



Creativity Book Project as A Strategy for Developing Early Childhood Reading Literacy through Parenting Activities

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Abstract

This research aims to explain the impacts and benefits of developing creativity books as a strategy for enhancing early childhood literacy, involving the role of parents in the learning process. Books are essential sources of information for children, and parents and teachers can provide literacy stimulation through engaging books. Involving students in creating creativity books and including parents in every step is a meaningful experience for children. The project aims to enhance children's creativity, provide an understanding of the benefits of books, and strengthen cooperation with parents in supporting children's literacy. This research employs a qualitative approach with a case study at the Early Childhood Education School, TK Widya Kusuma Sari Denpasar, through observation, structured interviews, and documentation studies. The results include several creative books students produced collaborating with parents in parenting activities. This study highlights the importance of developing early childhood literacy through creativity book projects. It emphasizes the role of parents in enhancing the quality of children's learning at home and school.

Keywords: *Creativity Books, Literacy, Early Childhood Education*



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INTRODUCTION

Education is the most effective means to achieve the goals of human life, both as individuals and as a nation (Kristianto, Susetyo, Utama, Fitriyono, & Jannah, 2023). Therefore, education encompasses all experiences that individuals accumulate throughout their lives. Education needs to address all characteristics and potentials across various aspects of learners' development, not only academically but also in nurturing all potentials children possess from an early age (Fatimatul Zuhroh, 2022). It is a learning process to increase knowledge, skills, and habits through teaching and training (Kartikawati, Roni, Purwanti, & Islam Negeri Raden Intan Bandar Lampung, 2022). By creating an enjoyable learning environment, learners can develop their potentials, including language intelligence (Primayana et al., 2020). Apart from providing comfortable learning experiences and adequate facilities, the teaching-

learning process requires interesting and creative activities to motivate learners to express their ideas or thoughts in every process (Utama, Eka, Wati, & Yani, 2023).

Supportive activities, comfortable learning environments, and existing standards are expected to enhance students' interest in learning (Aryani, Holman Siahaan, 2022). In the current era of globalization, many students find it challenging to cultivate creative attitudes towards acquiring new knowledge, such as broadening perspectives through reading habits. A person who enjoys reading gains more knowledge and insight. However, the culture of reading has not been well-implemented in society. This lack of reading culture leads to a deficiency in examples and support for children to develop reading interests. The absence of storybooks at home and the lack of communication and reading activities with children diminish children's interest in reading (Amalia & AH, 2019). In the current 4.0 era, or what we call Gen Z, children are rarely acquainted with printed books due to their access to games and information readily available through digital gadgets (Siahaan & Maemunah, 2021). Technological advancement is not a taboo subject, especially for children born into a technologically-rich environment (Yulianto, Maryana, Rumfot, Ridhwan, & Jasiah, 2023). However, technological sophistication sometimes leads to difficulty in limiting activities, as everything becomes easily accessible to children. With their gadgets, children prefer socializing, playing, and communicating in the virtual world (Utama, 2017). This indirectly affects children's language development. The lack of language skills results from children's diminished interest in exploring interesting subjects, limited socialization, and a lack of vocabulary.

In Indonesia, the reading culture has not thrived well, as evidenced by the latest PISA scores indicating Indonesia's decline in reading proficiency. On Tuesday, December 3, 2019, Indonesia's reading score ranked 72 out of 77 countries, marking a decline from 2015 when Indonesia ranked 65th in reading. Among Southeast Asian countries, Indonesia and the Philippines rank the lowest in reading proficiency (Liputan 6 Jakarta). This is primarily due to the need for more reading interest among children. Similarly, at TK Widya Kusuma Sari, there needs to be more interest in reading among some children, who seem disinterested in books, the source of knowledge.

The Ministry of Education and Culture, through the Language and Book Development Agency, strives to enhance book procurement in schools and communities, as mandated by Law Number 3 of 2017 on the Book System. Furthermore, the Ministry has issued Regulation Number 23 of 2015 on Character Education through a 15-minute reading habit before class. Following this legal mandate, it is essential to establish practical cooperation between schools, including principals, teachers, students, and parents, to cultivate children's reading interests from an early age.

TK Widya Kusuma Sari in Denpasar has been an early childhood education institution since 1986. It is owned by Banjar Dukuh Sari and managed by the Widya Kusuma Sari Foundation. In the 2023-2024 academic year, there are 27 students, comprising 6 in Group A and 21 in Group B. This study focuses on 5 children from Group B who exhibit lower reading interests than their peers. These children need to show more interest in reading materials, including storybooks, letter cards, or literacy-related games during learning activities. Evaluation and observations reveal a need for parental stimulation regarding reading material introduction, communication, and

children's learning styles, which lean towards direct exploration, leading to a natural interest in certain subjects.

Drawing from prior research, several topics serve as references and development frameworks for our study (Rizkiyah, 2022). explores the development of digital-based illustrated storybooks to enhance digital literacy skills among 4-5-year-old children (Irna, 2019). Emphasizes fostering early reading interests through family literacy programs, highlighting the importance of early reading habits through parental involvement at home (Muallifah, 2018). focuses on storytelling as a parenting method for early childhood intelligence development. Karima & Kurniawati (2020) present a systematic review of early literacy activities conducted by parents and caregivers at home. (Utami & Kurniawati, 2022) discuss parental involvement in developing reading interests among early childhood children through dialogic reading techniques and shared reading habits at home. (Yuswati & Setiawati, 2022) emphasize the role of parents in nurturing reading interests among 5-6-year-old children through upbringing, role modeling, and providing literacy facilities. (Amalia & AH, 2019) highlight parental roles in introducing literacy culture to enhance early childhood language intelligence, focusing on parental efforts at home and their participation in introducing reading materials and conducive literacy environments.

These studies underscore the importance of parental involvement in early childhood literacy development, focusing on reading habits, storytelling techniques, and creating supportive literacy environments. Similarly, our study focuses on how learning activities serve as stimuli to enhance child literacy, with parental support. Conducted at TK Widya Kusuma Sari Denpasar, our program aims to engage children in creative book-making projects using recycled materials, with parental support. The research aims to investigate the effectiveness of this program in enhancing early childhood literacy at TK Widya Kusuma Sari Denpasar, focusing on planning, organization, implementation, outcomes, and evaluation of the creative book-making project as a literacy development strategy through parental involvement. The study's four main questions revolve around planning, organization, implementation, and outcomes and evaluation of the project. The research objectives include understanding the influence of planning, organization, implementation, outcomes, and evaluation of the project on early childhood literacy development. Thus, the study aims to provide insights into the effectiveness of the learning program and strategies for early childhood literacy development through parental participation at TK Widya Kusuma Sari Denpasar.

METHODOLOGY

This research employs a qualitative approach with a case study as the primary method, allowing for in-depth analysis of social phenomena, events, attitudes, and beliefs. Data are collected through observations, interviews, and documentation from both primary and secondary sources (Arias, Arias, & Rodríguez-Medina, 2021). The research site is TK Widya Kusuma Sari in Denpasar, chosen for its relevance to the research objectives. The research period extends from September 25, 2023, to October 26, 2023. The research design utilized is descriptive qualitative with a case study approach, aiming to interpret the impact of the creative book project on early childhood reading literacy at TK Widya Kusuma Sari, Denpasar. Informants include teaching staff and parents involved in the creative book project. Research subjects

comprise TK Widya Kusuma Sari students, supervising teachers, and parents of students. Data collection involves observation, interviews, and documentation, with random sampling techniques applied to select 5 samples. The main research instruments are interviews and questionnaires. Data analysis involves the process of data reduction, data presentation, and data verification to present focused and accountable conclusions regarding the research problem (Maulina et al., 2022).

RESULTS AND DISCUSSION

The Effect of Creativity Book Project Learning Planning as an Early Childhood Reading Literacy Development Strategy Through Parenting Activities

From the formulation of the problem in this study, it is explained about the effect of creativity book project learning planning as one of the literacy development strategies of students at Widya Kusuma Sari Kindergarten, Denpasar. From the interview and observation process with parents, the following data was obtained.

Table 1. Observations and interviews with parents before the use of creativity books

No	Indicator	Less	Enough	Good
1	Reading literacy in children	3	2	-
2	Letter recognition	3	2	-
3	Picture recognition	3	2	-

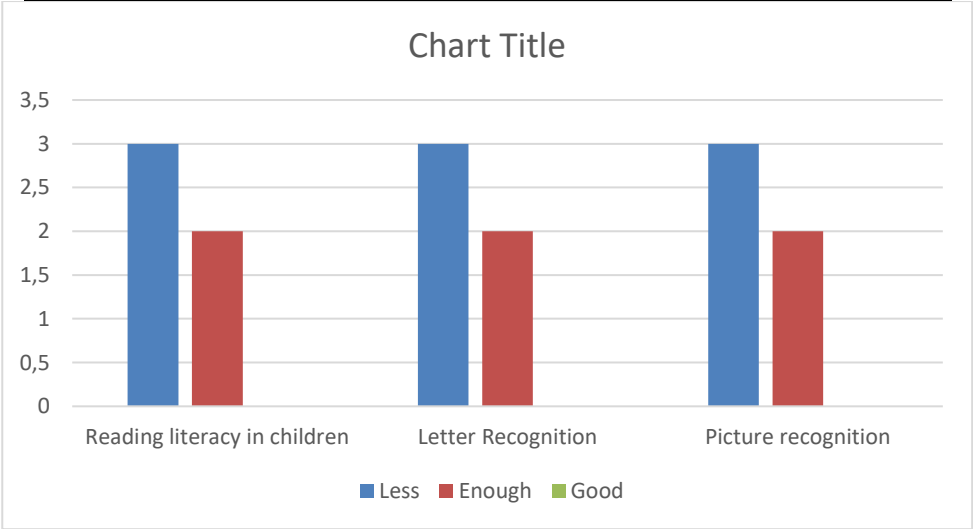


Figure 1. Observations and Interviews with Parents before the Use of Creativity Books

From the data above, it is obtained that parents understand about reading literacy in children, recognizing or reading letters and recognizing pictures in books is still not developed. For reading literacy, no one can do it. There are 3 children who are lacking and 2 children who are sufficient. The same goes for letter recognition and picture recognition.

Table 2. Observations and interviews with parents after the use of creativity books

No	Indicator	Less	Enough	Good
1	Reading literacy in children	-	-	5
2	Letter recognition	-	-	5
3	Picture recognition	-	-	5

Table 2 shows significant results after doing the creativity book project with parenting activities. The children have developed quite well. They can read stories, letter recognition and picture recognition with these strategies and methods.

Organizing Creativity Book Project Learning as a Strategy for Developing Early Childhood Reading Literacy through Parenting Activities

Parenting activities have a very important role. Learning with creativity books is one way to develop reading literacy for children at Widya Kusuma Sari Kindergarten, Denpasar. Parenting itself is a continuous process of interaction between parents and children with a variety of activities as a form of modeling for children through the role of parents. The creativity book is one form of parents teaching letters or alphabets, pictures and also the contents of the story to children so that they understand and understand what is contained in the book. By organizing learning using creativity books, the development of reading and learning of early childhood children can develop quite well.

Implementation of Creativity Book Project Learning as a Strategy for Developing Early Childhood Reading Literacy through Parenting Activities

From the formulation of the problem in this study, it is explained about the correlation and relevance of the role of parenting and literacy of students at Widya Kusuma Sari Kindergarten, Denpasar. This research was conducted by conducting interviews with teachers at the school to present and introduce the characteristics that are related to parenting for their children. It appears that the role of parents in reading literacy is very important. This is due to the relationship between interaction and communication from parents to children.

This study also observed the literacy of the students with the creativity book which presents 3 types of literacy consisting of reading, writing and numeracy literacy. The three types of literacy are presented by adjusting the development of children into the form of games. The results obtained are as follows:

Table 3. Students' ability in literacy before receiving parental care

No	Student	Gender	BB	MB	CB	BSH	BSB	Follow-up
1	PT	P			✓			Reading the Story
2	MD	L		✓				Conveying the Content of Reading
3	IKW	L	✓					Learning to recognize the Alphabet
4	ABP	P			✓			Reading the Story
5	NFN	P	✓					Learning to recognize the Alphabet

Description:

BB: Undeveloped (Can't recognize letters yet)

MB : Starting to Develop (Can read but with direction)

CB : Fairly developed (Can read but not yet fluent)

BSH : Developing as expected (Can read and write quite smoothly)

BSB : Very well developed (Can read and write very fluently and consistently)

Table 4. Frequency of Child Literacy Development

BB		MB		CB		BSH		BSB	
Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
2	40%	1	20%	2	40%	0	0 %	0	0%

Tables 1 and 2 present the children's development in reading literacy before getting parenting from parents with creativity books. For the Not Developing category there were about 2 students or 40% of the total 5% of students. While for Starting to Develop there is also 1 student. While for the Moderately Developed category there are 2 students with a percentage value of 40%.

Knowing the Results and Evaluation of Creativity Book Project Learning as a Strategy for Developing Early Childhood Reading Literacy through Parenting Activities

Table 5. Students' Ability in Literacy After Receiving Parenting Activities

No	Student	Gender	BB	MB	CB	BSH	BSB	Parenting Intensity
1	PT	P					✓	Very Good
2	MD	L					✓	Very Good
3	IKW	L				✓		Good
4	ADP	P					✓	Good
5	NFN	P				✓		Very good

Description:

BB: Undeveloped (Can't recognize letters yet)

MB : Starting to Develop (Can read but with direction)

CB : Developing enough (Can read but not yet fluent)

BSH : Developing as expected (Can read and write quite smoothly)

BSB : Very well developed (Can read and write very smoothly and consistently)

Table 6. Frequency of child literacy development

BB		MB		CB		BSH		BSB	
Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
0	0%	0	0%	0	0%	2	40%	3	60%

Through the data above, it was found that there was a significant change in the reading literacy process of children after getting parenting from parents with the creativity books given to them. There are about 3 children in the Very Good Developing category with 60% achievement. While 2 children are in the Developing As Expected category. With these results, it provides evidence that the influence of parenting has a role.

The discussion of the results of this study highlights the significant influence of creativity book project learning planning as a strategy for developing reading literacy in early childhood through parenting activities. The creativity book was shown to

make a major contribution in improving children's reading literacy understanding and skills, both for teachers and parents. This research provides an in-depth insight into the organization of learning using creativity book projects as an early childhood reading literacy strategy. The process of organizing learning between teaching staff and parents is proven to have a positive impact in developing children's reading literacy skills. The results of the implementation of learning using creativity book projects show a significant improvement in early childhood reading literacy. Children showed development in line with expectations, with the percentage reaching 60% from the previous 0%. In addition, the learning evaluation showed encouraging results, where there were no more children who had not developed or only began to develop after the application of creativity books. All children successfully improved their reading literacy skills through the strategies implemented. This illustrates the success of creativity books as a tool for early childhood reading literacy development through parenting activities.

Parents have a very important role in helping and developing children's abilities when they learn at home. Without the support and active participation of parents, it will be very difficult for children to develop. This is because according to Sholikah (2021) that children need active support and concrete participation from all elements in the world of education, including parents. The vital role of student guardians is one of the keys to success in the learning process in addition to the creativity of the teachers and the learning motivation of the children. The family environment is a crucial environment in carrying out the interaction process and stimulating children's abilities in the parenting patterns presented by parents (Sholikah & Umi, 2021).

The results of this study are in line with research from Rizkiyah (2022) which presents the Development of Digital-Based Picture Storybooks to Improve Early Childhood Digital Literacy Skills. This research from Rizkiyah presents the results that there is an effect of picture storybooks with a digital base on digital literacy in children aged 4 - 5 years. While the research conducted at Widya Kusuma Sari Kindergarten presented that parenting from parents supports the development of reading literacy skills of children. While research from Irna (2019) on Growing Early Childhood Reading Interest Through Family Literacy Implementation presents that there is a fairly developed reading interest of early childhood children. In line with the results of this study, the research at Widya Kusuma Sari Kindergarten also found significant developments in the reading literacy process of early childhood with parenting from parents. Then research from Muallifah (2018) on Storytelling as a Parenting Method for Early Childhood Intelligence Development presents the results that storytelling provides the ability to improve children's language intelligence as well as creativity and instill morals in early childhood. In line with the research being conducted that parenting from parents provides a crucial role in the development of literacy for children. Then research from Karima & Kurniawati (2020) that Parents' Early Literacy Activities in Early Childhood activities that can be done to improve early literacy are shared reading or book reading, grocery games, writing letters, spelling, describing pictures, and spontaneous writing. These activities can have an impact on children's literacy development. This study also found that creativity books used by parents in applying parenting to children can improve their literacy. From Utami & Kurniawati (2022) regarding Parental Involvement in Developing Pre-School Early Childhood

Reading Interest that parental involvement in developing children's interest in reading can be done through book sharing activities and reading with children. And these results are in line with research at Widya Kusuma Sari Kindergarten which presents that parenting with creativity books can provide development to children's literacy. Yuswati & Setiawati's research (2022) on the Role of Parents in Fostering Reading Interest in Early Childhood 5-6 Years is the role of parents in fostering children's interest in reading with parenting from parents who can provide early interest in reading. The creativity book used by parents in presenting literacy parenting to children has a significant impact. Likewise, research from Amalia & AH (2019) on the Role of Parents in the Introduction of Literacy Culture to Improve Language Intelligence of 5-6 Year Old Children which results in the introduction of a literacy culture in increasing the language intelligence of 5-6 year old children with the role of parents at Cahaya Bunda Lhokseumawe Kindergarten presents a significant increase. This research is in line with research at Widya Kusuma Sari Kindergarten which presents the results that the role and parenting of parents in developing reading literacy in early childhood is going well.

The contribution of this research can provide a deeper understanding of the role of creativity books in developing early childhood reading literacy. Books are not only a source of information, but also an effective tool in stimulating children's interest in reading. By involving children in the process of making creativity books, both at school and at home with their parents, this study aims to enhance children's creativity, introduce them to the benefits and content of books, and strengthen cooperation between children and parents in supporting reading literacy.

CONCLUSION

This study has revealed that parenting plays an important role in early childhood reading literacy development at Widya Kusuma Sari Kindergarten. The results show variations in the level of literacy development, with a small proportion of students still in the Moderately Developing category. Analysis of the observation and interview process highlighted the direct impact of parenting on early childhood reading literacy. With creativity books as a medium, parents can be actively involved in improving their children's literacy skills. The results also showed a significant increase in children's literacy levels after the intervention, where some children managed to reach the Very Good Developing and Developing As Expected categories. Future research recommendations include expanding the sample, adopting continuous research and introducing more varied variables to deepen the understanding of the relationship between parenting, creativity books and early childhood reading literacy. By implementing these recommendations, it is hoped that future research can make a more significant contribution to improving early childhood reading literacy through the involvement of parents and schools.

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