

# Revolutionizing Elementary Education: The Family Literacy Module - Boosting Reading Interest and Skills

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## ABSTRACT

Literacy is a crucial indicator of educational success. Despite its importance, literacy skills in Indonesia remain suboptimal, as evidenced by various studies and surveys. This research aims to develop a family literacy module designed to enhance elementary school students' interest and reading skills. This study employed the Research and Development (R&D) framework using the Borg & Gall ten-stage model. Participants included 69 parents and 28 students. Data were collected through observations, questionnaires, and tests to evaluate the module's effectiveness. The developed family literacy module significantly improved students' reading interests and abilities, demonstrating its effectiveness as an educational tool. The study's findings indicate that the family literacy module provides a practical solution for addressing low literacy levels among elementary school students. By engaging both students and parents, the module fosters a supportive reading environment, which is essential for literacy improvement. The family literacy module effectively enhances elementary school students' reading interests and skills, offering a promising strategy for literacy development in Indonesia. Future research should investigate the broader application of this module and assess its long-term impacts on literacy enhancement.

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## 1. INTRODUCTION

Literacy is an essential basic skill for individual development, especially in today's information era (Jones-Jang, Mortensen, & Liu, 2021; Quick, 2023; Suwanto, Setiawan, & Machmiyah, 2022). Literacy skills are related to reading and writing abilities and the ability to understand, analyze, and interpret information (Anwas et al., 2022; Majorano et al., 2021). In education, literacy is a primary indicator of the success of the teaching and learning process (Ifenthaler & Yau, 2020; Smith, Snow, Serry, & Hammond, 2021). However, based on various studies and surveys, literacy skills in Indonesia still need to improve (Novela, Asrowi, & Widayastono, 2022). This is undoubtedly a serious concern for both the government and the community.

Several studies indicate that students' literacy skills in Indonesia still need improvement. The Central Connecticut State University in the United States 2017 ranked Indonesia 60th out of 61 countries in the World's Most Literate Nations test (Najib & Ruknan, 2023). Moreover, the PIRLS test results in 2011 placed

Indonesia in the 42nd position out of 45 countries (Diem, Yuniarti, & Mirizon, 2019; Nabila, 2023). Factors affecting the low literacy in Indonesia include a lack of attention and guidance from parents, a lack of student interest in learning, and a curriculum that needs to focus on reading skills. On the other hand, the government has tried to improve literacy through the National Literacy Movement (GLN), but its implementation still faces various obstacles (Hayu, Sari, & Yulisetiani, 2021; Nabila, 2023; Ningsih & Andaryani, 2023). This indicates that student literacy in Indonesia still requires significant improvement, as evidenced by the low rankings in international literacy tests. Although the government has initiated the National Literacy Movement, challenges in its implementation and factors such as lack of parental support, student interest in learning, and curriculum remain obstacles to improving literacy.

Referring to several previous studies relevant to this research, de Bondt, Willenberg, & Bus, (2020) emphasize the importance of literacy at home and how literacy programs can increase children's reading interest and abilities. Both also highlight the positive impact of providing books to families to encourage reading habits from an early age. The research by Yuliana & Suratni, (2022) emphasizes the importance of school literacy programs and how these programs can produce student writing, both fiction and non-fiction. The study by Taylor & Leung, (2020) acknowledges that literacy is multimodal and involves various forms of communication, including visual images, spoken language, and movement. Both also emphasize the importance of social interaction in literacy learning.

However, there are differences in this research. The first study focuses on the effects of giving free books to families with infants. The second study focuses on publishing student writings through school literacy programs. The third study focuses on how young children use multimodal literacy in social interactions and learning. In contrast, this research focuses more on developing family literacy modules for elementary schools. Thus, the innovation of this research lies in developing a family literacy module specifically designed to increase elementary school students' reading interests and abilities. By combining principles from previous studies, this module aims to create a supportive and motivating home literacy environment for students to read more and improve their literacy skills. This module can also be adapted and applied in various contexts and cultures, making it relevant and effective in different settings. The research focuses on developing a family literacy module to enhance elementary school students' interest and reading skills. It is supported by the following research questions: how can the design of a family literacy module affect the level of interest and motivation to read, and whether implementing the developed family literacy module will improve literacy skills and reading comprehension in elementary school students.

Therefore, this research aims to develop a family literacy module to increase elementary school students' reading interests and abilities. With this module, it is hoped that parents will have clear guidelines for implementing literacy at home, supporting students' literacy development from an early age. Thus, this research can provide a concrete solution in the form of a practical and easily applicable family literacy module for parents. This module is expected to be an effective tool to improve the literacy of elementary school students. This research also provides recommendations to the government and related stakeholders to pay more attention to the importance of early literacy and the role of parents in the process.

## 2. METHODS

This research is a research and development, or Research and Development (R&D), method designed to produce a specific product and test its effectiveness. The development model used in this study is the Borg and Gall model. In this model, development research has ten stages (Borg & Gall, 1983).

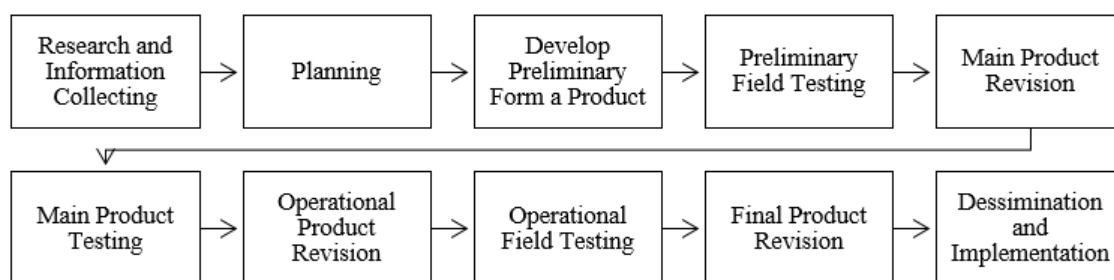


Figure 1. Borg & Gall Research Design (Borg & Gall, 1983)

The details of the subjects used in this research and development are as follows:

- The preliminary field trial consisted of 17 parents of 1st-grade students from Muhammadiyah Dhuri Elementary School.
- The main field trial consisted of 24 parents of 1st-grade students from Karangnongko 1 State Elementary School.
- The operational field trial consisted of 28 parents and 1st-grade students from class 1A of Purwomartani State Elementary School as the experimental class, and 28 parents and 1st-grade students from class 1B of Purwomartani State Elementary School as the control class.

Data collection techniques refer to the methods used by researchers to gather data. The techniques used in collecting data for this research and development include observation, questionnaires, and tests. The data obtained from the family literacy module development research consists of both quantitative and qualitative data. The qualitative data obtained is then described descriptively. Descriptive writing is expected to help readers understand the activities or conditions that occurred in the field. Conclusions are then drawn from this data. Quantitative data in the family literacy module development research is analyzed by conducting feasibility and effectiveness analyses. Feasibility testing, by calculating the average score, is done using the following formula (Widoyoko, 2010):

$$xi = \frac{\sum x}{n}$$

Information:

xi : average score

$\sum x$  : total score

n : number of assessments

Development is declared feasible if it gets at least high results.

Table 1. Conversion of Quantitative Data to Qualitative Data on Scale 5

No.	Score Range	Average Score	Category
1.	$X > Mi + 1,8 Sbi$	$>4,2$	Very high
2.	$Mi + 0,6 Sbi < X \leq Mi + 1,8 Sbi$	$>3,4-4,1$	High
3.	$Mi - 0,6 Sbi < X \leq Mi + 0,6 Sbi$	$>2,6-3,3$	Sufficient
4.	$Mi - 1,8 Sbi < X \leq Mi - 0,6 Sbi$	$>1,8-2,5$	Insufficient
5.	$X \leq Mi - 1,8 Sbi$	$\leq 1,8$	Very low

Explanation:

X = Actual score (achieved score)

Mi = Ideal score mean

=  $(1/2)$  (highest ideal score + lowest ideal score)

Sbi = Standard deviation of ideal scores

=  $(1/6)$  (highest ideal score - lowest ideal score)

Furthermore, an effectiveness analysis was conducted to determine the level of effectiveness of the family literacy module on students' reading interests and reading ability. This was done using the Wilcoxon test, which was employed to examine whether there was an improvement in reading interest and reading ability before and after using the family literacy module.

### 3. FINDINGS AND DISCUSSION

#### 3.1. Product Feasibility Analysis Results

The product feasibility analysis was conducted in three stages: preliminary field testing, main field testing, and operational field testing. A detailed description of the product testing is as follows.

##### 3.1.1. Preliminary Field Test Results

The preliminary field test was conducted at Muhammadiyah Dhuri Elementary School. The test was carried out on 17 parents of students. The preliminary field test was conducted by distributing the Family Literacy Module to the student's parents. The researcher also distributed questionnaires to the parents to gather feedback on the Family Literacy Module. The responses from the parents regarding the Family Literacy Module are as follows. Table 2. Parent Responses in the Preliminary Field Test

**Table 2.** Parents' Responses to Preliminary Field test

No.	Aspect	Number of Items	Average Score
1	Visual	7	4,24
2	Use	6	4,03
3	Material	7	3,98
<b>Total Average Score</b>			<b>4,09</b>
<b>Criteria</b>			<b>High</b>

Based on the parents' questionnaire regarding the Family Literacy Module, the total average score obtained was 4.09. This result indicates that the Family Literacy Module falls into the "high" feasibility category. The Family Literacy Module can be tested in the next phase without revisions.

##### 3.1.2. Main Field Test Results

The main field test was conducted at Karangnongko 1 State Elementary School. The test was carried out on 24 parents of students. The main field test was conducted by distributing the Family Literacy Module to the students' parents. The researcher also distributed questionnaires to the parents to gather feedback on the Family Literacy Module. The responses from the parents regarding the Family Literacy Module are as follows.

**Table 3.** Parent Responses in the Main Field Test

No.	Aspect	Number of Items	Average Score
1	Visual	7	4,21
2	Use	6	4,19
3	Material	7	3,98
<b>Total Average Score</b>			<b>4,12</b>
<b>Criteria</b>			<b>High</b>

Based on the parents' questionnaire regarding the Family Literacy Module, the total average score obtained was 4.12. This result indicates that the Family Literacy Module is deemed to have "high" feasibility.

### 3.1.3. Operational Field Test Results

The operational field test was conducted to determine the effectiveness of the Family Literacy Module. The researcher used two classes: an experimental class and a control class. The experimental class was Class 1A of Purwomartani State Elementary School, while the control class was Class 1B of Purwomartani State Elementary School. The number of students in the experimental class was 28, and the number in the control class was 28. The total number of subjects in this operational test was 56 student parents. In the experimental class, the researcher distributed the Family Literacy Module and asked the students' parents to read and engage in the activities within the module together with their children. In the control class, neither the students nor their parents received any intervention from the researcher. The experimental and control classes aimed to determine the difference in reading interest and ability between students whose parents used the Family Literacy Module and those whose parents did not. The Family Literacy Module was distributed to the parents for two weeks to determine the difference in reading interest and ability between students who used the Family Literacy Module and those who did not. The effectiveness of the Family Literacy Module was determined using the Wilcoxon test.

### 3.2. Product Effectiveness Analysis Results

The Wilcoxon test is used to determine the difference in reading interest and reading ability of students before and after using the Family Literacy Module. The data used in the Wilcoxon test are the pre-test and post-test scores of the reading interest and reading ability variables. The hypotheses for conducting the Wilcoxon test are as follows.

Hypothesis for reading interest variable:

H<sub>0</sub>: There is no significant difference in the average increase in students' reading interest before and after using the family literacy module.

H<sub>a</sub>: There is a significant difference in the average increase in students' reading interest before and after using the family literacy module.

Hypothesis for reading ability variable:

H<sub>0</sub>: There is no significant difference in the average increase in students' reading ability before and after using the family literacy module.

H<sub>a</sub>: There is a significant difference in the average increase in students' reading ability before and after using the family literacy module.

H<sub>0</sub> will be rejected and H<sub>a</sub> will be accepted if the Asymp.Sig value is <0.05. The results of the Wilcoxon test obtained in this study are as follows.

#### Wilcoxon Variable Test Results Interest in Reading

The following is a table of Wilcoxon test results for reading interest variables among students in the experimental class and control class.

**Table 4.** Wilcoxon Test Results for Reading Interest Variables

	Post Test Experiment - Pre Test Experiment	Post Control Test - Pre Control Test
Z	-4.144 <sup>b</sup>	-3.051 <sup>b</sup>
Asymp. Sig. (2-tailed)	.000	.002
a. Wilcoxon Signed Ranks Test		
b. Based on negative ranks.		

The Wilcoxon test results for the students' reading interest variable, obtained from the reading interest questionnaire between the experimental and control classes, have an Asymp.Sig value less than

0.05, which is 0.000. This indicates that  $H_0$  is rejected and  $H_a$  is accepted. There is a significant difference in students' reading interests before and after using the Family Literacy Module.

### 3.2.1. Wilcoxon Test Results for Reading Ability Variable

Below is the table of Wilcoxon test results for the reading ability variable among students in the experimental class and the control class.

**Table 5.** Wilcoxon Test Results for Reading Ability Variables

	Post Test Experiment - Pre Test Experiment	Post Control Test - Pre Control Test
Z	-4.640 <sup>b</sup>	-4.344 <sup>b</sup>
Asymp. Sig. (2-tailed)	.000	.000

a. Wilcoxon Signed Ranks Test  
b. Based on negative ranks.

The Wilcoxon test results for the student's reading ability variable, obtained from the reading assessment between the experimental and control classes, have an Asymp. Sig value of less than 0.05, which is 0.000. This indicates that  $H_0$  is rejected and  $H_a$  is accepted. Therefore, there is a significant difference in students' reading abilities before and after using the Family Literacy Module.

## Discussion

The Family Literacy Module was developed to meet parents' needs, enhance literacy insights, and apply them in daily life. Literacy is a crucial component for continuously developing one's knowledge and skills, making it essential to nurture literacy in children from an early age. As a child's first educators, parents play a vital role in fostering a literacy-rich environment within the family. Research underscores the significance of family literacy interventions, emphasizing the principles and strategies that support early childhood education. Effective interventions include activities that facilitate meaningful parental involvement and provide learning support, thereby creating a strong foundation for children's literacy development (Pacheco & Mata, 2022). Additionally, integrating literacy activities into everyday family routines can enhance children's language skills, cognitive development, and love for reading, further highlighting the indispensable role of parents in their child's educational journey.

Parents play a role in fostering positive and harmonious family relationships (Rachmat, Hartati, & Erdawati, 2021). Positive family relationships influence a child's learning conditions within the family. Family learning can enhance reading abilities and boost parents' confidence in supporting their children's reading (Hulme, Webber, Fox, & Ricketts, 2022). Collaboration between home and school in cultivating a positive reading climate, nurturing good reading habits for all students, and enhancing classroom climate and instruction is a way to improve student reading engagement and performance (Wandasari, Kristiawan, & Arafat, 2019). Literacy applied within the family can develop literacy skills and nurture students' talents (Mahoney et al., 2022). Families that create a literacy environment at home have a more favorable impact than others. The home literacy environment influences children's reading outcomes (Hamilton & Thomas-Hayiou, 2022). Other research indicates that mothers facilitating their children's literacy can enhance their children's knowledge and reading interests (Georgiou, Inoue, & Parrila, 2021).

The Family Literacy Module can be used to increase students' reading interests and abilities. This is evidenced by various testing stages conducted in this study. In the preliminary field test results, the Family Literacy Module was distributed to 17 parents and received an average score of 4.09. When converted on a scale 5, this score falls into the "high" category. No suggestions for improvement were made by the parents during the preliminary field test, allowing the module to be used in the primary field test. The module was distributed to 24 parents in the primary field test and received an average

score of 4.12, also in the "high" category. Again, no suggestions for improvement were made, allowing the module to be used in the operational field test.

The operational field test was conducted on both experimental and control classes. The experimental class consisted of 28 parents and first-grade students. The control class also consisted of 28 parents and first-grade students. In the operational field test, pre-tests and post-tests were conducted in the experimental and control classes. The pre-test and post-test results on reading interest and reading ability variables served as a reference for testing the effectiveness of the Family Literacy Module. The effectiveness test, specifically the Wilcoxon test, showed that the student reading interest variable obtained an Asymp.sig value of less than 0.05, which is 0.000. This indicates that the hypothesis is accepted. There is a significant average increase in students' reading interest before and after using the Family Literacy Module. The Wilcoxon test on the student reading ability variable also obtained an Asymp.sig value of less than 0.05, which is 0.000. This indicates that the hypothesis is accepted. There is a significant average increase in students' reading abilities before and after using the Family Literacy Module.



Figure 2. Product Development Results

Based on the discussion, the Family Literacy Module has effectively increased first-grade elementary school students' reading interests and abilities. This aligns with other research indicating that literacy practices implemented by parents within the family can enhance the quality of book-reading practices at home (Pandith et al., 2022). Family literacy activities, including parents reading books, have significantly enhanced students' interest in reading. These activities also improve children's reading abilities. Reading books together as a family is crucial and has a long-term impact on language and reading motivation development in children (Torppa, Vasalampi, Eklund, & Niemi, 2022). The Family Literacy Module was disseminated and implemented in elementary schools in Cluster 5, Kalasan District, comprising six classes from four schools. The socialization and implementation involved 168 parents and first-grade students. Thus, the Family Literacy Module applied in Cluster 5 of Kalasan District has successfully increased reading interest and abilities among first-grade elementary school students, involving reading together at home activities, which significantly contribute to children's language development and reading motivation.

#### 4. CONCLUSION

The Family Literacy Module has proven feasible and effective in enhancing first-grade elementary school students' reading interests and abilities. Through a series of trials involving students' parents, this module received a high feasibility rating. The effectiveness test using the Wilcoxon method significantly improved students' reading interests and abilities before and after using the module. This supports the evidence that parental involvement in family literacy can positively impact children's literacy development. A limitation of this study is the time constraint in developing and testing the Family Literacy Module. As a recommendation, it is suggested that the Family Literacy Module be continued in other schools to provide broader benefits for students and parents.

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