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PROCEEDING

The 1st International Seminar on Family and Consumer Issues in Asia (ISFCI) "Challenging Family in Asia: Present and Future"

Bogor, 4th September 2018

Editor:
Megawati Simanjuntak
Risda Rizkillah



Organized By:

Department of Family and Consumer Sciences, Faculty of Human Ecology, Bogor Agricultural University and Association of Indonesian Family and Consumer Sciences

PROCEEDING ISFCI 2018

The 1st International Seminar on Family and Consumer Issues in

Asia:

“Challenging Family in Asia: Present and Future” IPB

International Convention Center Bogor, Indonesia 4th September

2018

Department of Family and Consumer
Sciences, Faculty of Human Ecology, Bogor Agricultural
University

Proceeding of The 1st International Seminar on Family and Consumer Issues in Asia: “Challenging Family in Asia: Present and Future”

IPB International Convention Center Bogor, Indonesia, 4th September 2018

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Welcome from Head of Committee of ISFCI Seminar

Welcome to the 1st International Seminar on Family and Consumer Issues (ISFCI) in Asia: “Challenging Family in Asia: Present and Future” held at IPB International Convention Center, Bogor, Indonesia. Department of Family and Consumer Sciences has collaborated with the Indonesian Association of Family and Consumer Science (IAFCS) to organize ISFCI 2018. The Indonesian Association of Family and Consumer Sciences (IAFCS) is a professional association that shades individuals or institutions engaged in family and consumer sciences in Indonesia. This collaboration is expected to provide broader usefulness of this International Seminar. This seminar will focus on a very important theme that aims to highlight the challenges families face the existing problems, and that would come to change and improve the development of the country. This seminar will be held in some sessions, namely: 1) Country Experiences; 2) Oral Presentation; 3) Poster Exhibition; and 4) Association Meeting.

Oral presentations consist of two groups namely family issues and child development issues and consumer issues. The objectives of this seminar are to disseminate research findings or (output) in the field of family, child development, and consumers in improving the quality of resources, to share research findings or (output) to promote a better understanding of the role of the family in building nation's civilization, to share views on current family, child development and consumer situations in Indonesia, to highlight family-related issues particularly in the areas of consumer empowerment, family and child policy, and family life in the future, to promote sustainable practices in the area of family and consumer counseling services, and to create networks among IAFCS members, academics, policymakers, service providers, researchers, NGOs, students, practitioners and the general public.

The success of this seminar depends ultimately on the many people who have worked with us in planning and organizing both the technical program and supporting social arrangements. Therefore, I would like to take this opportunity to express my heartfelt thanks to all committee members, keynote speakers, speakers, moderator, session chairs, presenters, and organization staff. Accordingly, I hope you will find the sessions and social events both enjoyable and valuable.

Dr. Megawati Simanjuntak SP., M.Si.

Head of Committee of ISFCI 2018

Bogor Agricultural University, Bogor, Indonesia

Contents

Welcome from Head of Committee of ISFCI Seminar	i
Contents.....	ii
Seminar Schedule	1
Guides for Presenters and Session Chairs	2
Family Issues	3
ISFCI_A001.....	4
ISFCI_A002.....	18
ISFCI_A003.....	24
ISFCI_A004.....	31
ISFCI_A005.....	36
ISFCI_A006.....	48
Child Development Issues & Consumer Issues.....	63
ISFCI_B001.....	65
ISFCI_B002.....	75
ISFCI_B003.....	79
ISFCI_B004.....	83
REFERENCES	92
ISFCI_B005.....	94
ISFCI_B006.....	108
ISFCI_B007.....	114
Posters.....	128
ISFCI_P001(POSTER).....	129
ISFCI_P002 (POSTER)	141
ISFCI_P003(POSTER).....	151
Seminar Venue Access.....	164
Local Traffic Information	165

Seminar Schedule

The Schedule of The 1st International Seminar on Family and Consumer Issues in Asia 2018 adalah sebagai berikut:

Time	Programmes	Resources Person	Place
07.30 - 08.15	Registration	OC	Front Desk
08.15 - 08.30	Opening Performance	Traditional Dance and Music	Ballroom
08.30 - 08.45	Opening Remarks from Rector of Bogor Agricultural University	Dr. Arif Satria	Ballroom
08.45 - 09.20	Keynote Speech Deputy for Human Development and Development of the Community and Culture. Ministry Of National Development Planning/ National Development Planning Agency/Bappenas	Dr. Ir. Subandi, MSc	Ballroom
09.20 - 09.30	<i>Coffee Break</i>		
09.30 - 11.30	Country Experiences 1. Challenging Family Issues in Malaysia 2. Challenging Family Issues in Thailand 3. Challenging Family Issues in Indonesia 4. Challenging Family Issues in South Korea	Universiti Putra Malaysia Mahidol University Bogor Agricultural University Seoul National University	Ballroom Ballroom Ballroom Ballroom
11.30 - 12.30	Country Experiences 1. Challenging Consumer Empowerment Issues in Malaysia 2. Challenging Consumer Empowerment Issues in Indonesia	Universiti Putra Malaysia Bogor Agricultural University	Ballroom Ballroom
12.30 - 13.30	<i>Break</i> Poster Presentation		
13.30 - 15.30	Oral Presentation 1. Child Development Issues 2. Consumer Issues 3. Family Issues	Presenter Presenter Presenter	Room A Room B Ballroom
15.30 - 15.45	Closing Ceremony	OC	Ballroom
15.45 - 16.45	Meeting of ASIKKI/IAFCS (Indonesian Association of Family and Consumer Sciences)	ASIKKI/IAFCS Board	Ballroom
	Presenter		
07.30 - 16.45	Poster Exhibition	OC	Hall

Guides for Presenters and Session Chairs

The 1st International Seminar Family and Consumer Issues (ISFCI)
4th September 2018 in IPB International Convention Center, Bogor

- Speaking time is limited, in general, to 12 minutes + 3 for Q & A (15 minutes total). Please strict to the time.
- Presentations can be uploaded from USB prior to each session.
- Wearing formal clothes
- Talks at some events will be video-recorded with permission. Do feel free to say no.
- Events are held in IPB International Convention Center Bogor. Please do allowtime to find the buildings, consult maps: <https://www.google.co.id/maps/place/IPB+International+Convention+Center>

Family Issues

Date & Time : Tuesday, 4th September 2018/13.30-15.30 WIB
Place : Room A, IPB International Convention Center Bogor
Session Chairs : Dr. Ir. Herien Puspitawati, M.Sc., M.Sc

Date & Time : Tuesday, 4th September 2018/13.30-15.30 WIB
Place : Room A, IPB International Convention Center Bogor
Session Chairs : Dr. Ir. Herien Puspitawati, M.Sc., M.Sc

ISFCI_A001

Decision making process used by Middle-middle class families for their first home in Jakarta, Indonesia
Temi Indriati Miranda, University Queensland, Australia
Sonia Roitman, University Queensland, Australia
Neil Sipe, University Queensland, Australia

ISFCI_A002

Family Resilience and Cognitive Emotion Regulation Strategy among Mothers of Children with Hearing Impairment
Ria Arianda, YARSI University, Indonesia
Melok Roro Kinanthi, YARSI University, Indonesia
Alabanyo Brebahama, YARSI University, Indonesia

ISFCI_A003

Strengthening Family Function Through Kampong KB in East Java
Widi Asih Nurhajati, States University of Surabaya, Indonesia
Diyah Herowati, The Indonesia Family Planning and Population Board, Indonesia
Bachtiar S. Bachri States, University of Surabaya, Indonesia

ISFCI_A004

Family Life Education Model Based On Life Skill In Improving Family Resilience
Neni Rohaeni, Indonesian Education University, Indonesia
Mirna Purnama Ningsih, Indonesian Education University, Indonesia
Yoyoh Jubaedah, Indonesian Education University, Indonesia

ISFCI_A005

The Effect of Decision Making and Value of family Transaction with its Environment on Family Social Strength
Lutfiah Syahidah, Bogor Agricultural University, Indonesia
Euis Sunarti, Bogor Agricultural University, Indonesia

ISFCI_A006

Gender Analysis of Parenting, Learning Process and Mental/Emotional Condition of the Students at Bogor City-Indonesia
Herien Puspitawati, Bogor Agricultural University, Indonesia
Tin Herawati, Bogor Agricultural University, Indonesia
Ma"mun Sarma, Bogor Agricultural University, Indonesia

*Characteristic of Social Demography, Father Involvement and Literacy Skills of Early Childhood in Pulau
Pasarani, Lampung*

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³ Association Indonesian Family and Consumer Sciences, Indonesia

ABSTRACT

Pasarani Island, Bandar Lampung City is known as the literacy village through the central government program. The main livelihoods of families in Pasarani Island are fishermen and processors (40.41%). Fathers' daily activities are going to sea for approximately 19 hours/day every month. Therefore, the involvement of fathers in terms of caring and educating children is low and still dominated by mothers and teachers at schools. The aim of the study is to analyze the relationship between social demography, father involvement in literacy and literacy skills of early childhood. Meanwhile, the research approach used is cross sectional study. The research location, Pasarani Island, Bandar Lampung City, was chosen purposively. The sample selection used was simple random sampling. The samples in this study were 30 fishermen families who have children aged 3-6 years. The findings of this study were half (56.7%) of respondents had father involvement in literacy in the low category. More than half (66.7%) of respondents have literacy skills in the low category. There was a significant negative correlation between father's age and early childhood literacy skills ($r = -0.406$, $p = 0.026$). Early childhood literacy abilities are related to father involvement. Increasing involvement of fathers in literacy activities can indirectly help improve early childhood literacy skills, especially reading and storytelling. Recommendations are the parenting socialization of father involvement in literacy.

Keywords: father's involvement in literacy, literacy ability, family socio-demography, gender analysis, parenting.

INTRODUCTION

Currently, literacy is not only defined as the ability to write and read but has expanded along with developments and demands. Literacy means understanding of the skill, including speaking and listening, as well as communication using not only traditional writing and print but also digital media (Department of Education and Skills, 2011). Permatasari (2015) assumed that someone is called literate if he/she can already understand something because he/she reads the right information and does something based on his/her understanding of the content of the reading. It means that literacy is a skill that involves the process of seeing, hearing, knowing, thinking critically, analyzing, understanding, implementing, and evaluating information received. Literacy skills can be grown since early childhood, even since the child in the womb, that is by giving stimulation such as reading or listening to stories, supportive communicative interaction, and providing love.

Literacy development is an ongoing process that begins early in a child's life with the

development of receptive and expressive language (Harris & Hodges 1995; McGee & Richgels 2000). Pretend reading and writing, engaging with environmental print, and oral storytelling are reading and writing concepts and behaviors of young children that precede and develop into conventional literacy (Harris & Hodges 1995). Literacy development begins when children are exposed to books, language, and writing within the context of their homes (Strickland et al. 1990) and has been directly linked with children's academic performance (Nicholson, 1999; Nelson, 2005). Reading with children and engaging in

dialogue with them about story concepts facilitates literacy development. It also prepares children to read independently and succeed in school. Reading aloud further begins to lay the foundation for young children learning to read by providing opportunities for them to learn phonemic awareness, sounds and letters of the alphabet, new vocabulary, comprehension of story structure, develop fluency, and other key pre-literacy skills (Dollins, 2008). Not only that, some of research found that reading to children can also explain the range of children's linguistic competencies (Scarborough and Dobrich, 1994; Bus, van Ijzendoorn, and Pellegrini, 1995). This reading activity contributed by family engagement to provide the home environment that support children literacy (Niklas & Schneider, 2013).

Every child is unique, has different skills and resources. At the same age, there are often different development/ability achievements. Moss and Washbrook (2016) found that at age of 5, boys more poor early language skill and attention than girls. There are no different significant between boys and girl at age of 4 in initial phoneme awareness, story comprehension and retelling ability. But girls performed better than boys on letter name knowledge and early name writing (Westerveld et al., 2015). This difference may be due to the influence of family characteristic, the physical maturity of children, parenting pattern, availability of facilities, environmental support, and children's interests (boys tend to prefer doing activity gross motor).

Programme for International Student Assessment (PISA), the Progress in International Reading Literacy Study (PIRLS) and the Programme for International Assessment of Adult Competencies (PIACC) recognize that literacy has importance role in leading to a sense of self-efficacy, develop reflection, criticism and empathy, identity and full participation in society (Kennedy et al., 2012). Learning literacy skills early on helps children understand the environment. National Institute for Literacy (2009) state that early literacy skills have relation with later literacy skills like decoding, oral reading, fluency, reading comprehension, writing, and spelling. Furthermore, children who learn literacy earlier even though they have not started school, can be aware of the systematic pattern of sound in spoken language, the manipulation of sounds in words, recognize words and separate them into smaller units, study the relationship between sound and letters, and improve their language skills and oral vocabulary. Building early literacy skills for children is importance, because at the early childhood brain and brain connection are grown fast. Children like doing activities. The more activities that children get from warm responsive caregivers, they brain connections getting more. Children who have many brain connections are smart, creative, and easy to receive information. Literacy skills can also be an entry point for developing other abilities. Children who have good literacy skills, then they will get new knowledge and experience that can improve their quality.

The importance of literacy skills is inversely proportional to the actual conditions. UNESCO notes that the reading interest index in Indonesia has only reached 0.001, meaning that in every 1,000 people, there is only one person who has an interest in reading. Indonesian people on average only read zero to one book per year. Indonesia's literacy level is also only ranked 64 out of 65 countries surveyed (Permatasari, 2015). The low reading culture is a strong factor that causes low literacy skills. In fact, the quality of human resources can be improved through a reading culture. Reading culture is built on habits that need to be cultivated since early childhood, so that being attached to adulthood can even make children as lifelong learners. Parents and families are the first and primary learning source for early childhood. Through a warm, accepting, and supportive parenting style, children will learn to develop their abilities, including literacy skills. However, until now there are still parents who use learning that is monotonous, routine, and scheduled by using the same methods/facilities so that it causes less developing interest and children's literacy skills (Amariana, 2012).

Parent involvement had important short and long-term effects in the area of literacy development (Delgado-Gaitan, 1990; Cairney & Muncney, 1995; Cooper, 1993; Delgado-Gaitan, 1991; Mason, 1992; Morrow, 1997). Parental awareness and sensitivity in capturing children's interests/disinterest in the learning process is important as parental provision in teaching children of literacy skills. Friendly ways such as playing together and gentle intonation are also things that can

maintain a child's mood in the literacy learning process. On the other hand, the provision of varied and

attractive facilities can stimulate children's interest and literacy skills (Amariana, 2012). Family characteristics also have an impact on the development of children's literacy skills. Astuti (2014) found that the development of emergent literacy in kindergarten children in urban areas is better than in the suburbs. This is presumably due to differences in the family socio economic characteristics of both examples.

As primary caregiver, participation of mothers has long been encouraged, early childhood leaders have begun to assert a need to involve fathers (Fagan, 1996; McBride & Rane, 1997). At present many research results have been found which state that there is a father's role in building child quality. A systematic review of longitudinal studies linked father involvement with enhanced cognitive development, reduced levels of externalizing problems in boys, and reduced emotional problems in girls (Sarkadi et al., 2008). Moreover, father involvement in reading activities has been found to promote improved language development and improved cognitive outcomes (TamisLemonda, et al., 2004; Varghese & Wachen, 2016), and is linked with improved child social competence (Pettit, Dodge, & Brown, 1988). Research found that the involvement of both parent on both boys" and girls" academic achievement is crucial compare with one parent, although each parent has different approaches and ways to interaction with their child (Ministère de l'Éducation, 2004).

Fishermen's family is identical with poverty, low family welfare, and low education level. This will have an impact on low children's education. Most Pasaran Island families have a livelihood (40.41 percent) are fishermen and processors. Father's activities go to sea for approximately 19 hours / day in each month (Apriani, 2010). Thus, the allocation of time for father involvement in parenting is very little causing care is still dominated by mothers or teachers at school. Thus this study aims to analyze (1) the difference between father involvement and literacy skills in boys and girls, (2) the relationship of social demography families and father involvement in literacy with early childhood literacy skills.

METHOD

This study used a cross sectional study approach. The research location was chosen purposively in Pasaran Island, Teluk Betung Timur District, Bandar Lampung City. The selection of research locations is based on the consideration of Pasaran Island as the literacy village of the government program. This research was conducted in March - November 2016.

The population of this study were all early children in Pasaran Island with a total of 65 children. Selection of respondents using simple random sampling. Respondents in this study were family. The number of respondents is 30 families.

The data collected in this study consisted of primary data and secondary data. Primary data obtained by structured interviews (questionnaire) included 1) family characteristics, consisting of father's age, mother's age, father's education length, mother's education length, number of family members, family income; 2) characteristics of children, consisting of child age and child gender; 3) father involvement in literacy; and 4) early childhood literacy skills. Questionnaire on father involvement in literacy based on Hawkins et.al (2002) with modifications. Father's involvement according to Hawkins et.al (2002) has 8 dimensions. However, in this study, focusing on literacy dimensions with modification. Meanwhile, a questionnaire on early childhood literacy skills was used a questionnaire that developed from Children Emergent Literacy (Norman, 2007) Some components taken from the emergent literacy concept include letter knowledge and word recognition, vocabulary, reading interest, print awareness, rhyming, and alphabet sounds. This questionnaire were given to the parents to assessed their children literacy skills. Reliability of father involvement variables in literacy with Cronbach Alpha value of 0.733. The variable reliability of early childhood literacy skills with Cronbach Alpha values of 0.861.

The method of measure family and child characteristics variabel is that parents are classified into

3 groups: age groups 20-40 years old (early adults), 41-60 years old (middle adults), 61 and above (late adults) (Papalia & Olds 2001). The age of a child is classified into 3 groups: age 10 years, 11 years and 12

years (Papalia & Olds 2001). The length of parental education is length of education taken (in year), which consists of 0 years, 1-6 years, 7-9 years, 10-12 years, 13-16 years, and ≥ 16 years. Father's work is permanent work and additional work. Large families are classified according to BKKBN (1998), which consists of three categories, namely small families (<4 people), medium families (5-7 people), and extended families (> 7 people). Family income is the amount of husband's main and side income, plus the income of the child and other family members. Based on the average minimum wage, total family income and expenditure per month is divided into two categories, which are smaller or greater than Rp. 2,500,000.

Measurement of variable father involvement in literacy based on 10 questions for father's questions. Each question is given a scale with the following provisions: never given a score of 1, rarely given a score of 2, sometimes given a score of 3, and often given a score of 4. So the total score ranges from 10-40. Measurement of variable early childhood literacy skills based on 11 questions for mother's questions. Each question is given a scale with the following provisions: not good at all given a score of 1, not to good given a score of 2, and middle given a score 3, and very good given a score 4. So the total score ranges from 11-44. The score of each dimension is summed and obtained a total score and then each score is transformed into index. with the formula:

$$\text{Index} = \frac{\text{score achieved}}{\text{highest score}} \times 100$$

Overall variables, grouped into three groups, namely:

Low : $\leq 33.3\%$

Middle : 33.4% - 66.6%

High : $> 66.7\%$

Data obtained through interviews, measurements and observations. processing including steps for transfer, coding, editing, data entry, data cleaning, and data analysis. Data analysis is done descriptively and inferentially. Primary data analyzed descriptively include characteristics of children, family characteristics, father involvement in literacy, and literacy skills of early childhood. Inferential data are spearman correlation test. Gender analysis uses a Mann Whitney Test.

RESULT

Child Characteristics

From the analysis, it is known that the highest percentage (63.3%) of respondents are boys, and are girls (36.7%). Distribution of respondents based on age, that is, 3 years (13.4%), 4 years (53.3%) and 5 years (33.3%).

Families Characteristics

The average father's age is 36.76 years (middle age adults) with a range of ages 26 years to 65 years. Meanwhile, the average mother's age is 31.97 years (middle-aged adults) with the age range of 23

years to 65 years. The average length of father's education is 7.97 years with a range of education 3 years to 12 years. Meanwhile, the average length of mother's education is 7.77 years with a range of education from 0 to 16 years. The average number of families is 4 people (medium family), with a range of families of 1 to 9 people. The average family income is Rp. 1,581,666 with a family income range of Rp. 300,000 to Rp. 5,300,000. When viewed from the large UMR of Bandar Lampung City which is Rp 2,500,000, the average income of respondents in the category is under the UMR of Bandar Lampung City.

When analyzed based on gender, it is known that the average age of father is 36 years (boy) and 35.36 years (girl). The average mother's age is 32.10 years (boys) and 31.72 years (girls). Respondents of girls (8.8 years) had an average father's education length higher than boys (7.47 years). Respondents of boys (8.10 years) had an average mother's education length higher than girls (7.18 years). Respondents of boys and girls respondents stated that they had a small number of family members. The average family income for both boys and girls respondents is in the category under the UMR of Bandar Lampung City. (See table 1)

Table 1. The distribution of respondents based on families characteristics

No	Variable	Boys		Girls		Total	
		Mean ± Std	Min - Max	Mean ± Std	Min - Max	Mean ± Std	Min - Max
1.	Father's age (year)	36.00 ± 8.98	27-65	35.36 ± 6.40	26-46	35.76 ± 8.02	26 - 65
2.	Mother's age (year)	32.10 ± 5.5	23-45	31.72 ± 6.26	23-44	31.97 ± 5.71	23 - 65
3.	Father's Education length (year)	7.47 ± 2.81	3-12	8.8 ± 2.7	5-12	7.97 ± 2.81	3 - 12
4.	Mother education of length (year)	8.10 ± 3.58	0-16	7.18 ± 2.6	5-12	7.77 ± 3.24	0 - 16
5.	Number of family members (person)	4.15 ± 1.60	3-9	3.90 ± 1.37	1-6	4.07 ± 1.50	1 - 9
6.	Family income (Rp)	Rp 1,594,736 ± 1,004,696	300,000 - 5,000,000	Rp 1,559,090 ± 1,378,915	500,000 - 5,300,000	Rp 1,581,666 ± 1,132,473	Rp 300,000 - 5,300,000

Father Involvement In Literacy

The involvement of fathers in literacy in this study is parenting involvement carried out by fathers in early childhood literacy at home. Activities The involvement of fathers in literacy is storytelling, reading books, teaching vocabulary, visiting libraries, and others.

Based on the results of the analysis it is known that respondents stated that father involvement activities that were never done were playing word games (63.3%), reading loudly (66.7%), and visiting the library (80.0%). Meanwhile, respondents also stated that father's involvement activities that were rarely done were reading books (46.7%), storytelling (43.3%), playing alphabet games (40.0%), and talking about what had been read (46.7%). Some (56.7%) respondents have father involvement in literacy in the low category.

When analyzed based on gender, it is known that respondents of boys stated that the activity of father involvement in literacy that was never done was playing alphabet games (47.4%), playing word games (57.9%), reading aloud (68.4%), visiting the library (78.9%). Fathers involvement activities with boys respondents which are sometimes carried out are storytelling (36.8%). Fathers involvement activities with boys who are rarely done are singing songs (84.2%), talking about activities that have been done (57.9%), reading books (52.8%), and talking about what has been read (36.8%). Meanwhile, girls respondents stated that father involvement activities that were never done were reading books (36.4%), storytelling (45.5%), playing alphabet games (45.5%), playing word games (72.7%), reading aloud (63.6%)

and visit the library (81.8%). In addition, activities involving fathers are sometimes carried out together

with girls respondents who write letters or words (36.4%). Some (52.6%) male respondents have father involvement in literacy in the medium category. Meanwhile, the largest percentage (72.7%) of female respondents had father involvement in literacy in the low category. (See Table 2)

Table 2. The distribution of respondents based on father involvement in literacy

No	Category	Boys		Gilrs		Total	
		n	%	n	%	n	%
1.	Low (≤ 33.3)	9	47.4	8	72.7	17	56.7
2.	Middle (33.4 - 66.6)	10	52.6	3	27.3	13	43.3
3.	High (> 66.7)	0	0.0	0	0.0	0	0.0
	Total	19	100.0	11	100.0	30	100.0
	Mean \pm Std	32.10 \pm 11.92		26.06 \pm 11.23		29.89 \pm 11.85	
	Min - Max	10.00 - 60.00		10.00 - 46.67		10 - 60	
	p-value	0.202					

Early Childhood Literacy skills

Early childhood literacy skills in the study were analyzing the ability of emergent literacy consisting of letter knowledge and word recognition, vocabulary, reading interest, print awareness, rhyming, and alphabet sounds.

Based on the results of the study it is known that respondents have early childhood literacy skills in the category of not good at all, that are children can read a few words (56.7%), children can read a sentence (83.3%), children can write a few words (56.7%), children have interest in writing his name (50.0%), understanding parts of the book (66.7%), and reading left to right (76.7%). In addition, respondents stated that they had early childhood literacy skills in the medium category, that are children could write letters A-Z (36.7%), children had an interest in reading (40.0%), and could distinguish the same word sounds (46.7%). Based on the analysis it is known that the largest percentage (66.7%) of respondents have early childhood literacy skills in the low category.

When analyzed by gender, it is known that boys respondents have early childhood literacy skills in the category of not good at all, among others the child can read a few words (47.4%), the child can read a sentence (73.7%), the child has an interest in writing his name (52.6%), understanding number of syllables with clapping (57.9%), understanding parts of the book (68.4%), and reading left to right (68.4%). Meanwhile, female respondents have early childhood literacy skills in the category of not good at all, among others child can read a few words (72.7%), child can read sentences (100.0%), child can write a few words (72.7%), child have interest in writing his name (45.5%), child can understand the number of syllables with clapping (45.5%), understanding parts of the book (63.6%), and reading from left to right (90.9%). Based on the analysis it is known that the biggest percentage (63.2%) of boys have early childhood literacy skills in the low category. Meanwhile, the largest percentage (72.7%) of girls have early childhood literacy skills in the low category. In addition, as many as 10.5 percent of male respondents have early childhood literacy skills in the high category. (See Table 3).

Table 3. The distribution of respondents based on early childhood literacy skills

No	Kategori	Boys		Gilrs		Total	
		n	%	n	%	n	%
1.	Low (≤ 33.3)	12	63.2	8	72.7	20	66.7
2.	Middle (33.4 - 66.6)	5	26.3	3	27.3	8	26.7
3.	High (> 66.7)	2	10.5	0	0.0	2	6.6
	Total	19	100.0	11	100.0	30	100.0

Mean ± Std	31.10 ± 23.71	25.34 ± 11.27	28.99 ± 20.01
Min - Max	3.03 - 90.91	9.09 - 42.42	3.03 - 90.91
p-value	0.829		

Relationship between Family Social Demography and Early Childhood Literacy skills

Based on the results of the Spearman correlation analysis there was a significant negative relationship between father's age and early childhood literacy skills ($r = -0.406, p = 0.026$). So, the more the age of the father, the less the ability of early childhood literacy. In addition, there is a significant negative relationship between mother's age and early childhood literacy skills ($r = -0.398, p = 0.029$). So, the more the mother's age, the less the ability of early childhood literacy.

Table 4. The distribution of respondents based on family social demography and early childhood literacy skills

Variable	Literacy skills (correlation coefficient)
Age of Child (years)	0.067
Child's Gender (L = 1, P = 2)	-0.040
Father's age (years)	-0.406*
Mother's Age (years)	-0.398*
Father's Education length (years)	0.111
Mother's Education length (years)	0.309
Number of Families (people)	-0.307
Family Income (Rp)	-0.149

Description: * significant $p < 0.1$, **significant $p < 0.05$, ***significant $p < 0.01$

Relationship between Father's Involvement in Literacy and Early Childhood Literacy Ability

Based on the analysis it is known that there is no significant relationship between variables of father involvement in literacy with early childhood literacy skills. However, the results of the analysis of the correlation test between items of questions states that there is a positive significant relationship between father involvement in literacy and early childhood literacy skills, such as the writing alphabet or word with child can recognize all alphabet of A-Z ($r = -0.395, p = 0.031$) and the child can read several words ($r = 0.368, p = 0.046$). In addition, storytelling activities ($r = 0.365, p = 0.047$), writing alphabet or words ($r = 0.388, p = 0.034$), visiting the library ($r = 0.382, p = 0.037$) with children having an interest in reading. In addition, there is a significant positive relationship between talking about what has been read with understanding the parts of the book ($r = 0.382, p = 0.037$). Also, there was a significant positive relationship between visiting the library with understanding the parts of the book ($r = 0.519, p = 0.003$). And visiting the library with reading from left to right ($r = 0.469, p = 0.009$).

Table 5. The distribution of respondents based on the relationship of father involvement in literacy with early childhood literacy skills

Variable	Literacy skills (correlation coefficient)
Father Involvement in Literacy (score)	0.174

Description: * significant $p < 0.1$, **significant $p < 0.05$, ***significant $p < 0.01$

DISCUSSION

Based on the results of the analysis it is known that there is no difference between boys and girls in the activities of father involvement in literacy. Nevertheless, the average score of father involvement for boys is better than for girls. Respondents stated that the activities and time allocation of

father involvement in literacy were still minimal. This is because the presence of fathers at home is very rare. Father involvement activities that are often conducted by respondents include discussing school activities and encouraging children's interest in reading. Research McGinnis, et.al (2018) shows that if a father plays a role in activity at home it will help the cognitive and literacy skills of early childhood. The results of this study are not in line with Harris and Morgan (1991) and McHale et.al (1999) find that father European American families treat boys and girls differently concerning spend more time with children of their own gender. This is because the respondents in this study are family fishermen, while families in Europe and America are whole families. Cultural differences are also a difference in previous studies. In addition, the small number of respondents in this study is an aspect that needs to be considered compared to previous research.

Most boys and girls have low literacy skills. Reading book facilities for children at home are still very few, causing low literacy skills of early childhood. In addition, the low literacy ability of early childhood is due to parental attention, especially the father is still very low. Parents are still not aware of the importance of literacy skills from an early childhood. This can be seen from how many parents ask what literacy is important when early childhood. Some of study found that children literacy skills is supported by the active engagement of the parents (Niklas & Schneider, 2013). This active engagement means that not only seeing their parents reading a book or watch TV, but there really have an interaction like reading to and together with the child. This activity has an associated with children literacy skills, like phonological awareness, vocabulary and early reading (Burgess et al., 2002). The parent involvement in literacy activity seems to be important in supported the children literacy ability. Number of studies said that both parents, father and mother has an important rules in children's reading skills (Silinskas et al., 2012). How parents make a role in home, provide the appropriate learning environment and also how children take a role in parental home learning, this all component are the strongest predictor of the children literacy success (Green, Walker, Hoover-Dempsey, and Sandler, 2007; Silinskas et al., 2012)

Although there are no significant differences, it is known that the average literacy score of boy is higher than girls. The results of previous studies suggest that boys' literacy abilities are lower compared to girls (Alloway & Gilbert 1997a; Marks & Ainley 1997; Masters & Forster 1997). To improve the literacy skills of boys, Leslie (2012) using natural outdoor environments to improve boys' motivation. During outdoor activities, the involvement of boys is generally high and enhances listening, focus and attention skills. This also has a positive impact on cognitive abilities and understanding of textual the story. This setting shows that using the right method can stimulate children's skills that have not been appeared. Moreover, parent's that giving facilitative reading and frequent writing activities had the strongest direct effects on early childhood literacy skills (Newland et al., 2011).

Father's and mother's age has negative correlation significant with early childhood literacy skills. The younger the age of the father and mother, the better the children's literacy skills. Younger parents tend to have better levels of education and knowledge, are knowledgeable about technology and information, and have a good spirit. Newland et al. (2011) also found that efficacy and pleasure to mother motivation were related to the frequency and quality of home literacy interactions. Precious research found that is families who were urban, poor, and African American documented that with appropriate interventions low socioeconomic status families were able to participate fully in their children's emergent literacy development (Taylor & Dorsey-Gaines"1988)

The results of this study found that there is not a significant correlation between the fathers' involvement with literacy skills of early childhood. However, there is a tendency that the higher fathers' involvement in literacy, the better the literacy skills of early childhood. Llyod (1999) states that fathers' reading habits have a great influence on reading skills, interest and choices of their children. Having literacy together can also strengthen the bond between fathers and their children. Furthermore, a study conducted by NLT (Clark, Osborne & Dugdale, 2009) found that fathers are the second important person who inspires children to read after mother. The decline in school achievement for boys is also

due to the lack of a role model for fathers in reading and other activities. This shows that the child will

imitate what is done by his parents. Positive activities carried out by parents (both mother and father) such as getting used to reading books, communicating actively with good language, writing, inviting to bookstores or libraries, and playing in outdoor/nature are believed to improve children's literacy skills.

CONCLUSION AND RECOMMENDATION

Based on the results of the study it can be concluded that the father's and mother's age are in the middle age category, the family is in the middle family category, the average family income is below the regional minimum wage in Bandar Lampung. Father's involvement in literacy in the low category. Early childhood literacy skills in the low category. Father's and mother's age has negative significant correlation with early childhood literacy skills. Result no found a significant relationship between father involvement in literacy and early childhood literacy skills. However, there is a significant positive relationship between the level of father involvement in literacy and early childhood literacy skills, namely storytelling activities, visiting the library with reading interest. Recommendations that fathers in fishing families must realize the importance of father involvement in the field of literacy to improve early childhood literacy skills. So the need for socialization about parenting fathering in the field of literacy.

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