy	The Role of the Family in Literacy	Stimulation	5, 6, 7
		Role Model	3, 11
		Fasilitation	10, 32
		Repetition	8, 12
		Asosiation	18, 29
		Apreciation	9, 28
		Motivation	24, 34

The hypothesis proposed is that family literacy training with a developmentally appropriate practice (DAP) approach affects the literacy knowledge of mothers who have early children.

METHOD

This research is an experimental one-group design study with the One-Group Prestest-Posttest Design (Robinson, 1981), namely conducting training on family literacy using the

DAP approach for a group of mothers who have early childhood, aged 4-5 years, totaling 24 people. The topic of parenting training is the topic of family literacy 2 times face to face @ 90 minutes, starting with a pre-test and ending with a post-test to determine the increase in family literacy knowledge. This design is also called the Before-After Design (Christensen, 2001). It is hoped that by increasing family literacy knowledge for mothers who have AUD, it can support the development of language skills, especially calistung, in an appropriate way according to the age and stages of child development as recommended in DAP. This Parenting training was conducted in the era of the Covid-19 pandemic so it was carried out online using the whats app group through sending voice notes and intensive discussions at WAG.

In this experimental research design, at the beginning of the study, measurements were made of the dependent variable (VT) of the research subjects (Seniati et. al., 2011), namely early family literacy knowledge. After being given parenting training, the VT is then re-measured, namely family literacy knowledge using the same measuring instrument. The symbols of this design are as follows:

The effectiveness or influence of parenting training with the DAP approach on family literacy knowledge can be seen from the difference between pretest (O1) and posttest (O2).

To be more convincing about the conclusions to be drawn, statistical analysis was used with correlated data t-test / paired-samples t-test. If there is a difference between the pre test score and the post test score where the post test score is significantly higher, it can be concluded that family literacy training with the DAP (Developmentally Appropriate Practice Approach) approach can improve literacy knowledge of mothers who have early children.

RESULT AND DISCUSSION

Family Literacy training using the DAP (Developmentally Appropriate Practice) approach was carried out online in the Covid 19 Pandemic era because it was not possible to be carried out face-to-face according to the initial research design. By considering various situations and conditions of the online or online system used, namely using the Whats App Group, with the following stages:

1. The Research Team designed a brochure to inform prospective participants containing information on the implementation of the online Family Literacy Training, which is aimed at mothers who have early children and have never attended previous Family Literacy Training

2. Through the link biy.ly/ Family Literacy Training, then prospective participants fill out a bio and a questionnaire or a pre test containing 35 questions / problems related to the Family Literacy Training material to be trained

3. Through this link, prospective participants will automatically join the WAG (Whats App Group) Family Literacy Training as a medium of communication and coordination between the Committee, Trainers and Participants

4. On the Whatss App Group, 55 participants were collected

5. On the appointed day a Family Literacy Training was held at WAG through sending Voice Notes and material exposure to participants. The timing of the material exposure is set by the Moderator

6. After the presentation of the material, it was continued with interactive questions and answers through chat media on the WAG

7. After the implementation of the Family Literacy Training ends, the participants are asked to fill out the questionnaire and post test again

8. From the 55 registered participants, it turned out that after identification, not all of them met the requirements (some had attended Family Literacy Training and some did not

complete the post test). After the identification was carried out, 24 participants who met the requirements were obtained.

9. At the end of each training the participants are given the task of ensuring that the material has been understood and the implementation process or family literacy practice runs well

10. Until this research report is written, the interaction process on Whats App Group is still ongoing for assistance and consultation related to Family Literacy

Furthermore, the results of the participants' pretest and posttest are presented as follows:
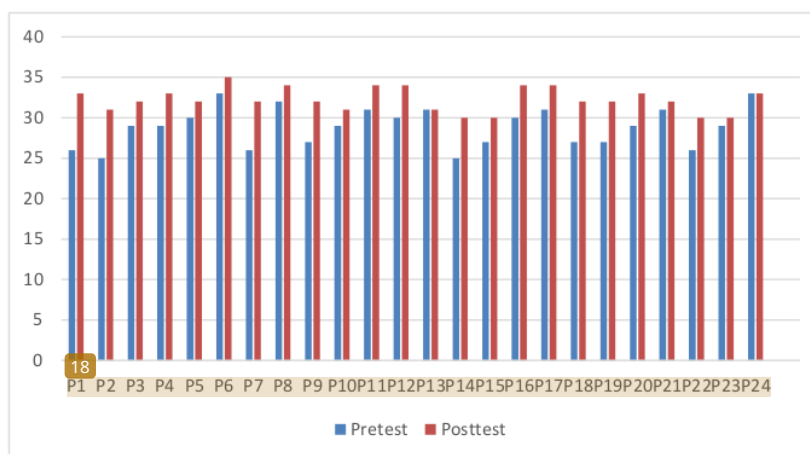
Figure 1. Test Results for Family Literacy Training Participants

The Pre Test and Post Test are given to training participants who answer questions / problems, each of which contains 1 (one) correct answer, so that participants answer 35 points / problem correctly, then the highest score equal to 35. The lowest score of all questions / problems answered, the total score is 0.

Table 4 shows that the average score on the Pre Test was 28.875 from a maximum score of 35. In other words, the participants' average knowledge level before attending the Family Literacy Training was 82.5%. Furthermore, the average score on the Post Test was 32.25 from a maximum score of 35. In other words, the average level of knowledge of the participants after attending the Family Literacy Training was 92.1%. This shows that there was an increase in the participants' knowledge from 82.5% to 92.1% or an increase in knowledge of 9.6%. The majority of participants as much as 91.67% (22 people) experienced an increase in knowledge after attending the training. However, there were 2 participants (8.33%) who did not experience an increase in knowledge, in other words, the pre-test and post-test scores were the same.

To be more convincing about the conclusions to be drawn, statistical analysis was used with correlated data t-test / paired-samples t-test. Previously, the Shapiro-Wilk Normality Test was necessary. If the significance value is> 0.05, the research data is normally distributed. If the significance value <0.05, then the research data are not normally distributed.

Table 4. Shapiro-Wilk Normality Testro-Wilk

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pretest	.156	24	.136	.944	24	.201
Posttest	.150	24	.171	.927	24	.083

a. Lilliefors Significance Correction

The results of the Shapiro-Wilk Normality Test showed that the pretest data was 0.201> 0.05; means that the pretest data is normally distributed. Post test data 0.083> 0.05; means that Posttest data is normally distributed. Because the data is normally distributed, a Paired Sample T Test can be performed.

Table 5. Desriptive

			Statistic	Std. Error
Pretest	Mean		28.88	.494
	95% Confidence Interval for Mean	Lower Bound	27.85	
		Upper Bound	29.90	
	5% Trimmed Mean		28.86	
	Median		29.00	
	Variance		5.853	
	Std. Deviation		2.419	
	Minimum		25	
	Maximum		33	
	Range		8	
	Interquartile Range		4	
	Skewness		-.002	.472
	Kurtosis		-1.019	.918
Posttest	Mean		32.25	.302
	95% Confidence Interval for Mean	Lower Bound	31.62	
		Upper Bound	32.88	
	5% Trimmed Mean		32.23	
	Median		32.00	
	Variance		2.196	
	Std. Deviation		1.482	
	Minimum		30	
	Maximum		35	
	Range		5	
	Interquartile Range		3	
	Skewness		-.033	.472
	Kurtosis		-.914	.918

Table 6. Paired Sample T Test for Family Literacy Training

Paired Samples Test

					95% Confidence Interval of the Difference				
			Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	Sig. (2-tailed)
Pair 1	Pretest of Family Literacy Training- Posttest of Family Literacy Training	3.375	1.884	.385	-4.170	-2.580	-8.777	23	.000

Based on the output of Pair 1, earn the value Sig. (2-tailed) of 0.000 <0.05, it can be concluded that there is a difference in the average test results of participants before and after being given Family Literacy Training. In other words, it can be concluded that family literacy training with the developmentally apropiate practice (DAP) approach has an effect on increasing literacy knowledge of mothers who have early children (4-5 years). Furthermore, the Training Participants' Last Education was explained:
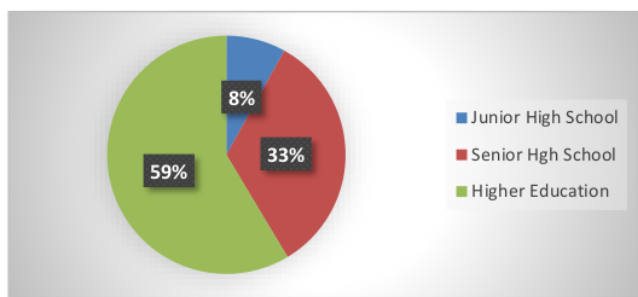

Figure 2. Training Participants' Last Education

From the Figure above, information is obtained that the majority of the training participants are highly educated, namely 58% have an undergraduate degree, 33% have senior high school as their last education and only 8% have a junior high school education. In other words, the education level of the training participants is quite high, if it is related to the average education level of Indonesians according to UNDP data (2016) which states that it is 7.8 or equivalent to grade 2 Junior High School. Participants in this family literacy training are 14.1 or equivalent to the 5th semester of the S1 program. In this case the level of education can be directly correlated with the level of ability to access information from various sources. Family Literacy Training is one of the sources of information that provides participants with literacy knowledge needs, in other sources of information such as reading materials, both printed and online. This confirms the relatively high mean score of the participants' initial knowledge, which is 82.5%.

Even though the data presented in Table 6 shows that the level of knowledge before participating in the training is 82.5%, the series of training processes that have been held show that the ability to connect DAP (Developmentally Appropriate Practice) knowledge in

family literacy still requires deepening and strengthening, mainly associated with the implementation practice of the DAP concept.

CONCLUSION

At the beginning of pre-research observations, information was obtained about the low knowledge and practice of family literacy. There are many inaccuracies in the application of literacy within the family. The practice of calistung, which forces children to have an ability to read at a very early age, of course be interpreted as an effort to rush children. This is certainly dangerous. Even though what is expected should be how children like to read, not just reading. Respondents in this study were 24 people. From the pre-test results showed that the average score on the Pre Test was 28.875 from a maximum score of 35. In other words, the average level of knowledge of participants before attending the Family Literacy Training was 82.5%. Furthermore, the average score on the Post Test was 32.25 from a maximum score of 35. In other words, the average level of knowledge of the participants after attending the Family Literacy Training was 92.1%. This shows that there was an increase in the participants' knowledge from 82.5% to 92.1%.

Based on the output of Pair 1, earn the value Sig. (2-tailed) of 0.000 <0.05, it can be concluded that there is a difference in the average test results of participants before and after being given Family Literacy Training. In other words, it can be concluded that family literacy training with the developmentally apropiate practice (DAP) approach has an effect on increasing literacy knowledge of mothers who have early children (4-5 years). Even though the data on the high level of knowledge before participating in the training was 82.5%, the series of training processes that have been held show that the ability to connect the DAP (Developmentally Appropriate Practice) knowledge to family literacy still requires deepening and strengthening, especially in relation to the implementation practice of the DAP concept. Therefore, it is expected that there will be an RTL (Follow-up Plan) from the Family Literacy Training such as continuous assistance by consulting expert sources for the problems faced, as well as providing motivation to apply family literacy consistently from an early age.

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