

The positive role of parents and family in home-based literacy: An Integrative Review

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Abstrak

Studi ini menganalisis dan mengeksplorasi literasi berbasis rumah berdasarkan penelitian sebelumnya yang diindeks oleh Scopus dan diterbitkan antara tahun 2020 dan 2022 untuk menentukan peran orang tua dan keluarga dalam pembelajaran literasi berbasis rumah. Analisis secara eksplisit dilakukan di bidang pendidikan. Hasil pencarian untuk sampel artikel ditemukan dengan menggunakan akun Scopus.com. Penulis menggunakan metodologi tinjauan terintegrasi dan mencari hingga 12 makalah. Penulis menyimpulkan bahwa ketika orang tua dan keluarga berpartisipasi, program literasi berbasis rumah sangat bermanfaat bagi pembelajaran dan perkembangan anak. Orang tua dan keluarga harus mendukung perkembangan literasi anak melalui kegiatan membaca buku, memberi label pada benda-benda, bercerita, mengajarkan angka dan huruf, serta membacakan lagu anak-anak. Keberhasilan kegiatan ini juga dipengaruhi oleh tingkat pendidikan dan kemampuan finansial orang tua dalam menjalankan tugasnya. Semakin tinggi tingkat pendidikan dan kekayaan seseorang, maka akan semakin mudah untuk mengimplementasikan inisiatif literasi di rumah. Sebaliknya, implementasi akan terhambat oleh tingkat pendidikan dan kekayaan orang tua yang lebih rendah. Namun, hal ini dapat dihindari dengan kerja sama antar pihak yang terkait, khususnya dengan menyediakan akses buku-buku gratis bagi anak-anak dan orang tua di rumah.

Kata kunci: *literasi berbasis rumah, peran orang tua dan keluarga, tinjauan terpadu, kemampuan literasi, PISA*

Abstract

This study analyzes and explores home-based literacy based on prior research indexed by Scopus and published between 2020 and 2022 to determine the roles parents and families play in learning home-based literacy. The analysis was explicitly done in the area of education. Search outcomes for article samples were discovered using a Scopus.com account. The author used the integrated review methodology and looked up to 12 papers. The author concludes that when parents and families participate, home-based literacy programs greatly benefit children's learning and development. Parents and families must support children's literacy development through reading books, labelling objects, telling stories, teaching numbers and letters, and reciting nursery rhymes. The activity's success is

also influenced by the parent's educational attainment and financial standing in carrying out their duties. The more educated and wealthy a person is, the simpler it will be to implement at-home literacy initiatives. Conversely, implementation will be hampered by the parents' lower levels of education and wealth. However, this can be avoided by connected parties cooperating, specifically by providing children and parents with access to free books at home.

Keywords: *home-based literacy, the role of parent and family, integrated review, literacy skill, PISA*

INTRODUCTION

One of the components of the Program for International Student Assessment (PISA) assessment is literacy. Reading and writing are only a tiny part of literacy's evolving definition; it also includes the ability to observe, evaluate, and interpret data in a critical, idealist, dialectical, and autocratic manner (Harahap et al., 2022). Learning to read and write begins at a young age because families are where humans are born and develop. Home-based literacy refers to educational activities at home with a literacy learning focus. Literacy is crucial in education because it lays the groundwork for lifelong learning (Derby et al., 2022). Children can learn a variety of things by doing their homework at home, including their first understanding of literacy (Breit-Smith et al., 2010; Huntsinger et al., 2016; Kumpulainen, Kristiina and Gillen, J, 2017; Storch, S., & Whitehurst, G., 2002). Family involvement in early learning and education is a significant predictor of a child's development from the earliest years of life (Boonk et al., 2018; Fantuzzo et al., 2004). Families or parents and children must get along to ensure that children learn and develop to their fullest potential (Britto et al., 2017; Bronfenbrenner & Morris, 2007). As a result, parents and other caregivers are urged to support learning objectives, participate in school activities, keep open lines of communication with teachers, and engage in stimulating activities with kids to improve early child development and subsequent outcomes (Rey-Guerra et al., 2022).

Parental involvement can take many different forms, including home-based (parents assist their kids with schoolwork at home), school-based (like accompanying field trips), and home-school conferences (such as parents communicating with teachers). However, only engagement that takes place at home was found to significantly affect children's academic performance (Bakker & Denessen, 2013; Desforges & Abouchaar, 2003; Henderson, A. T., & Mapp, K. L., 2002; Lusse, 2013; Pomerantz et al., 2007). According to research, home-based parental involvement is most beneficial for children's reading development at the beginning of their formal literacy education (Bokdam, J., Tom, M., Berger, J., Smit, F., & van Rens, C., 2014; Rasinski & Stevenson, 2005; Sacker et al., 2002). and, in particular, when parents encourage their kids to read (Castro et al., 2015).

Given how crucial it is for children to learn to read at home, families and parents must also be literate. It is necessary to develop an efficient method for teaching literacy at home in light of the numerous studies that have been conducted around the globe. All children have the same right to education, though it undoubtedly differs between families with high and low incomes, parents with different levels of education, and different family environments.

Because young readers still think in concrete terms, literacy instruction at home should be adapted to the needs of the students, at the very least, to help them become familiar with their surroundings. The learning that is developed in elementary schools is not to prepare students to become experts in science but to have academic foundations and basics of behaviour, which will be developed at the next level of education. At that age, it is still in the stage of laying the foundations for forming behaviour and holistically developing the potential for basic abilities (Babbitt, I., 2012).

This integrative review's goal is to examine in-depth the part that families and parents play in literacy learning at home by examining previous research articles in the literature and using the research question "what is the positive role of families and parents in literacy learning at home?" as a point of reference.

METHOD

The author conducted an integrative review in 2005 using the Whittemore & Knafl framework by looking at journal articles about home-based literacy. Combining journal articles that included qualitative and quantitative research findings led to the selection of this approach. For the discussants to fully understand the article, this method entails reading and thoroughly comprehending its contents while taking turns. The five stages of the integrative review method are problem identification, document search, data review, data analysis, and presentation Whittemore & Knafl, (2005)

Search Strategy

This integrative review is related to Home-Based Literacy, which is explicitly studied in the Education aspect, which will see how the role of parents and families is in its application. The literature review process begins with a search on scopus.com by searching within the article title and abstract; the keyword is Home-Based Literacy. After being selected with the criteria, 12 articles were included in this integrative review for further analysis.

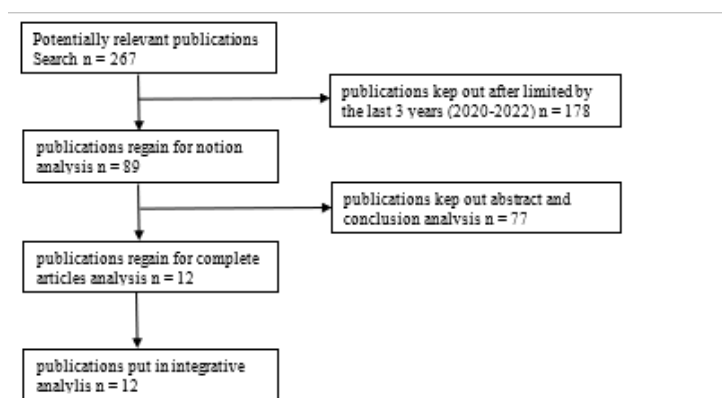


Fig. 1: stages of home-based literacy of integrative review

Screening

When searching for articles on the scopus.com website, 267 articles were identified (you can see the data search process in Figure 1). Selecting articles is by limiting research to 3 years, namely, 2020 to 2022. Abstracts and conclusions in articles are assessed based on inclusion criteria of home-based literacy for research in the field of education, published in English. In the end, 12 articles were eligible for integrative review.

Quality Assessment

The 12 articles that met the criteria were then written in a review matrix to look in-depth and ensure that parents and families play a role in home-based literacy. To improve accuracy, the primary studies were independently evaluated by two persons from the analysis team (authors one and two), and differences of opinion were discussed. If the ambiguity persists, the third teammate performs more judgments to reach a final settlement among the analysis teammates.

Table 1. Home-Based Literacy in the Research

No	Author	Title	Invention	Result
1	(Bennett et al., 2021)	Access to Multicultural Children’s Literature During COVID-19	One hundred fifty children, aged 5–15 years, come from low-income families. Many have limited access to technology and books at home. Funding was obtained from local organizations. The CARC book access initiative includes several elements: (a) selection of a book set consisting of quality multicultural fiction and nonfiction literature appropriate to children's backgrounds and age/grade level (we do not have reading level data available for children- child); (b) development of book response postcards to encourage understanding and a sense of connectedness with central staff; (c) delivery of books to children's homes; and (d) follow-up telephone communications with families	access to multicultural books gives children in this initiative a sense of connectedness to the community and, most importantly, affirmation of racial/cultural identity during a global health crisis and heightened civil rights. We recognize that CARC families and children need support in several ways, such as navigating virtual school, time management, and Reading Together strategies.

No	Author	Title	Invention	Result
			encouraging them to communicate with their children about the books and return the completed response postcards. These elements are described in more detail in the following sections	
2	(Neyer et al., 2021)	Beyond the numbers: Social and emotional benefits of participation in the Imagination Library home-based literacy programme	explore the social and emotional benefits of the program beyond what has been noted in the past grouped into four main areas: (1) many family members use and utilize books, (2) families are very proud of building their library, (3) families in the DPIL program associate reading very much with learning and academics. Success, and (4) the DPIL program helps families build traditions and routines around reading. In this section, parent and caregiver quotes are used to illustrate and name four areas of perceived benefit	Family responses indicate that participation in the DPIL program goes beyond enrolling children and that regular delivery fosters a sense of pride in owning books and the right to learning and teaching activities for families. The program also supports family emotional bonds by establishing routines and traditions around books. Most past evaluations of literacy programs have looked at test scores and school performance as indicators of success. This quantitative evaluation shows that children affiliated with DPIL show an increase in kindergarten readiness, the frequency of reading, and the length of time they read. These benefits directly and positively influence literacy and, ultimately, school success.
3	(Andersen et al., 2022)	Development of writing skills within a home-based shared reading	that a parent-focused co-book reading intervention with second graders could have spillover effects on children's growth in	The current finding that parent-focused reading interventions with second graders also have an effect on students' writing growth

No	Author	Title	Invention	Result
		intervention: Re-analyses of evidence from a randomized controlled trial	sentence-level and text-level writing skills over the academic year we found significant differences in children's writing skills at all four writing steps in early second grade across immigration status and mother's education the effect of the intervention on writing tends to be more vital for children from households with low maternal education. In addition, we find significant losses for boys in writing skills, and again, the effect of the intervention tends to be more vital for boys than girls The finding that a parent-focused co-reading intervention with second graders can impact writing skills is novel and important.	during the year is novel. It has several important theoretical and practical implications. Theoretically, we add causal evidence to the growing literature showing a link between reading and writing development. More specifically, our nuanced writing measure allowed us to see that this particular intervention had an effect, not at the word(spelling) level of writing, but on the sentence and text level writing measure, suggesting that the reading intervention had a spillover effect on spelling may also need more focus on phonology in interventions. More practically, these results broaden the horizon of our successful interventions beyond the classroom environment (e.g., Graham et al., 2018) to the home of primary school children. This is important because often parent-focused interventions are limited to the preschool or summer years. Finally, we show that parent-based reading interventions can reduce educational and gender disparities in writing skills that are apparent early in school. This is important because this gap tends to

No	Author	Title	Invention	Result
				grow over time, not shrink, which is why policies and programs that involve parents early and often hold promise as a profound way to improve reading and writing skills for all children.
4	(Derby et al., 2022)	Early literacy and child wellbeing: Exploring the efficacy of home-based literacy intervention on children's foundational literacy skills	Data sets were collected with eight children and their families over a twelve-week period, which correlated with the duration of the intervention. The final data set was collected six months after the intervention was stopped. The study used a crossover design, in which four children and their families participated in the RRR component of the intervention, which spanned six weeks, followed by the SSS intervention portion. The remaining four children participated in the same portion of the intervention but in reverse birth order	to early childhood educators and families on strategies adopted by stakeholders to cultivate solid cognitive skills essential for literacy success. The findings presented in this paper illustrate conclusively that home-based literacy interventions piloted with preschoolers and their families significantly impacted the cognitive skills children need to support them in early literacy success.
5	(Rey-Guerra et al., 2022)	Family engagement in early learning opportunities at home and in early childhood education centres in Colombia	Early learning opportunities in diverse socio-cultural contexts, particularly in low- and middle-income countries. Relationship of family involvement in learning activities at home (e.g., reading books, naming objects) and in early childhood education and care centres (e.g., attending meetings or workshops, helping in class) to children's emergent literacy and	Interventions and policies designed to increase family involvement in early learning opportunities in PAUD centers and at home can positively and independently impact early childhood development. Home-based and family-centred involvement predicted the early development of emergent numeracy, emergent literacy, social-emotional skills, and motor skills,

No	Author	Title	Invention	Result
			numeracy, social-emotional function, motor development, and executive function, as measured through direct assessment.	even after controlling for various individual and contextual variables.
6	(Alshatti et al., 2020)	Home-Based literacy practices of Arab mothers from Kuwait	Mother's education, child's age and child's sex. The findings suggest that Kuwaiti mothers engage their children in certain Home Literacy Practices/HLPs, though not regularly. An examination of scores for the four literacy routines at home (reading stories, telling stories, teaching numbers and letters, and reciting nursery rhymes) as a function of a mother's education level revealed that mothers with post-secondary training were significantly higher than mothers with low education... The participants were more likely to teach the letters and numbers of the alphabet to older (four to five years) preschoolers than younger (two to three years) children. No significant group differences appeared concerning the sex of the children.	Research has extensively documented that some home-based literacy activities, such as storytelling, shared book reading and exposure to print, support children's language development and literacy. This study explores home literacy practices (HLP) in a sample of Arab mothers from Kuwait. Current research underscores the need for Arab parents to be aware of their influential role in making daily interactions and practices at home a valuable environment of literacy and language enrichment for their children.
7	(Akkermans-Rutgers et al., 2021)	Is the twig bent as the tree is inclined? Children and parents interacting with school-distributed	Based on attitudes toward reading and skills of children and parents, we distinguish three profiles of readers: (1) Autonomously motivated readers, (2) Incompatible readers, and (3) Generations of non-readers. The practical	The prerequisite implication is that both children and parents appreciate the regular positive feedback on literacy activities in their homes and that, in approaching parents, it seems advisable to take

No	Author	Title	Invention	Result
		literacy assignments	implication of our research is that, to be enjoyable, reading assignments at home must be differentiated, non-repetitive, concrete, complete, and structured.	them for what they are: parents, not substitute teachers.
8	(Armstrong & Boughey, 2020)	Learning To Learn: Children's Language And Literacy Development In A Marginalized Community In Port Elizabeth	understanding literacy as a social phenomenon and not just as a cognitive process related to encoding and decoding text. Understanding reading and writing as social practices has profound implications for policies and initiatives to increase literacy.	The ethnographic nature of the study means that it is possible to gain insight into how children's home practices impact their learning potential. The homes in the study that this article reports on had little reading material, and adults did not read to children or engage extensively with them in other learning activities. Researchers (see, for example, Heath, 1982) have long shown that simple activities such as reading bedtime stories enable language and literacy development. In addition, research (see, for example, Ishengoma, 1988) has shown how verbal activities such as telling riddles can build vocabulary and teach cognitive functions such as compare and contrast. Geography and poverty are likely to affect the ability of parents and caregivers to interact with formal education initiatives in ways that will support them.
9	(Tong et al., 2021)	Supporting home literacy	Parents are encouraged to interact and practice with	The results of repeated measure analysis of

No	Author	Title	Invention	Result
		practices in promoting Chinese parents' engagement in their children's English education in low-SES families: An experimental study	their first graders in English speaking, listening, reading, and writing after school. Parents are encouraged to record or photograph their child's work and share it with teachers and the research team	variance revealed that the literacy intervention at home had a significant and positive effect on parents' reported involvement in their children's English learning. The qualitative results of the open-ended questions show that the home-based literacy activities not only support students' English learning outcomes and parents' English vocabulary but also increase students' motivation to learn English and foster parent-child relationships. The implications for home English literacy activities in low SES families are discussed.
10	(Hemmerechts, 2021)	The adjustment of home-based parental literacy involvement to the level of reading literacy of pupils in primary school: a quantitative formalization and empirical test	Previous research has shown that parental involvement at home appears to be socioeconomically stratified. To study this stratification, recent research has distinguished early and late parental literacy activities at home. Parents' initial literacy activities at home occur before elementary school, while parental final literacy activities at home occur during elementary school. This article focuses on the relationship between early and late home-based parental literacy engagement	So far, no attempt has been made in the literature to engage parental and reading literacy to formulate, construct, and test these equations.

No	Author	Title	Invention	Result
			and reading literacy in Western Europe.	
11	(Sonnenschein & Munsterman, 2002)	The influence of home-based reading interactions on 5-year-olds' reading motivations and early literacy development	Parents were also interviewed about the frequency with which their children engaged in reading activities at home. Children's phonological awareness, orientation to print, and story comprehension were assessed during spring kindergarten; their motivation to read was assessed at the start of first grade	The only significant correlation of skills related to children's early literacy was reported reading frequency. In contrast, the affective quality of reading interactions was the strongest predictor of children's motivation to read. These results emphasize the importance of the affective quality of reading interactions to foster children's interest in reading. Our study is one of the few to consider the affective quality of reading interactions. In general, the affective quality in the observed interactions is relatively high. In addition, good quality significantly predicts children's motivation to read. Videotape readings indicated that readers in interactions rated high on an affective quality noticed their listeners' engagement in the text and attempted to use the text to distract listeners.
12	(Froiland et al., 2013)	The long-term effects of early parent involvement and parent expectation in the USA	Student expectations (which are influenced by parental expectations) also significantly predict grade 8 achievement Parental involvement in homework and checking	These results suggest that parents can positively impact academic achievement through early home literacy and maintain solid expectations for their child to succeed in college.

No	Author	Title	Invention	Result
			grades in 8th grade had a slightly negative effect on achievement. Home literacy in kindergarten predicts grade 8 achievement indirectly through kindergarten achievement.	Because initial parental expectations have long-term effects on children, parental involvement interventions for young children need to be developed that also target increasing parental expectations. This study further clarifies the effect of family environment on educational outcomes. Early parent involvement and parental expectations are key longitudinal predictors of academic achievement. However, as children approach adolescence, parental expectations remain important, whereas parental involvement in homework and checking grades backfires.

Analysis

The twelve articles reviewed came from the Netherlands, Kuwait, Denmark, South Africa, the United States, New Zealand, Western Europe (Austria, Belgium, France, Denmark, Italy, Germany, Luxembourg, Sweden, and Norway), Colombia, and China. The author places them in one table (see table 1) to understand the invention, results and conclusions contained in the article. The final step in the analysis is reporting the findings, followed by discussion.

RESULTS AND DISCUSSION

The results obtained from a review of 12 articles led to a study of home-based literacy related to the role of parents and families in applying it to learning.

What are the roles of parents or family and their effects on home-based literacy?

As described in 12 research papers, the role of parents is very significant. Based on the paper, parents have a very vital role in the framework of learning at home. The role of parents or family includes reading books, naming objects (Rey-Guerra et al., 2022), reading stories, telling stories, teaching numbers and letters, and reciting nursery rhymes (Alshatti et

al., 2020). Reading bedtime stories can develop language and literacy (Armstrong & Boughey, 2020). parental involvement in cognitively and socio-emotionally stimulating activities (for example, reading books, telling stories, singing songs, playing, and naming things (Bornstein & Putnick, 2012; Bradley & Corwyn, 2005). Parents or families provide feedback to the teacher on the achievement of children's understanding of reading books (Bennett et al., 2021). parents are encouraged to interact and practice with their first graders in English speaking, listening, reading, and writing after school. Parents are encouraged to record or photograph their child's work and share it with teachers and the research team (Tong et al., 2021). parents become their child's first teachers and help parents establish themselves as active people (Neyer et al., 2021).

An increase in reading frequency and length of time reading with parents or family is beneficial and directly and positively influences literacy and, ultimately, school success (Neyer et al., 2021). Besides, it is also a predictor of children's motivation to read (Sonnenschein & Munsterman, 2002). Reading with parents also affects students' writing growth. Parent-based reading interventions can reduce educational and gender disparities in writing skills seen early in school (Andersen et al., 2022). Home-based literacy also significantly impacts the cognitive skills children need to support them in early literacy success (Derby et al., 2022). Home-based and centre-based family involvement predicted early development of emergent numeracy, emergent literacy, social-emotional skills, and motor skills, even after controlling for various individual and contextual variables. (Rey-Guerra et al., 2022). In its role in learning at home, reading assignments at home must be differentiated, not repetitive, and concrete, complete, and structured (Akkermans - Rutgers et al., 2021). Early parent involvement and parental expectations are key longitudinal predictors of academic achievement (Froiland et al., 2013). In addition, home-based literacy supports students' English learning outcomes and parents' English vocabulary, enhances students' motivation to learn English, and fosters parent-child relationships. (Tong et al., 2021). The program also supports family emotional bonds by establishing routines and traditions around books (Neyer et al., 2021).

In carrying out its role, there are also several aspects in the context of the successful implementation of home-based literacy, namely the level of parent's education and income. Mother's education level revealed that mothers with post-secondary training were significantly higher than mothers with lower education (Alshatti et al., 2020). the effect of the intervention on writing tends to be more vital for children from households with low maternal education (Andersen et al., 2022). Achievement gaps in student literacy skills based on socioeconomic status (SES) are widespread worldwide and are reported to be increasing (Chmielewski, 2019). geography and poverty are likely to affect the ability of parents and caregivers to interact with formal education initiatives in ways that will support them (Alshatti et al., 2020).

To overcome this problem, stakeholders must access books by stakeholders to provide free books that suit the needs of children at home. Children who grow up in homes with solid literacy environments – those with access to printed materials and someone willing and able to read with them – have better academic outcomes than children with poor home literacy environments (de Jong & Leseman, 2001; Tichnor-Wagner et al., 2016). Regular

delivery fosters a sense of pride in owning books and the right to learning and teaching activities for families (Neyer et al., 2021). The selection of books must be adjusted to the needs of students at each grade level, age, and instructional suitability. Each bag also includes crayons, healthy snacks, pens and paper (Bennett et al., 2021). Increased access to books can improve students' reading ability and academic achievement (Green et al., 2020). Educators should recognize their responsibility to collaborate with other stakeholders in schools and communities to actively address social and educational inequality (Bennett et al., 2021). The right of all children to have equal access to books that reflect their own lives, represent cultural diversity, and promote literacy and critical understanding as tools for justice and social change (Crisp, T. et al., 2016; Shin et al., 2020) DPIL books delivered to homes have an important place in families and that pride in books can represent the importance families, and children have in literacy and reading, which can play a role in academic success and staying in school (Neyer et al., 2021). Reading routines built around frequent book delivery increase reading frequency, which supports cognitive development and school readiness Cline & Edwards, (2013) as well as a love of reading (Sonnenschein & Munsterman, 2002).

CONCLUSION

Based on an integrative review of the role of parents and family in home-based literacy, the authors finally concluded that the role of parents and family in home-based literacy is significant in children's learning and development. Activities such as reading books, naming objects, reading stories, telling stories, teaching numbers and letters, reciting nursery rhymes, and reading bedtime stories are the duties of parents and families to support their literacy. Parents also need to provide feedback to teachers by taking notes, videotaping, recording reading activities with children, and then discussing them with teachers or related parties as a reflection. In carrying out its role, the level of education and parents' income also determine the activity's success. The higher the level of education and income, the easier it will be to carry out home-based literacy programs. On the other hand, the lower level of education and parents' income will also hinder the implementation. However, this can be overcome jointly between related parties, including the community and local organizations, to provide access to books distributed free of charge to children and parents at home.

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