

## Management of Book Reading Curriculum in The Family to Develop an Interest in Reading in Early Children

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### Abstract

Reading books by parents to children in the family is essential to manage properly. This study aimed to find and explain the management of parents' book reading curriculum in early childhood in family life. This study uses qualitative field research, which focuses on examining texts in references and research articles that discuss the introduction of literacy and reading activities in the family. The data collection technique used is documentation in the form of data sources from various reference sources, both journal articles, research results, and reference books. Data analysis techniques are carried out by reviewing data based on the scientific point of view, analyzing and criticizing the data studied comprehensively, and presenting the results in its findings. The results of his research are that the management of the curriculum for reading books for parents to children is carried out through (1) management in building family literacy goals which are carried out by getting used to reading books; (2) managing the provision of reading materials in the family which is carried out by organizing and managing a place for books in a strategic family room and managing reading interesting books, according to interests, and by the stages of child development; (3) management of routine reading activities so that it becomes a habit in the family; (4) award-based assessment management of book reading activities that have been carried out.

### Keywords

Management; Curriculum; Reading Books; Early Childhood

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## 1. INTRODUCTION

In Indonesia, the level of interest in reading in early childhood is relatively low. The Survey Program evidences this for International Student Assessment (PISA) results in 2015, which showed that Indonesia was in 64th place out of 72 countries. According to Central Statistics Agency (BPS) survey in 2015, 91.4% of school-age children prefer watching television, and 13.11% like reading. This condition could be due to parents not caring about reading books. Therefore it is important to instill an interest in reading in children from an early age (Yulia, 2020). Early childhood is an individual who needs complex experiences from their environment. The more complex the experience gained, the better the potential for perfecting growth and development (Montessori, 1949). One of the experiences needed by early childhood is literacy experience. Early childhood early literacy experience can be enhanced by stimulating children with interesting and fun activities (Esra, 2019). Literacy experience is shared experiences with parents in enjoying children's reading books through reading activities (Marwany & Heru, 2020). Early childhood literacy experience with parents in reading books is a communication experience in literacy whose primary basis is love (Mem, 2022). The activity of parents in reading books to children in substance is a form of affection given by parents to children by using books as a means of learning and playing. From here, books as a literacy medium used to express affection through reading books will build children's literacy skills from an early age.

This is where parents' reading books to their children becomes an important activity in family life. This is confirmed by the commemoration of Reading Aloud Day every February 2. A special day for parents to always be actively involved in expressing their affection through reading books (Mem, 2022). The day of reading aloud books initiated by Pam Allyn has been followed and commemorated by more than 173 countries. With this collective awareness, it is not surprising that reading books aloud in early childhood is used as an introduction to literacy which is perceived as an effort by parents to fulfill children's rights to literacy from an early age because the quality improvement of children's development (Montessori, 2021) starts at an early age. At an early age, one involves children in direct experience with parents through reading books.

Unsurprisingly, many studies have been conducted on the importance of reading books in early childhood and its effects. The results of research conducted by experts from the University of Melbourne identified the findings that children (from an early age) with any background, who were always actively read books aloud every day, their achievements were a year better than children who never had the experience of being read aloud (Jim, 2020). Jim Trelease, in his book, *Read Aloud*, also quotes a philosopher who argues, "Even if you have chests of gold. Even if you have many treasures, you will not be richer than me. Why? Because I have a mother (parents) who always reads books to me." Of course, this expression is a wonderful contemplation about reading aloud to children, which is beautiful and meaningful (Jim, 2020). When children are still at an early age, children need the activity of reading aloud; through reading aloud (Sofie & Rosie, 2018), children will become very rich in experience and knowledge, which will make children successful in acquiring knowledge and success. Reading aloud by parents is also the best treasure for children who will perfect the growth and development of early childhood.

Strickland Gililan explained that a very valuable and free legacy we can give our children is read-aloud story books. Reading books aloud is a great wealth possessed by parents. The wealth that we should pass on (hand) to our children from an early age (Jim, 2020). (Montessori, 2021) reveals that there are no sounds that are so amazing for children other than the sounds that come out of the human vocal organs, one of which is the voice of parents when reciting and reading books aloud to their children. This means that psychologically, children who are given have brought literacy potential, which makes them always interested in reading their parents' books aloud. From the loud sound of the books being read, the children were amazed and liked. The sound of reading books will enrich children's experience and thinking abilities during their growth and development process.

Fiska Arianti, in her research, explained that reading books to children from an early age can strengthen social-emotional relationships between children and parents and can foster interest in reading in early childhood (Fiska, 2018). Arifal Aris and Andri Tri Kusumaningrum, in their research, also explained that reading books in early childhood can add new experiences for children, train them imaginatively, and stimulate expressive and receptive abilities in early childhood (Arifal & Andri, 2017). In line with Esra Sangelia Sinaga, her research explains that one form of stimulation that can be done to develop children's literacy skills is through the involvement of parents by getting used to reading books with children because children's literacy experiences first occur in the home environment (Esra, 2019).

From this, it can be identified that reading books to children is a basic need for children that their parents must meet in family life. Reading books to children is a social and cultural force in a society that is based on family life. It is not surprising that Mem Fox (2022) explains that reading books to children has an important role in the future social life of children's society, one of which is that children's habit of reading books will be able to minimize children's crime rates when they grow into teenagers. The habit of parents reading books to children is also an investment in the nation's future. The culture of reading aloud is a need as well as a wealth of a nation that must be developed. This means that reading children's books is a social obligation in national life in the context of family life. From here, curriculum management needs to be presented in the context of family education in managing communication and interaction through parents reading books to their children. For this reason, this study will examine and formulate a book reading curriculum management that can be applied in family life.

## **2. METHODS**

This study used a qualitative field research method focusing on understanding and examining the phenomenon of managing the curriculum of reading books by parents to children in the family. The data collection technique used is documentation. Documentation here includes data sources from various reference sources, journal articles, and research results to reference books (Muhajir, 2019). These data sources were identified through intensive reading activities, namely by reading carefully and thoroughly to understand and exploring the concept of reading books by parents to their children. The results of this reading are then studied and elaborated on in the context of concepts and theories of early childhood literacy and family education (Mahsun, 2018). The study results and elaboration is then interpreted based on the rationality of the concepts and theories used so that new theoretical and conceptual patterns are found related to the curriculum of reading books in the family.

The data that has been identified is then carried out for data analysis. Data analysis techniques are carried out by reviewing data based on the scientific point of view, analyzing and criticizing the data studied comprehensively, and presenting the results in its findings (Muhajir, 2019). From this, findings will be identified as the conceptualization of ideas based on the objectivation results of textual and contextual interpretations, which are comprehensively discussed (Moleong, 2017). The results of his research are the formulation of conceptual ideas related to managing the book reading curriculum that can be implemented in family life.

## **3. FINDING AND DISCUSSION**

The family is a social space for intensive interaction and communication between children and parents (Helmawati, 2020). Communication and interaction occur in a social bond based on affection. One form of affection in the family room is when children and parents interact and communicate (Fauzi, 2021), which is mediated by books (Marwany & Heru, 2020). The primary purpose is that books convey information and entertainment to children (Burhan, 2021) through communication and interaction based on affection (Mem, 2022). The critical activity is communication and interaction with how parents read books to their children. These activities are often carried out spontaneously without a clear concept

or direction. Introducing literacy or books to children from an early age is an important education in the family that must exist, be patterned, and be conceptualized (Heru & Kasmiasi, 2022). From here, curriculum management needs to be presented in the context of family education in managing communication and interaction through parents reading books to their children.

Based on managing the curriculum as a device or planning system used to regulate the course of learning activities (Nana Syaodih, 2019) reading books to children, curriculum management can be used as a guide in activities that regulate teaching and learning activities in reading books to children. Here the curriculum is positioned as an activity plan for reading books to children. With this curriculum, parents will be directly and continuously involved in reading books to children with predetermined steps and goals. From here, the formulation and conceptualization of curriculum management for reading books to children in the context of family life can be identified as follows.

### ***Building Literacy Goals***

The main basis in curriculum management is to build the purpose of reading books. Of course, the main goal is to improve the quality of life of children for the future achievement of children. This means that parents' awareness of the importance of reading books to children must be properly internalized. This awareness will make parents happy, voluntarily, and even aware of regularly reading books to their children. This awareness then becomes a series of concrete actions that parents take in the form of being active in reading books on an ongoing basis (Sarah, 2023). Early childhood initially needs to understand the vision and awareness of their parents about the importance of reading books. However, with a series of routine book-reading activities, children will also understand that reading books is an important activity in their life in the family. Awareness of the importance of reading books will also be formed and internalized in children. This is where the collective understanding of the importance of reading books in the family is well-formed (Marwany & Heru, 2020).

The awareness of reading books is implemented routinely in daily activities, then improving the self-quality of each family member is formed. Each family member becomes an individual who likes books and knowledge and is rich in knowledge and skills (Sarwiji, 2020). This quality improvement will form a new awareness that reading books regularly will shape parents' confidence to succeed in achieving the family's future. This belief will also be internalized in children who read books so that children also believe that the habit of reading books that they do with their parents will lead them to become quality individuals and achieve a good future. This is where parents and children's intense process of reading books will eventually build a vision of quality family literacy to prepare them for a bright future (Nani, 2018).

This also occurs in family life where the habit of reading parents' books to children is intense. (Pamusuk, 2020) identifies the experiences of successful writers whose parents often read books to them as a child. (Tom, 2017) identified that the habit of reading and reading books influences one's success. In his study of various successful people (Tom, 2017) identified that one of the habits of successful people is reading books. Habits have grown well since children actively read books with their parents. Reading parents' books to children will build an important vision of awareness to become a quality and successful individual in the future. The important basis of the curriculum for reading books in the family is to build a vision of literacy for all family members.

### ***Preparation of Reading Materials***

Curriculum management then relies on facilities and infrastructure. The main facilities and infrastructure in the family reading curriculum are the availability of reading materials, namely interesting children's story books which will be used as media and sources of reading activities by parents and children (Jim, 2020), (Sofie & Rosie, 2018), (Rosie, 2019). This is where the family must provide learning materials in the form of well-available children's reading books and interesting reading per the child's development and interests. All these ingredients are well available in the family.

Curriculum management based on providing reading materials to read this book includes two important things that must be done.

First, place management. In the family room, a special place must be provided to place reading books which will be used as a medium and source of book reading activity (Dinar Nur, 2017). This place is in a strategic home space from the aspect of children's reach, a site that is often used for children's activities, and an interesting and fun place for children. The management of this place must also be designed in an attractive way to arouse children's enthusiasm to read books (Sarah, 2023). From here, the management of this place relies on attractive and strategic room management, as well as the management of other devices, for example, bookshelves or bookcases that are easily accessible to children. From these two managements, the family will present a fun and interesting place to read at home so that the children will be happy and enthusiastic to be involved in reading books in the family.

The second is book management. Books or reading materials are the main source and media that will be used to read books. After the place is managed correctly and attractive, reading books will fill the reading room in the family (Ria, 2019). For this reason, it is important to manage books in the reading room in the family properly. The management of reading books in the reading room is based on providing interesting books according to children's interests, and books must be by children's development. With these three management criteria, the books that will be used to read are in accordance with children's interests and development (Sofie & Rosie, 2018). Furthermore, the management that must be carried out is that the placement of these books must be appropriately managed and attractively. Well means that readers are placed by the interests and habits of children, while interesting points that the placement of books can build children's enthusiasm from an early age to be actively involved in reading books.

The family has built the main facilities and infrastructure for reading books with these two managements. Facilities and infrastructure will play an essential role in curriculum development for reading books in the context of family life. Good facilities and infrastructure can attract children's attention and be appropriately used for reading books. It is in these facilities and infrastructure that parents and children will be actively involved in the dynamics of reading books. Facilities and infrastructure can be the main foundation in developing a curriculum for reading books in family life.

### ***Book Reading Activity***

The curriculum as a guideline for organizing book reading activities provides the main guide in achieving a goal. To achieve this goal, the management of the book reading curriculum is based on actions or activities. This is where the direction of book reading activities becomes the main basis for implementing the book reading curriculum in family life. Reading parents' books with children is carried out in activities involving parents and children who interact intensively with each other, focusing on discussion on books (Mem, 2022). Books are material, media, and the main source of discussion for activities carried out by parents and children (Marwany & Heru, 2020). To create such conditions, reading activities for parents and children need to be managed properly, interestingly, and creatively. The basis for managing parents' book reading activities to children adheres to two important things.

First, shared reading activity. The activity of reading books carried out by parents to children is a joint activity carried out by parents and children. The activity can be carried out with any activity, but in it parents take advantage and use books or reading materials as media and sources to convey material by reading it. This means that the activity of reading books is not a specific activity for reading books that parents do to their children (Sarah, 2023). This book reading activity is an activity that is always integrated with various other activities, but parents are able to present book reading activities in it. With this integrated management, the activity or activity of reading books is not a boring and boring activity. Reading books is a fun activity. Parents are present to provide book reading activities integrated with other activities (Awam et al., 2021). For example, when children are playing alone, eating, studying,

singing, and running, parents can attend to accompany them, and in the activities that are being carried out by the child, parents can be active and creative in reading books so that children like them (Mem, 2022). From the management of this integrated activity, the activity of reading parents' books to children is always fun.

Second, reading exemplary activity. In addition to collective activities, namely book reading activities that directly involve children and parents, the management of the book reading curriculum also relies on supporting activities. Supporting activities are the independent activities of parents and children in learning or reading books. This means that the management of the curriculum for reading parents' books to children, in addition to core or curricular activities, must also develop extracurricular activities. Extracurricular activities in the curriculum for reading books in the family are exemplary parents reading and children's independent learning to read (Jim, 2020). Parents must get used to carrying out reading activities independently whose activities are certainly seen and witnessed by children. Parents' independent reading activities as a form of example will build children's perceptions that reading books is an important activity for their parents (Agus, 2016). This perception will then be imitated, perceived, and internalized within the child so that the child will also have awareness and belief about the importance of reading books. This is what will then strengthen and strengthen the habit of reading books which is carried out through joint activities as the main activity in the curriculum (Abidin, 2019). This example will then be imitated by children. Children will also carry out independent learning activities in reading books. When this happens, parents must give space for children to continue reading books. The combination of exemplary reading and independent reading will build reading habits in children.

### *Evaluation With Appreciation*

One of the basic principles of curriculum development in learning activities is assessment (Zainal, 2017). Assessment is carried out with the aim of gathering information related to the results that have been achieved on learning activities that have been carried out by early childhood. Through information on the results of this assessment, the level of success and/or failure of learning activities can be identified so that appropriate policies can be made for the development of an even better learning curriculum (Ngalim, 2019). From here, the management of the curriculum for reading books in the family also develops assessment activities as a way to obtain and collect information related to the activities of reading books that have been carried out. Through this assessment, the success of reading parents' books to children can be identified. This is where it is necessary to manage the assessment of parental reading activities to children in the family context.

In this case, the proper assessment is an assessment based on awards. Assessment is carried out not only to collect information related to book reading activities, early childhood understanding of books that have been read, and children's responses and enthusiasm when carrying out activities (Marwany & Heru, 2020). Assessment is more emphasized on giving awards to children during the activity process and after reading books. This award is carried out in the form of attitudes, words, actions, and materials. Appreciation in the form of attitude is shown through expressions of parental affection for children when reading books takes place. Rewards in the form of words are carried out by praising, flattery, and motivating when reading books so that children are happy and motivated. Appreciation in the form of attitude is manifested by the respectful attitude of parents when reading books so that children feel comfortable and valued (Devi & Diana, 2022). While material rewards are carried out by giving gifts in the form of materials, for example, food, drinks, or other gifts that children like so that children like and give a good impression of the book reading activities they have done.

Through this award, book reading activities will be created which are interesting and impressive and create a deep impression. Children feel happy, loved, respected, and valued when they are actively involved in reading books. This impression will motivate children to continue to be involved in reading books. With the intensity of deep involvement in reading this book, children will be enthusiastic, happy,

and have a good understanding of the books they have read (Heru, 2018). From here, if competency-based or competence-based assessments are carried out, children will have the competence to master comprehensive material understanding of the books they have read. This can be identified in children who are read books from an early age. Until they grow up and even become parents, the content, material, or stories in books will always live on and be remembered until adulthood and old age.

This shows that award-based assessment prioritizes building relationships that are memorable, pleasant, and full of appreciation when reading books. This award builds an optimal base of children's abilities and competencies so that children have good reading competence and mastery of reading and an unforgettable impression of the book reading activities they have done with their parents from an early age. From here, children who are introduced from an early age and conditioned to be actively involved in reading books, then these children will grow into individuals who have experience and good literacy skills. This happens because the management of assessments based on awards is able to be the right step in obtaining information as well as building children's motivation from an early age to have high literacy skills.

#### 4. CONCLUSION

The family is a social space for intensive interaction and communication between children and parents. One of the important interactions and communications within the family is the involvement of books as media and learning resources. From here, the activity of reading books by parents to children in the family becomes important to be managed properly. The process of managing the curriculum of reading parents' books to children is carried out through four important management. First, management in building family literacy goals which are carried out by getting used to reading books to children and telling parents' expectations for book reading activities. Second, managing the provision of reading materials in the family is carried out by organizing and managing a place for books in a strategic family room and managing reading interesting books, according to interests, and by the stages of child development. Third, management of routine reading activities so that it becomes a habit in the family. Fourth, Management of award-based assessments of book reading activities that have been carried out. After carrying out reading activities, children are appreciated through words, attitudes, actions, and material that will further strengthen children's motivation to continue to be involved in reading activities with their parents.

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