



## The Effect of Family Literacy on Students' Interest in Reading

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**Abstract:** Interest in reading among children in Indonesia is still at a low level. Low reading interest requires supporting factors that can influence reading interest. The purpose of this study was to examine the effect of family literacy on students' reading interests. This study uses quantitative research with the type of ex post facto. Data collection techniques using observation and questionnaires. The analysis used in this research is an analysis using descriptive associative research. In this study, the statistical technique used is simple linear regression analysis. Simple linear regression is used only for one independent and dependent variable. The results of the research show that family literacy influences students' interest in reading. They were evidenced by the t-test, which shows the number 5.245. The results of the t-test show that the family literacy variable partially influences the variable interest in reading with a significance level of 0.000. The results of the determinant test showing the influence of family literacy on reading interest is the R result of 0.258.

**Keywords:** family literacy, reading interest, primary school.

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### Introduction

In this 21st century era, literacy is a basic thing as a means of a nation's civilization. Basic literacy or reading literacy is not new in the world of education. Various government programs and policies aim to achieve students' reading literacy skills. It is because reading literacy is the foundation for other sciences. That is, adequate literacy skills will impact the mastery of other sciences. Various studies and theories confirm how important reading literacy is for students. From this, literacy becomes one of the main things in education development. In Indonesia, literacy is one of the essential things that is included in the learning curriculum in schools.

Literacy is very important for students because literacy skills affect their learning success and their lives. Good literacy skills help students understand spoken, written, and visual texts. Literacy skills need to be possessed by every individual as a condition for participating in society, which is part of basic human rights regarding lifelong learning. Reading and writing literacy is one of the literacies that need to be mastered.

Reading literacy is the ability to understand and use forms of written language that are needed by society and valued by individuals. Readers can construct meaning from text in various forms. They read to learn, to participate in reading communities in school and everyday life, and for pleasure (Mullis & Martin, 2021). It can be concluded that reading literacy is the opening gate to mastering another knowledge. This ability is very necessary for future mastery in the global era. Reading literacy is needed for ninth graders as the foundation of basic knowledge and skills necessary for further education or a career in the future (Lunrasri et al., 2022).

Apart from the importance of mastering reading literacy for children, many problems accompany it. The problem of low reading literacy among Indonesian children is one problem in this country. One of the benchmarks is obtained from the results of an assessment conducted by an international survey institution, namely PISA. Indonesia has been involved in this assessment since 2000. Finally, an

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evaluation was carried out in 2018 with results that were still unsatisfactory. This lack of reading literacy gave birth to various programs to strengthen students' interest in reading.

The program to strengthen reading literacy in schools has started since the launch of the School Literacy Movement beginning in 2015. This movement facilitates literacy learning in the school environment. However, it has been almost a decade since the implementation of the GLS program has not been able to affect the developing students' literacy abilities significantly. It seems that literacy is not only the responsibility of schools because children are only at school for no more than 12 hours. Meanwhile, they spend the rest in the family and community environment. Because of this, these two lines are felt to be responsible for the development of reading literacy. Unfortunately, not all families in Indonesia care about and understand this. Many families are still ignorant and tend to let go of responsibility for their children's education. Children are accustomed to knowing and loving books at school, but at home, they can play with gadgets or watch television instead of reading books. Parents' behavior at home also needs to be an example for children.

The introduction of reading literacy can be started in the family environment. The family is the first school for children. From the family environment, children can build foundations of character, way of thinking, and literacy. Family literacy is very popular in developing countries and supports children's literacy mastery. In line with Ki Hadjar Dewantara's Educational Trilogy, education is not only the responsibility of schools. But education also needs to be supported by the family and society (Dewantara, 2013). Even the family is the principal place of education for children. In the introduction of reading literacy, a natural family environment will have a positive impact (Helbig, 2012);(Jung, 2019). Moreover, children are attached to activities imitating what is around them.

Instilling literacy through the family environment is an indication of a strong literacy climate in the family. The higher the parents' awareness of the importance of literacy, the stronger the literacy climate formed through the family. Literacy culture in the family environment will indirectly introduce children to the world of reading and even have a love of books. His passion for this book will shape his interest in reading activities. If someone already has a sense of love, they will do anything for the thing they love. In this case, indirectly, interest in reading will grow in them.

High reading interest will affect a strong desire accompanied by intense and varied reading efforts. Someone with a strong interest in reading will manifest in his willingness to obtain material to be read and then read it at his own will or with encouragement from other parties (Teguh, 2022). Interest in reading will also lead them to develop reading skills (Rahmawati et al., 2021); (Mustadi et al., 2022). It can be said that this interest in reading will minimize the negative factors of reading skills (Aprilia et al., 2020). Interest in reading can be measured from several indicators. Interest in reading can be calculated from the frequency and quantity of reading and the quality of reading resources (Dalman, 2014). Four aspects can be used to determine a person's level of interest in reading, namely, 1) enjoyment of reading; 2) awareness of the benefits of reading; 3) reading frequency; and 4) the number of books ever read (Fatmawati & Sukma, 2022).

Many studies reveal the use of the family environment for mastery of reading literacy in children (Harji et al., 2016);(Curry et al., 2016). In developing countries such as Australia, England, and America, through their governments, they are trying to educate families to provide maximum reading literacy for their children. However, these studies focus more on how family support forms a culture of literacy and the development of family literacy programs (Guzmán-Simón et al., 2020); (Swain & Cara, 2019); (Scott & Hansen, 2020); (Graham et al., 2018). In Indonesia, research examining how much influence family literacy has on elementary school-age children is rare.

This research will examine the role of family literacy in reading interest in elementary school-age children. Studying the influence of family literacy patterns on strengthening interest in reading is crucial. This study aimed to measure the effect of family literacy on reading interest.

### **Methods**

This study used a quantitative research design with an ex post facto type. Ex-post factor research. Ex post facto research aims to find causes that allow changes in behavior, symptoms, or phenomena caused by an event, behavior, symptoms or sensations caused by event, behavior or things that cause changes in the independent variables as a whole that have occurred (Cohen et al., 2007). The research was conducted at SD Muhammadiyah Condongcatur, Sleman, Yogyakarta. The school is one of the

favorite schools in the Yogyakarta area. The sample in this study amounted to 76 students using a purposive sampling technique. Data collection techniques using observation and questionnaires.

The analysis used in this research is an analysis using descriptive associative study. The collected data is analyzed through a quantitative approach, namely by presenting facts in the form of numbers by providing exposure to quantitative data. By doing prerequisite tests and correlation tests. In this study, the statistical technique used is simple linear regression analysis. Simple linear regression is used only for one independent and dependent variable. The simple linear regression formula is as follows:  $Y+b.X$ . To find out Y, you must first look for the values of a and b using the following formula: The steps to test the significance of simple linear regression analysis:

Hypothesis

Ho = There is a significant influence of family literacy on the reading interest of upper-grade elementary school students.

Ha = There is no significant effect of family literacy on the reading interest of upper-grade elementary school students.

## Results and Discussion

### Results

1. Prerequisite test

a. Normality test

The normality test is used to see the normality of the data before going through the data analysis test. The normality test is shown in table 1.

**Table 1. One-sample Kolmogorov-Smirnov test**

		Family literacy	Interest read
Normal Parameters, b	Means	81	81
	Std. Deviation	34.7037	35.9259
Most Extreme Differences	absolute	4.67559	3.26258
	Positive	092	096
	Negative	092	096
Test Statistics		-.074	-.068
asymp. Sig. (2-tailed)		092	096
		.087c	.063c

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

Based on the table above, the normality test results with Kolmogorov Smirnov obtained the asymp value. Sig. 0.087 > 0.05, so it can be concluded that the sample data from the population tested are normally distributed.

b. Linearity test

The linearity test is a procedure used to determine whether there is a linear relationship in the distribution of research data. The linearity test is known by using the F test; the criterion is if the sig value > 0.05, then the relationship of the independent variable with the dependent variable is linear, or by comparing the F value with the requirements if Fcount < Ftable, then the independent variable with the dependent variable is linear. After calculating with the help of the SPSS 25 computer program, the results of the linearity test are summarized in table 2 below:

**Table 2. ANOVA**

			Sum of Squares	df	MeanSquare	F	Sig.
Family_literacy *	Between	(Combined)	732.848	14	52.346	3.400	.000
Interest_read	Groups	Linearity	451.733	1	451.733	29.344	.000

	Deviation from Linearity	281.115	13	21.624	1.405	.181
Within Groups		1016041	66	15.395		
Total		1748.889	80			

Based on the table above, the results of the linearity test show that the significance value (P Value Sig.) in the Deviation from the Linearity line is 0.181. Because the significance value is more significant than 0.05, it can be concluded that there is a linear relationship between family literacy (X1) and reading interest (Y).

## 2. Regression Test

### a. Simple linearity regression test results

The determination Test (R Square) was used to see the influence exerted by the independent variable on the dependent variable. In this case, the independent variable is family literacy, while the dependent variable interest in reading.

**Table 3. Model summary**

Model	R	R Square	Adjusted R Square	std. The error in the Estimate
1	.508a	.258	.249	2.82753

a. Predictors: (Constant), Family\_literacy

Based on the Table of Results of the Summary Model Determination Test above, it is known that the R square value is 0.258 (25.8%). This shows that using the regression model, the independent variable (teacher professionalism) influences the dependent variable (student achievement) by 25.8%. Meanwhile, 74.2% is influenced by other variables. The influence of family literacy on students' interest in reading is in the coefficient interval of 0.20-0.399, and its interpretation is in a low category.

### b. ANOVA test

**Table 4. ANOVAa**

Model		Sum of Squares	Df	MeanSquare	F	Sig.
1	Regression	219.954	1	219.954	27.512	.000b
	residual	631.601	79	7.995		
	Total	851.556	80			

a. Dependent Variable: Interest in reading

b. Predictors: (Constant), Family literacy

The ANOVA table explains whether there is a natural (significant) effect on the Trust variable (X) on the Participation Variable (Y). From the output above, the F count is 27.512 with a probability significance level of  $0.000 < 0.05$ , so the regression model can be used to predict the participation variable

**Table 3. One-sample kolmogorov-smirnov test**

		Family literacy	Interest read
N		81	81
Normal Parameters, b	Means	34.70	35.93
	Std. Deviation	4.676	3.263

Most Extreme Differences	absolute	092	096
	Positive	092	096
	Negative	-.074	-.068
Test Statistics		092	096
asympt. Sig. (2-tailed)		.087c	.063c

Hypothesis testing uses a simple linear regression analysis technique. The test results show a significance value of 0.024 (Regression / F test). A significance value of 0.000 < 0.050 indicates that family literacy is very significant for reading interest. This shows that interest in reading can be influenced by family literacy, and these factors come from outside the student's self which can decrease or increase interest in reading.

c. Hypothesis Test Test t

**Table 6. Coefficients**

		Unstandardized Coefficients	Standardized Coefficients			
Model		B	std. Error	Betas	t	Sig.
1	(Constant)	23,619	2.367		9,977	.000
	Family literacy	.355	068	.508	5.245	.000

Dependent Variable: Interest in reading

$$Y = a + bX$$

$$Y = 23.619 + 0.355X$$

In the output table above, it is known that the coefficient value of the regression equation in this study, the following simple regression equation is used:

$$Y = a + bX$$

Information:

X = Family Literacy

Y = interest in reading

From the output table, the results of a simple linear regression equation

Coefficients obtained the following regression equation:

$$Y = 23.619 + 0.355X$$

The change above is an increase if b is positive and a decrease if b is negative. From the coefficients of the simple linear regression equation above, it is known that a constant of 23.619 indicates that if the family literacy variable is zero or fixed, it will increase interest in reading by 23.619%. The family literacy variable 23.619 shows that if this variable increases by 1 unit, students' interest in reading will increase by 0.355 units or 35.5%. In addition to describing the output regression equation, it also displays a significance test with the t-test, namely, to find out whether there is a real (significant) effect on variable X (family literacy) on variable Y (interest in reading). Before deciding, first, make the following hypothesis:

H<sub>0</sub>: There is no real (significant) effect on the variable Trust (X) on the Participation variable (Y)

H<sub>A</sub>: There is a real (significant) effect on the variable Trust (X) on the Participation variable (Y)

**Discussion**

From the results of the t-test analysis, it can be said that H<sub>0</sub> is accepted. It means that family literacy positively affects students' interest in reading. This can be seen from the results of the t-test, which shows the number 5.245. The results of the t-test show that the family literacy variable partially influences the variable interest in reading with a significance level of 0.000. It is also added to the results of the determination test with an R result of 0.258. This figure shows that using the regression model, where the independent variable (family literacy) influences the dependent variable (Interest in reading) by 25.8%. Meanwhile, 74.2% is influenced by other variables.

This can be interpreted that students state that family literacy factors can help them strengthen their interest in reading because indicators of parental support, reading culture in the family, love of books, and book collections are things that can help students grow an interest in reading, especially at home. If this is done, interest in reading will be better because of the strengthening of literacy culture in the family. This is supported by previous research, which states that family wars are not the only thing that affects reading interest. Other factors, such as family socio-economic, love of books, and community influence (Dong & Hu, 2019), influence it. Even Putro and Lee added (2017) that a person's psychological factors also influence interest in reading. When talking about the magnitude of each of these factors could be different.

The study's results revealed that the influence of family literacy influences 25.5%. This figure is low, meaning that family literacy is not the only factor that can affect students' reading interests. Many other factors influence the dependent variable. For example, the literacy culture formed by schools, the influence of peers, and the community environment. In addition to external factors, internal or student factors influence. Even though the influence of family literacy on reading interest is low, it does not mean that this factor is ruled out. The findings show that the various factors behind students' interest in reading require collaboration. Especially school and family environment

Interest in reading is a tendency towards something. Internal and external factors broadly influence the tendency of students to read. This was emphasized by (Triathma, 2016). Two factors influence reading interest, namely internal factors, which include feelings, attention, and motivation, while external factors consist of the role of the teacher, family, environment, and facilities. Without the fulfillment of these factors, students' interest in reading will not be able to develop properly.

The findings of this study seek to describe one of the factors influencing students' interest in reading. One of the factors tested for its influence is the role of the family, especially how the family owns the reading literacy climate. This is in line with some research (Nguyen et al., 2021); (Relyea et al., 2020) that creating a strong literacy culture requires cooperation with the family environment. Family is one of the pillars of education. From here, children will get their first education. Moreover, when the child is at home more than when the child is at school. This means that instruction from the family plays an important role for a child. Many things can be instilled and taught

This research deliberately took the population in one of the favorite schools in Sleman Regency. On average, students attending these schools come from families with a good education. This means that parents have an awareness of children's education. Parents who send their children to this school want them to get good religious and cognitive provisions even though they must pay more. The school culture in SD Muhammadiyah Condongcatu also tries to strengthen a reading literacy culture. This is in line with Ariawan & Winoto (2021), which states that schools have an essential role in creating a literacy culture. From this theory, various efforts were made by the school, including the provision of reading corner facilities, the practice of the School Literacy Movement, and the school library infrastructure.

The efforts made by schools also need to be balanced with the role of the family in instilling a culture of literacy in children. Family literacy must be one step in cultivating literacy among students. Apart from family, literacy also needs to be strengthened by other factors to maximize students' interest in reading. It is because the influence given by family literacy is not as great as that produced by calculating R square.

Interest can be said as a tendency towards something. Internal and external factors influence the direction of students to read in general. This was emphasized by Triathma (2016). Two factors influence reading interest, namely internal factors, which include feelings, attention, and motivation, while external factors consist of the role of the lecturer, environment, and facilities. Thus, without fulfilling these factors, students' interest in reading will not be able to develop correctly.

Interest in reading that exists in a person does not just grow without any influencing factors. Next Rohimah (2021) explained that the factors influencing reading interest in children are internal factors such as intelligence, age, gender, reading ability, attitude, and psychological needs. The external factors that affect interest in reading include the unavailability of appropriate reading materials, social status, economy, ethnic groups, and the influence of peers, parents, teachers, television, and films.

### **Conclusion**

Based on the study's results, it was concluded that family literacy (X) influences reading Interest (Y). This is proven by the results test, which shows the number 5.245. The results of the t-test show that the family literacy variable partially influences the variable interest in reading with a significance level of 0.000. Other evidence is also shown from the determinant test results, which show the magnitude of the influence of family literacy on reading interest with an R result of 0.258. These results are relatively small, meaning family literacy is not the only factor influencing reading interest. Many aspects still affect students' interest in reading, whether from within or outside the student.

The results of the study imply that students' interest in reading requires a structured and serious effort because various factors could influence interest in reading. The researcher suggests that there is a need for a program that provides education for families to have a climate of reading literacy in the home environment. Although the regression test results show small results, it does not mean family literacy is ruled out. The next suggestion is further research to measure other factors influencing reading interest.

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