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# The Effectiveness of Using a Monitoring Book for Parental Involvement in Early Childhood Pre-Literacy Development

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## Abstract

This research is aimed to: (1) Examining the feasibility of parental involvement monitoring book in early childhood preliteracy's development, (3) Measuring the effectiveness of the use of involvement monitoring book in early childhood preliteracy's development. This research was using the experimental under ADDIE research and development model approach with quantitative method. The feasibility test was conducted using the Likert Scale. In the meantime, the effectiveness test was analyzed using the normality test, homogeneity test, t-test with a significance level of 0.05 and the N-Gain test. The results of the development research show: (1) monitoring books of parental involvement in early childhood development met the criteria of "highly feasible" with a score range of  $74 \geq 68.25$  by media experts,  $53 \geq 48.75$  by linguists, 398 by parents, and 104 by teachers; (2) the results of the effectiveness test using the N-Gain test analysis obtained a result of 0.334 on the aspect of parental involvement in children's preliteracy's activities at home with the criteria of "enough effective", while in the aspect of preliteracy's development the child obtained a score of 0.40 with the criteria of "enough effective".

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## INTRODUCTION

Education is one of the keys to an individual's success and a country's progress. Education can progress well if supported by good literacy skills (Nikmah et al. 2021). Therefore, it is deemed

important to cultivate children's literacy experiences from an early age to build a strong foundation for their literacy skills in the future (Levy, Gong & Hesel, 2005).

Meilasari (2021) mentioned in her research findings that a child with good pre-literacy skills will find it easier to learn how to read and write, which will have a positive impact on the child's academic abilities in the future. If students have good literacy skills, they will later be able to think critically about phenomena and various problems around them, and then solve them with the knowledge they gain from an educational process. In short, if a student's literacy skills are good, they will also be able to understand the material in the educational process well because there is motivation to learn and read within the student (Rohim & Rahmawati, 2020).

Early Childhood Education Institutions (PAUD) as one of the non-formal educational institutions certainly play an important role in helping parents educate preschool children regarding pre-literacy skills before entering primary school age and beyond. Nuraeni (2016) stated that parents play an important role in a child's development, especially in literacy. The role of early childhood education institutions in developing children's pre-literacy at school is to complement the pre-literacy activities that parents conduct at home, by one of the functions of non-formal education, which is to serve as a complement. Meanwhile, the role of parents at home should be more dominant by: (1) Providing literacy facilities for children, (2) Interacting with children through reading storybooks, role-playing, encouraging children to tell stories, and singing, (3) Being a role model for children by regularly reading in front of them (Primaya, Dewi, Gunawan, 2020). Therefore, communication and cooperation between early childhood education institutions and parents must be continuous to develop children's pre-literacy skills to the fullest (Hapsari, Ruhaena, & Pratisti, 2017).

Literacy at an early age can be fostered through various activities both at home and at school. In the pre-literacy stage, a young child acquires knowledge not through established teaching methods, but by engaging in simple activities such as observing and participating in literacy activities close to the child, or other words, through daily activities (Hapsari, Ruhaena, & Pratisti 2017).

Activities in schools or educational institutions (in this case, specifically Early Childhood Education) as a complement to children's pre-literacy activities at home should be designed based on a miniature society, which can reflect life so that it can be used for their future appropriately (Dewey, 1976). In line with Dewey's perspective, KEMDIKBUD has created a program of early childhood pre-literacy activities as a manifestation of miniature societal activities in children's pre-literacy activities. According to KEMDIKBUD, these pre-literacy activities can be carried out by families and early childhood education institutions, which include: (1) play-based literacy, (2) reading books to children by parents, (3) environment-based literacy development, (4) interest and hobby-based literacy, (5) literacy developed through local culture, and (6) providing feedback to children from both parents and teachers.

Therefore, the responsibility for a child's literacy skills is essentially a shared responsibility between early childhood education institutions and the family, which includes the roles of both parents (father and mother) who are the primary and main educators for the child (Primaya et al, 2020). Parents, who act as the primary and main educators of their children, are certainly more dominantly responsible for the child's literacy skills, awareness, interest, and development (Primaya, Dewi, Gunawan, 2020). Meanwhile, early childhood education (PAUD) institutions, as non-formal

educational institutions, only assist parents in educating their children in literacy and preparing them for further education, namely basic education, through the introduction of pre-literacy activities discussed in the previous paragraph (Diana, 2022). Therefore, the concept of an early childhood education institution (PAUD) must align with the concept of education at home, so that the child's growth and development can proceed effectively (Primayana, Dewi, Gunawan, 2020).

The real problem today is that parents are still less concerned about their children's pre-literacy skills. The lack of proactive parental involvement in supporting children's pre-literacy skills is reflected in parents who have not yet become role models for their children in literacy (Beter, Gould, Collins, Anderson, & Stark, 2024). The low involvement of parents in the development of children's literacy can be caused by various factors, namely the parents' busyness with work (Fikriyah, Titi, and Anri, 2020), economic factors that prevent them from buying many books to be used as teaching materials at home, and the lack of continuous monitoring efforts from parenting activities or training conducted by early childhood education institutions and parents, which can make parents aware of their role as the primary educators in terms of children's pre-literacy skills (Irzalinda, 2018), as well as the lack of education for parents regarding children's pre-literacy activities at home (Annisa, Ipungkarti, Saffanah, 2021).

If analyzed more closely, starting from the COVID-19 pandemic, children's learning activities predominantly took place at home, which required parents to spend more time supervising and guiding their children during home learning activities (BdR) (Ratten, 2023; Alshaboul, et.al, 2024). That event should make parents more aware of their proactive role in the development of pre-literacy in children at home through activities such as storytelling, playing, reading, and writing together, or other activities that can stimulate the development of children's pre-literacy through their achievements as a form of continuous activities from school, even though the pandemic period has ended (Kurniati, Alfaeni, Andriani & Zahra, 2021).

To address these issues, some early childhood education institutions (PAUD) have indeed conducted mentoring and monitoring activities, but only in the form of end-of-semester reports, either in book form or e-reports that are currently being developed (Rahmatika, Husein, Isnain, 2020). In addition, early childhood education institutions often hold parenting programs or support for parents related to optimizing their roles in their children's learning activities, with the hope that parents become more aware of their roles as the primary educators of pre-literacy children at home (Siti & Nasution, 2021). Guidance books often become a choice as an educational medium for parents about their role as the primary educators of their children at home (Hunkin, 2019).

Referring to the explanation in the previous paragraph, it can be analyzed that the media commonly used to monitor children's learning activities at school and home is the agenda book, which usually contains reports in the form of a checklist by teachers regarding children's learning activities at school. The agenda book monitoring media, or the communication book between parents and teachers, is chosen because it is considered to facilitate the monitoring of children's activities and parents at home (Basri, Tamin, Asnari, Syarli, Nurahmad, 2020). Meanwhile, guidebooks are often chosen as educational media because they can enhance parents' skills, knowledge, and attitudes (Jannah, 2016).

However, if analyzed, the existing monitoring book media has several shortcomings that result in suboptimal output or results from the monitoring product (Nashikhah, 2019). The agenda book as a monitoring medium is mostly one-way and is not organized based on children's activities

and achievements as a guide and is not accompanied by information related to children's pre-literacy (Sulistyaningrum, 2019). Monitoring in such a form is considered less appropriate. It is highly unfortunate considering the importance of monitoring activities that serve as a basis for evaluating children's literacy development (Alben, 2016).

Referring to the aforementioned issues, the researcher feels the need for the role of non-formal education or community education in providing facilities in the form of monitoring media that can also serve as educational media and continuous guidance in the form of a book monitoring parental involvement in the pre-literacy development of early childhood. The book on monitoring parental involvement in early childhood pre-literacy development is expected to serve as a monitoring medium for parents and teachers to enhance parental involvement in children's pre-literacy development both at home and at school in a more continuous manner.

## **METHODS**

The approach used in this research is research and development with an experimental method and ADDIE model. The use of research and development was chosen because solving the problem requires the development of a validated product that is systematically reviewed to obtain empirical data. In addition, the use of the research and development method is also considered the right choice in researching because one of the scopes of the results from using the research and development method is the development of an educational supervision model by testing the validity of monitoring to achieve more optimal final results (Sugiyono, 2020).

The selection of the experimental method is used to obtain empirical data related to the effectiveness of the parental involvement monitoring book in early childhood pre-literacy development by comparing the condition of the group before treatment with the condition of the group after treatment using the parental involvement monitoring book in early childhood pre-literacy development with t-test or t-test and N-Gain analysis.

### **a. Product Testing Design**

The steps in conducting product validation and evaluation are as follows:

#### 1.) Validation

The pre-validation stage is a discussion phase between the researcher and the supervisor before the researcher validates the product with media and language experts. The discussion is conducted by reviewing the content, layout, and so on in the book monitoring parental involvement in the pre-literacy development of children aged six to refine the product before it is validated by media and language experts.

#### 2.) Product Validation by Expert

Product validation is carried out by one media expert and one language expert. Validation by the media expert is conducted to obtain feedback and improvements on the early childhood pre-literacy detection book through monitoring activities related to the design, content, and model of the book. Meanwhile, validation by language experts is conducted to obtain input and improvements from the perspective of content and grammar.

#### 3.) Parent and Teacher Effectiveness Test

The effectiveness test is conducted by parents about the use of a monitoring book for parental involvement in the pre-literacy development of young children during learning at home and school.

The testing by parents aims to determine the effectiveness of early literacy monitoring for young children based on parental assessment. The results of the effectiveness test by parents will later be used as final revision material to make the developed product more perfect.

**b. Test Subject**

The determination of test subjects in this study will use Simple Random Sampling. Simple Random Sampling and using purposive sampling techniques as the basis for selecting research subjects. This is because the researcher wants the subject selection to be based on the objectives and problems of the research.

The research subjects in this study include one media expert, one language expert, and four teachers to assess the feasibility of the monitoring book. Then, to determine the effectiveness of the monitoring book, the researcher selected 14 parents of the students as subjects. The researcher conducted a limited trial due to budget and time constraints.

**c. Techniques and Instruments for Data Collection**

The data collection technique used in this research is product validation by media and language experts with the expert judgment technique through closed and open questionnaires, as well as the distribution of closed questionnaires to 15 parents and 4 teachers.

**d. Analysis Data Technique**

The data analysis technique used in this research is descriptive statistical analysis, which will be calculated using the Likert scale reference with t-test and N gain. This scale measures an individual or group's attitudes, opinions, and perceptions toward a social phenomenon. Modifying the 4-point scale chosen in the Likert Scale aims to prevent respondents from selecting answers that tend to be neutral (Hadi, 1991). The formulas, tables, and value conversions are as follows (Sugiyono, 2020).

$$\bar{X} = \frac{\sum X}{n}$$

Keterangan:

- $\bar{X}$  : average calculation
- $\sum X$  : total score
- n : total response

Table 1. Likert Score Scale

Criteria	Score
Highly Feasible	4
Feasible	3
Unfeasible	2
Highly Unfeasible	1

Table 2. Criteria Score

Interval Score	Description
$X \geq \bar{X} + 1.5 SBx$	Highly Feasible
$\bar{X} + 1.5 SBx > X \geq \bar{X}$	Feasible
$\bar{X} > X \geq \bar{X} - 1.5 SBx$	Unfeasible
$X \leq \bar{X} - 1.5 SBx$	Highly Unfeasible

(Djemari Mardapi, 2012)

The results obtained with the above formula will then be analyzed descriptively, and presented in score distributions and percentages according to the predetermined assessment scale. After being analyzed using descriptive statistical analysis techniques, the data will then be described and concluded according to each indicator. The feasibility percentage can be written in the following table:

Table 3. Likert Scale Persentance

Persentance	Interpretation
76% - 100%	Highly Feasible
56% - 75%	Feasible
40 - 55%	Unfeasible
0 - 39%	Highly Unfeasible

(Suharsini Arikunto, 2013)

Before N gain and t-test were used, the data needed to be calculated with the normality and homogeneity test with hypothesis and p score 0.05:

a.) The hypothesis of the normality test:

Ho: The data is normally distributed

Ha: The data is not normally distributed

b.) Hypotesis homogenitas

Ho: Populasi yang dikenakan *treatment* homogen

Ha: Populasi yang dikenakan *treatment* tidak homogen

After the normality and homogeneity tests, a t-test and n-gain were conducted with a p-value of 0.05 using the following formulas, hypotheses, and criteria (Sugiyono, 2013):

O<sub>1</sub>

O<sub>2</sub>

Note:

O<sub>1</sub> : The group situation before given treatment

O<sub>2</sub> : The group situation after given treatment

Ho: There is the difference average between after and before treatment

Ha: There is not the difference average between after and before treatment

Table 4. The N-Gain Category

N-Gain Score	Category
$g > 0,7$	High
$0,3 \leq g \leq 0,7$	Middle
$g < 0,3$	Low

(The N-Gain Score-Category according to Metzler)

## RESULT AND DISCUSSION

### a. Media Expert's Validation

The first validation was conducted by Prof. Dr. Sujarwo, M.Pd. as a media expert. The initial validation was carried out using a questionnaire with four aspects consisting of content aspects,

graphical aspects, usefulness aspects, and systematic aspects. The validation results are made into a table as below (following the conversion):

Table 5. The Average Result Conversion Media Expert

Interval Score	Description
$X \geq \bar{X} + 1.5 SBx$	$X \geq 68.25$ Highly Feasible
$\bar{X} + 1.5 SBx > X \geq \bar{X}$	$68.25 > X \geq 52.5$ Feasible
$\bar{X} > X \geq \bar{X} - 1.5 SBx$	$52.5 > X \geq 36.75$ Unfeasible
$X \leq \bar{X} - 1.5 SBx$	$X \leq 36.75$ Highly Unfeasible

Table 6. The Average Result for Media Expert

No	Indicator	Total skor	Scoring criteria
1	The content feasible	14	Highly Feasible
2	The graphic feasible	31	Highly Feasible
3	The usefulness feasible	22	Highly Feasible
4	The systemic feasible	7	Highly Feasible
Total		74	Highly Feasible

Based on the average results of the media expert assessment that have been obtained as shown in the table above, a total value of 74 is obtained. Furthermore, the total value is converted to the interval value that has been calculated in Table 12. After being converted, the total value results are in the interval  $X \geq 68.25$ , which means that the product of the monitoring book for parental involvement in children's pre-literacy development is in the "highly feasible" criteria. If converted into a percentage, the percentage result is 88.19, which means that the product developed is in highly feasible criteria as shown in the following table:

Table 7. Interpretation of The Result Validation Presentace by Media Expert

No	Indicator	Result Presentance	Interpretation
1	The content feasible	87.5 %	Highly feasible
2	The graphic feasible	86.1 %	Highly feasible
3	The usefulness feasible	91.66 %	Highly feasible
4	The systemic feasible	87.5 %	Highly feasible
Total		88.19 %	Highly feasible

### b. Linguist Expert's Validation

The second validation was carried out by a linguist, namely Dr. Tadkiroatun Musfiroh, S.Pd., M.Pd., the researcher used a tool in the form of a questionnaire with the first aspect being the feasibility of book content consisting of six indicators, and the second aspect being the feasibility of book language consisting of nine indicators. The value of the questionnaire results that have been obtained, calculated the total score of the value and converted by paying attention to the following:

Table 8. The Average Result Conversion Linguist Expert

Interval score	Description
$X \geq \bar{X} + 1.5 SBx$	$X \geq 48.75$ Highly Feasible

$\bar{X} + 1.5 SBx > X \geq \bar{X}$	$48.75 > X \geq 37.5$	Feasible
$\bar{X} > X \geq \bar{X} - 1.5 SBx$	$37.5 > X \geq 26.25$	Unfeasible
$X \leq \bar{X} - 1.5 SBx$	$X \leq 26.25$	Highly Unfeasible

Table 10. The Average Result for Linguist Expert

No	Indicator	Amount	Criteria Score
1	The content feasible	21	Highly Feasible
2	The graphic feasible	32	Highly Feasible
<b>Total</b>		53	Highly Feasible

When converted according to Table 10, the value of 53 is in the score interval  $X \geq 48.75$ , which means that the monitoring book for parental involvement in early childhood pre-literacy development is in the “highly feasible” criteria. If converted in percentage form, the following results are obtained:

Table 11. Interpretation of The Result Validation Presentace by Linguist Expert

No	Indicator	Result Persentace	Interpretation
1	The content feasible	87.5 %	Highly Feasible
2	The graphic feasible	88.9 %	Highly Feasible
<b>Total</b>		88.2 %	Highly Feasible

### c. Teachers’s Validation

After validation by media experts and linguists three times, the monitoring book on parental involvement in children's pre-literacy development was tested for one month in a small class with research subjects totaling 15 parents, and 4 teachers at PAUD Rahmatul Ummah. After the trial period of one month, parents. From the results of the trial, the following feasibility data were obtained:

Table 12. Feasibility Results of using the Monitoring Book for Parental Involvement in Early Childhood Preliteracy Development by Teachers

No	Indicator	Score				Amount
		Teacher 1	Teacher 2	Teacher 3	Teacher 4	
1	The content feasible	12	12	7	11	42
2	The understanding feasible	4	4	2	3	13
3	The easy of use feasible	4	4	2	3	13
4	The easy scoring feasible	4	4	2	3	13
5	The parent response scoring feasible at school	2	3	2	3	10
6	The teacher feed back feasible	4	4	3	2	13
<b>Total</b>						104

Table 13. Total Conversion of The Feasibility of Using the Monitoring Book for Parental Involvement in Early Childhood Pre-literacy Development by Parents

Interval Score	Description
$X \geq \bar{X} + 1.5 SBx$	$X \geq 19.5$ Highly Feasible
$\bar{X} + 1.5 SBx > X \geq \bar{X}$	$19.5 > X \geq 15$ Feasible
$\bar{X} > X \geq \bar{X} - 1.5 SBx$	$15 > X \geq 10.5$ Unfeasible

$$X \leq \bar{X} - 1.5 SBx$$

$$X \leq 10.5$$

Highly Unfeasible

Based on the results of the assessment of the six indicators of the feasibility of monitoring book parental involvement in children's pre-literacy development by four teaching teachers a total score of 104 was obtained. If the score of 104 is converted to the value conversion table, it is in the range of  $X \geq 19.5$  with the criteria "highly feasible".

#### d. Parents's Validation

After got the result of teachers's validation the next step is to get the parent's validation as a practition. Based on the calculate by SPSS application, the data obtained:

Table 14. The Results of The Feasibility of Using the Monitoring Book of Parental Involvement in Children's Pre-literacy Development by Parents

No	Indicator	Amount	Interval	Criteria
1	The content feasible	150	$X \geq 10.5$	Highly Feasible
2	The understanding feasible	50	$X \geq 5.5$	Highly Feasible
3	The easy of use feasible	51	$X \geq 5.5$	Highly Feasible
4	The easy scoring feasible	50	$X \geq 5.5$	Highly Feasible
5	The parent response scoring feasible at school	47	$X \geq 5.5$	Highly Feasible
6	The teacher feed back feasible	50	$X \geq 5.5$	Highly Feasible
<b>Total</b>		398	$X \geq 19.5$	Highly Feasible

Based on the data from the assessment of the feasibility of monitoring parental involvement in early childhood pre-literacy development by parents, a total score of 398 was obtained. If the score is analyzed through the conversion method with the Likert Scale value conversion table, the total score of the feasibility of monitoring parental involvement in early childhood preliteracy development is in the range of  $X \geq 19.5$  which means the product meets the criteria of "highly feasible".

#### e. Pre-Test

##### 1.) Normality Test

Table 15. Normality Test Result for Parental Involvement in Early Childhood Pre-Literacy Development at Home.

The Result of Normality			
No	Group	Significance	p
1	Pre-test	0.200	0.05
2	Post-test	0.200	0.05

Based on the results of the normality test using Kolmogorov and Shapiro in the pretest and post-test classes, the significance results were 0.20 respectively. By the normality test rules which state that if the significance level value  $> 0.05$  then the data obtained is normally distributed or  $H_0$  is accepted or interpreted as normally distributed data.

##### 2.) Homogeneity Test

Table 16. The Result of Homogeneity Test

Homogeneity Test	
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No	Aspects	Significancy	$\alpha$
1	The involvement of parents on early childhood literacy activities	0.650	0.05

Based on the results of the calculation in the table above, the significance level of the two aspects under review, namely the aspect of parental involvement in early childhood pre-literacy development activities and the aspect of early childhood development, is 0.650. According to the homogeneity test rules, if the significance level in the homogeneity test results is  $> 0.05$  then the data can be said to be homogeneous or  $H_0$  is accepted. So it can be concluded that the homogeneity test results are  $0.650 > 0.05$  which means that the distribution of data obtained in the field is homogeneous or  $H_0$  is accepted.

### f. Effectiveness Test

#### 1.) Paired Sample T-Test

The paired sample t-test was conducted using two aspects, namely the aspect of parental involvement in children's pre-literacy development activities at home and the pre-literacy development of early childhood children. This paired sample t-test was conducted using a questionnaire consisting of a pre-test (the condition before treatment with the product) and a post-test (the condition after treatment with the product) with subjects consisting of 15 parents and 15 students.

##### a.) Post-test and Pre-test Results of Parental Involvement in Early Childhood Pre-literacy Development Activities

Table 17. Results of the t-test on parental involvement in early childhood pre-literacy development activities.

The Result of <i>T-test</i>			
No	Pre-test and Post-test	Significancy	$\alpha$
1	Paired Sample Correlations	0.042	0.05
2	Paired Sample Test	0.003	0.05

Based on the table above, the significance level results from the paired sample correlations and paired sample test are 0.042 and 0.003, respectively. From these results, it can be analyzed that the results of the paired sample correlations and paired sample test, which are 0.042 and  $0.003 < 0.05$ , can be interpreted as indicating a difference in the average values of parental involvement in early childhood pre-literacy development activities before being given treatment in the form of using a book to monitor parental involvement in early childhood pre-literacy development.

#### 2.) N-Gain Test

To see the level of effectiveness in the N-Gain test, the researcher used the mean or average value from each aspect review as follows:

##### a) Post-test and Pre-test Results of Parental Involvement in Early Childhood Pre-literacy Activities

The first analysis conducted by the researcher is to determine the effectiveness level of the product based on a review of parental involvement aspects in early childhood pre-literacy

development activities by testing the pre-test results, which is the condition of the subjects before treatment, with the post-test results, which is the condition of the subjects after treatment with the parental involvement monitoring book in early childhood pre-literacy development. From the results of the calculations using SPSS version 26, the following data were obtained:

Table 18. N-Gain test results on parental involvement in children's pre-literacy development activities

The Result of N-Gain			
N-Gain	Minimum Score	Maximum Score	Mean
	-0.60	0.90	0.334

Based on the N-Gain test results table above, the mean or average value of using the parental involvement monitoring book in early childhood pre-literacy development is 0.334. If analyzed based on the N-Gain score distribution table according to Meltzer as shown in Table 18:

Table 19. N-Gain Score According to Meltzer

N-Gain Score	Category
$g > 0,7$	High
$0,3 \leq g \leq 0,7$	Middle
$g < 0,3$	Low

The mean value of the use of the parental involvement monitoring book product in early childhood pre-literacy development is 0.344, which falls within the range of  $0.3 \leq g \leq 0.7$ , categorized as "in the middle." From the analysis, it can be concluded that the effectiveness of using the monitoring book product for parental involvement in early childhood pre-literacy development can be considered quite effective in increasing parental involvement in children's pre-literacy development at home.

The book on monitoring parental involvement in pre-literacy development is a product developed by researchers to re-establish the role of parents as the primary and first educators for their children in the field of literacy at home and to enhance parental involvement in activities that support early childhood pre-literacy development. This is done by monitoring parental involvement in children's pre-literacy activities at home using a daily activity table created based on six parental involvements in children's pre-literacy development, children's pre-literacy activities, and early childhood pre-literacy achievements, accompanied by a worksheet.

The daily monitoring table is essentially structured based on the urgency of the importance of pre-literacy activities for children at home, as stated by Idris (2012): "Early childhood children need physical closeness, conditions, and an atmosphere that is familiar where communication with teachers at school or parents at home greatly aids their learning process." Then in 2014, Idris further explained that "activities conducted according to the child's development can be supported by the environment at home (father and mother) as well as at school by applying learning by doing." Not only by Idris (2012), in her research, Diana (2012) mentioned that "Children are individuals born as natural learners, so they must be accommodated with a supportive physical environment." In this case, active learning activities conducted at school and home need to be organized into daily routines. Therefore, it is necessary to develop a monitoring tool in the form of a monitoring book.

More important than just a mere formality of monitoring and filling out tables, parental involvement is Park also stated (2008) that parental involvement is one of the three important factors in the development of early childhood's pre-literacy. To monitor parental involvement, an

indicator of parental involvement activities is needed, which will be implemented into a daily monitoring table of children's pre-literacy activities by parents in the monitoring book developed by the researcher. These indicators are formulated based on the theory presented by Reese et al. (2010) and according to the National Institute of Child Health and Human Development that parents should be involved in their child's pre-literacy activities at home by: (1) reading books together with the child at home, (2) chatting with the child, (3) engaging in writing activities with the child but without coercion, (4) participating in the child's vocabulary skills, (5) engaging in pre-literacy activities that involve symbols or print (print motivation skill), (6) participating in activities that stimulate the child's print recognition and print awareness skills, (7) engaging in the development of the child's narrative skills, (8) participating in the development of the child's letter knowledge skills, and (9) finally, engaging in the development of the child's phonological awareness skills.

Then, based on the t-test results using the theory of parental involvement in children's pre-literacy development by Reese et al. (2010) and according to the National Institute of Child Health and Human Development, the researchers obtained a score of  $0.02 < 0.05$  for children's pre-literacy development. According to the t-test rules, the results indicate that there is an average difference between the state of parental involvement in children's pre-literacy activities and children's pre-literacy development before using the parental involvement monitoring book in early childhood pre-literacy development, and the state of parental involvement in children's pre-literacy activities and children's pre-literacy development after using the parental involvement monitoring book in early childhood pre-literacy development.

According to the data obtained by the researcher in the field, 13 out of 15 parents fully filled out the daily monitoring table of children's pre-literacy activities at home. According to the evaluation results in the last week, the parents admitted that they indeed had busy schedules with work or household chores and taking care of other children. But when the parental involvement monitoring book in children's pre-literacy development was used, they admitted that it reminded them that they still needed to read stories to their children, work on worksheets together, take their children out of the house like to the market, involve their children in cooking, and engage in dialogue with their children. Although they were initially somewhat confused in applying it and not yet fully consistent, over time they became more accustomed to proactively participating in activities that stimulate the pre-literacy development of children at home. This is by the theory mentioned by Novrinda, Nina Kurniah (2017), and Peterson et al. (2010) that "parents should have various roles in their children's education, namely as caregivers, educators, and guides for their children in cognitive, affective, and psychomotor aspects." In addition According to Morrison (1988), "Parent involvement is a process of helping parents use their abilities to benefit themselves, their children, and the early childhood program," which means that parents must consciously and responsibly fulfill their roles to be involved in their child's development.

The results of the analysis are by the theory presented Park that stated (2008) that "Parental involvement is one of the three important factors in the development of children's pre-literacy." In addition, previous research conducted by Stephen (2008) also aligns with the researcher's findings. In his research, Stephen mentioned that "Pre-literacy activities are carried out by parents at home, such as reading books, and other activities with children at home have an impact on emergent literacy and reading skills."

The final product development result is the outcome obtained by the researcher from the N-Gain test to determine effectiveness. In this N-Gain test, the researcher collected data using a closed questionnaire based on the theory of parental involvement as an indication of product effectiveness. In the N-Gain test that was conducted, the researcher obtained the total mean score or average for each aspect, namely the aspect of parental involvement and the aspect of pre-literacy development, which were 0.34 and 0.40 respectively, falling within the range of  $0.3 \leq g \leq 0.7$  with a moderate criterion or can be interpreted as sufficiently effective.

The results of the N-Gain test, when analyzed, show consistency with previous research conducted by Basri, Tamin, Asnari, Syarli, and Nurahmad (2020), which found that "monitoring books that also serve as linking books can facilitate the monitoring of children's activities and parents at home." In addition, the results obtained are also consistent with previous research conducted by Pina (2022), Jannah (2016), Adawiyah, Murtadlo, and Setyowati (2017) which state that "monitoring books compiled and validated by experts containing information as an educational medium for parents improve parents' skills, knowledge, and attitudes towards their children's development." The latest research that is also relevant to the N-Gain test results obtained by the researcher is the study conducted by Ma'rifah (2022), which states that "child monitoring activities in schools, organized based on the achievements and activities of preschool-aged children, can monitor and support parental involvement in children's learning activities to be more active, effective, and consistent."

## **CONCLUSIONS**

The book on monitoring parental involvement and children's pre-literacy development is a new medium in the realm of non-formal and informal education that can be considered as a solution to the problem of parental and teacher involvement, enabling them to collaborate in enhancing children's pre-literacy development.

In terms of feasibility, this book has a suitable structure, construction, and content as tested by media experts and linguists in the feasibility test using a Likert scale and the validation process with expert judgment. This is evidenced by the total feasibility score of 74 or 88.19%, and by the linguist 53 or 88.2%. In addition, from the practitioner's perspective, namely parents as the primary users of product validation, a score of 398 was obtained, and 104 by teachers as the secondary users. Not only in the validation test, but also in the effectiveness test, it is conducted to assess the practical usability with the main target being whether this product is effective in increasing parental involvement at home and teacher involvement at school in enhancing children's pre-literacy skills. From the results of the small group trial using t-test and n-gain data analysis, a value of 0.042 was obtained, and  $0.003 < 0.05$  for the T-Test with product conversion showed a significant difference and  $0.334 \leq 0.03$  with product conversion being quite effective.

## **CONFLICTS OF INTEREST STATEMENT**

During this research, the researcher stated that there were no conflicts or conflicting interests throughout the study. Everything proceeded as it should during the research to advance scientific knowledge.

## **AUTHOR CONTRIBUTIONS**

Zia Zalzilah Mazfufah, M.Pd., plays the role of a student as the principal researcher, Prof. Dr. Puji Yanti Fauziah, M.Pd., served as the field and academic supervisor during the researcher's study period, continuously guiding, validating the instruments, and allowing this research to take place, Dr. Elih Sudia Permana, M.Pd., the supervising lecturer for the research design course, who participated in refining and providing input for the content of the article and the research that has been conducted and, Prof. Dr. Uyu Wahyudin, M.Pd., the academic advisor who has guided the researcher and motivated the researcher to continue this research into an article.

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