

***HOME LITERACY: SUATU KAJIAN DALAM TEORI EKOLOGI***

TESIS

Diajukan untuk memenuhi sebagian syarat untuk memperoleh gelar Magister  
Pendidikan Anak Usia Dini



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# **Home Literacy: Suatu Kajian dalam Teori Ekologi**

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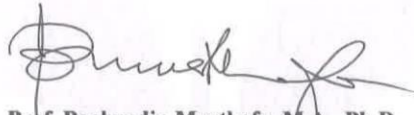
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## **HOME LITERACY: SUATU KAJIAN DALAM TEORI EKOLOGI**

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### **ABSTRAK**

Topik mengenai *home literacy* jarang ditemukan di Indonesia, hal tersebut terlihat dari jarang ditemukannya penelitian-penelitian atau artikel mengenai *home literacy*. *Home literacy* merujuk pada kegiatan yang dilakukan di rumah berupa kegiatan literasi. Pelaksanaan penelitian ini bertujuan untuk menjelaskan peran *home literacy* jika dilihat dari teori ekologi Bronfenbrenner yang didukung oleh beberapa tujuan lainnya yaitu menjelaskan pandangan, proses, faktor-faktor, dan hambatan dalam menerapkan *home literacy*. Metode penelitian yang digunakan adalah kualitatif khususnya studi kasus dengan melibatkan 3 ibu dan 1 ayah di Tasikmalaya dan Bandung. Data diambil dengan wawancara semi terstruktur. Analisis data menggunakan *grounded theory* dengan membuat *initial coding* dan *focused coding*. Hasil penelitian ini menunjukkan keluarga memandang *home literacy* sebagai *reading self-concept* yaitu literasi sebagai pendidikan turun-temurun, momen kebersamaan, bentuk kepedulian dan tren. *Home literacy* dibentuk dengan menggunakan *BAGS (Books and Good Stuff)* yaitu perpustakaan keluarga, istana buku, rumah umi, dan ruang baca. Ada beberapa faktor yang mempengaruhi terbentuknya *home literacy* yaitu *parental beliefs* yang terdiri dari menyisihkan *budget*, mengurangi *timezone*, program 18-21, dan perubahan *furniture* serta *parental involvement* yang terdiri dari kapasitas orang tua, dukungan antar keluarga, dan *peer teaching*. Namun dalam proses terbentuknya *home literacy* bukan tanpa tantangan, ada beberapa hambatan yang dirasakan oleh orang tua yaitu *limitation*, *perpective* dan *language gaps*. Sehingga *home literacy* memiliki peran sebagai motivasi atau *literacy as motivation* yang memberikan dorongan kepada anak dengan membentuk kebiasaan membaca.

Kata Kunci: *home literacy*, teori ekologi Bronfenbrenner, membaca anak usia dini

## ***HOME LITERACY: A STUDY OF ECOLOGICAL THEORY***

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### **ABSTRACT**

The topic of home literacy is rarely found in Indonesia since the related studies or articles on home literacy are very limited in numbers. Home literacy refers to activities carried out at home in the form of literacy activities. This study aims to explain the role of home literacy based on the Bronfenbrenner ecological theory. It also contains other objectives. They are, among others, to explain the views, the processes, the factors, and the obstacles of home literacy implementation. The study employed a qualitative case study involving three mothers and a father in Tasikmalaya and Bandung. The data was collected through a semi-structured interview. The data was analyzed based on grounded theory by making initial coding and focused coding. The results of the study indicated that the families viewed home literacy as reading self-concept, namely literacy as hereditary education, moments of togetherness, and forms of caring and trends. Home literacy was formed by using BAGS (Books and Good Stuff), which were family library, book palace, public house, and reading room. Several factors influence the formation of home literacy. They are, among others, parental beliefs consisting of setting aside a budget, reducing time zone, 18-21 program, and furniture changes; and parental involvement consisting of parental capacity, inter-family support, and peer teaching. However, in the process, home literacy faced challenges. There were some obstacles that are felt by parents, namely limitation, perspective, and language gaps. Therefore, home literacy as motivation gave encouragement to children by forming reading habits.

Keywords: *home literacy*, Bronfenbrenner theory of ecology, reading for early childhood age

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