

## The Correlation between Parenting Style, Parent's Involvement, and Emergent Literacy through Language Ability



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**ABSTRACT:** This study aims to describe and analyze parenting style, parents' involvement, and emergent literacy through language ability. A quantitative approach with a correlational technique was used to obtain data from a sample of 167 people. The data collection was carried out using instruments consisting of parenting style (20 items), parent's involvement (20 items), language ability (18 items), and emergent literacy (20 items). Then, the data from this study was analyzed using descriptive analysis, the classical assumption test, multiple linear regression analysis, and path analysis. The results of the study show that there is a direct correlation between parenting style with language ability, parenting style with emergent literacy, parent's involvement with language ability, parent's involvement with emergent literacy, and language ability with emergent literacy, and an indirect correlation between parenting style with emergent literacy through language ability and parent's involvement with emergent literacy through language ability.

**KEYWORDS:** parenting style, parent's involvement, language ability, emergent literacy

### INTRODUCTION

Literacy is a crucial part of a child's development that should be stimulated from an early age. This skill serves as a gateway to the learning process and is a key to success in school. The importance of literacy skills lays the foundation for the mastery of knowledge and technology in the modern era. The development of emergent literacy in young children aims to establish the early literacy foundation, which functions as the basis for a child's reading ability, ultimately enhancing the child's self-concept. This, in turn, motivates the child to learn, and good reading habits, along with continuous engagement in reading activities, determine success in acquiring knowledge. Therefore, it is essential to develop emergent literacy skills in young children (Fajriah, 2018). Sakerani, S., Prastitasari, H., & Purwanti, R. (2022) Literacy that is known by humans from an early age without realizing it and is always related in everyday life as expressed. Then Zahro, I. F., & Aprianti, E. (2022) stated that literacy learning is important in the 21st century

One of the factors contributing to emergent literacy is language proficiency. Alzam (2021) suggests that language skills and letter understanding in young children represent two interconnected constructs that predict future achievements in reading comprehension and word recognition.

Besides language proficiency, parental involvement is another influencing factor in the emergent literacy of young children. According to Niklas et al (Pradipta, 2013), during the preschool years, parents play a significant role in developing a child's literacy. Parental involvement in the literacy development process impacts the child's future reading ability. Specifically, Fantuzzo (Karima and Kurniawati, 2020) emphasizes that parental involvement in literacy introduction is achieved through interacting with the child.

Parenting styles are another factor affecting emergent literacy. As stated by Djamarah (Nahdiah, 2022), a child's character is shaped by family parenting styles. Early childhood learns habits through examples set by their parents, influencing their readiness for learning. All behaviors demonstrated by parents become focal points in a child's daily life. Proper parenting styles enhance a child's literacy because parenting is the foundation of literacy, and children often learn through imitation in education, a concept known as learning through imitation.

Therefore, the aim of this study is to analyze the correlation between parenting styles, parental involvement, and emergent literacy through the language abilities of children in Group B at TK Koordinator Wilayah Bidang Pendidikan Martapura District, Banjar Regency.

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### METHOD

This research study employed a quantitative approach. It aims to analyze the correlation between the independent variables, namely the parenting style (X1), parent’s involvement (X2), and language ability (Z) on the dependent variable, namely emergent literacy (Y) of children in Group B at TK Koordinator Wilayah Bidang Pendidikan Martapura District, Banjar Regency. The population in this study included all the parents of the children in group B at TK Koordinator Wilayah Bidang Pendidikan Martapura District, Banjar Regency which covers over 14 schools culminating in 288 parents. A total of 167 study samples were selected by using the proportional selection method. Data collection in this study was carried out by distributing questionnaires in the form of a list of questions that had been tested for validity and reliability addressed directly to several selected respondents as the parents of the children.

### RESULTS

Based on the results of the data analysis using path analysis, direct and indirect correlation coefficients are found as described in Figure 1.

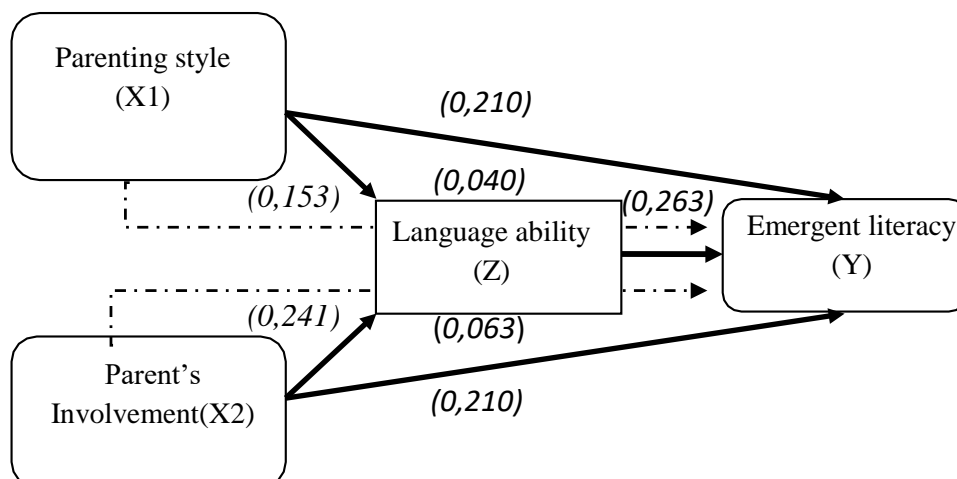


Figure 1. Path Analysis Model X1, X2, Z and Y

Table 1. Summary of the Hypothesis Testing Decisions of H<sub>1</sub>, H<sub>2</sub>, H<sub>3</sub>, H<sub>4</sub>, H<sub>5</sub>

Hypothesis		B	Decision
H <sub>1</sub>	There is a significant positive correlation between parenting style and emergent literacy.	0.210	Accepted
H <sub>2</sub>	There is a significant positive correlation between parent’s involvement and emergent literacy.	0.210	Accepted
H <sub>3</sub>	There is a significant positive correlation between language ability and emergent literacy	0.263	Accepted
H <sub>4</sub>	There is a significant positive correlation between parenting style and language ability	0.153	Accepted
H <sub>5</sub>	There is a significant positive correlation between parent’s involvement and language ability.	0.241	Accepted

Table 2. Summary of Hypothesis Testing Decisions of H<sub>6</sub> and H<sub>7</sub>

Hypothesis		Indirect	Decision
H <sub>6</sub>	There is an indirect positive correlation between the environment-based curriculum and learning quality through literacy learning.	0,040	Accepted
H <sub>7</sub>	There is an indirect positive correlation between teacher pedagogical competence and learning quality through literacy learning.	0,063	Accepted

The results of the path analysis aims to prove seven research hypotesis which are namely H1: There is a direct effect of parenting style on emergent literacy of children in Group B at TK Koordinator Wilayah Bidang Pendidikan Martapura District, Banjar Regency ; H2: There is a direct effect of parent’s involvement on emergent literacy of children in Group B at TK Koordinator Wilayah Bidang Pendidikan Martapura District, Banjar Regency; H3: There is a direct effect of language ability on emergent literacy of children in Group B at TK Koordinator Wilayah Bidang Pendidikan Martapura District, Banjar Regency; H4: There is a direct effect of parenting style on language ability of children in Group B at TK Koordinator Wilayah Bidang Pendidikan Martapura District, Banjar Regency; H5: There is a direct effect of parent’s involement on language ability of children in Group B

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at TK Koordinator Wilayah Bidang Pendidikan Martapura District, Banjar Regency; H6: There is an indirect effect of the parenting style on emergent literacy through the language ability of children in Group B at TK Koordinator Wilayah Bidang Pendidikan Martapura District, Banjar Regency; H7: There is an indirect effect of the parent's involvement on emergent literacy through the language ability of children in Group B at TK Koordinator Wilayah Bidang Pendidikan Martapura District, Banjar Regency.

### **DISCUSSION**

#### **A. Correlation between parenting style and emergent literacy of children in Group B at TK Koordinator Wilayah Bidang Pendidikan Martapura District, Banjar Regency**

Based on the analysis conducted in this study, the predominant parenting style applied by parents is the democratic parenting style. Meanwhile, the observation results indicate that the majority of emergent literacy variables are associated with high abilities. This demonstrates a direct positive correlation between the parenting style of parents and emergent literacy. This is evidenced by a path coefficient of 0.210, indicating a positive correlation between the parenting style of parents and emergent literacy at the TK Binaan Koordinator Wilayah Bidang Pendidikan Martapura District, Banjar Regency.

Wood and Zoo (2013) state that parenting style is the pattern of interaction between parents and children, encompassing how parents behave, their attitudes, and their actions when interacting with their children. This includes the application of rules, teaching values and norms, providing attention and affection, and demonstrating positive attitudes and behaviors, serving as an example for their children. Parents who provide warmth and autonomy at home can emphasize various types of home literacy practices. The role of parents in fostering early literacy in the family, primarily being role models and providing direct examples in daily life, encourages children to adopt similar habits. When children frequently witness the habits we exhibit, they are motivated and interested in doing what we do (Asmayati, 2021).

The findings of this research align with the results of Husnul's study (2022), with an R-square ( $R^2$ ) value of 0.168, indicating a significant correlation between the parenting style of parents and the literacy of children in Group B. This value suggests that the better and improved the parenting style of parents, the better the literacy skills of the children.

#### **B. Correlation between parent's involvement and emergent literacy of children in Group B at TK Koordinator Wilayah Bidang Pendidikan Martapura District, Banjar Regency**

Parental involvement, as indicated by the data processing results, shows that the majority falls into the high category. Meanwhile, the observation results of the emergent literacy variable show that the highest level is associated with high abilities. This suggests a direct correlation between parental involvement and the literacy abilities of young children. This is supported by a path coefficient of 0.210, signifying a positive correlation between parental involvement and emergent literacy in the TK Binaan Koordinator Wilayah Bidang Pendidikan Martapura District, Banjar Regency. This implies that children with good parental involvement tend to have high emergent literacy as well.

Parental involvement, according to Gonzales and Wolter (Ardiyana et al., 2019), reflects the extent to which parents are present and immerse themselves in their children's lives. According to Niklas et al (Pradipta, 2013), during the preschool years, the most significant stakeholder in developing a child's literacy is the parents. Parental involvement in children's literacy includes creating a home literacy environment, involving aspects such as reading books together, providing print materials for children, and displaying positive attitudes towards literacy.

Research by Nuraeni (2016) showed a parental involvement percentage of 63.32% in the frequent category, meaning that parents have played a role as stakeholders in the development of early literacy in children. Observations of literacy in Group B children in Gugus 7 Mangunan showed a high understanding of vocabulary, awareness of writing or print symbols, storytelling abilities, and phonological awareness. This indicates that the higher the intensity of parental involvement, the better the literacy abilities of children.

#### **C. Correlation between parenting style and language ability of children in Group B at TK Koordinator Wilayah Bidang Pendidikan Martapura District, Banjar Regency**

The analysis results demonstrate a positive correlation between parenting style and the language development of young children. This is supported by a coefficient value of 0.236, indicating a positive correlation between parenting style and language development at TK Binaan Koordinator Wilayah Bidang Pendidikan Martapura District, Banjar Regency. This implies that the better the parenting style, the better the language abilities of young children, as demonstrated.

This research aligns with the findings of Mulqiah (2017), concluding that parenting style has a significant correlation with the language development of preschool children (aged 3-6 years) at PAUD Mustika Cempaka in South Kalimantan with a p-value of 0.032. This means that children with good parenting styles will have good language abilities.

Another study by Herliana (2021) concludes that there is a positive correlation between parenting style and language abilities, with a beta value of 0.085, indicating that with each increase in parenting style, the language abilities of young children also increase.

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### **D. Correlation between parent's involvement and language ability of children in Group B at TK Koordinator Wilayah Bidang Pendidikan Martapura District, Banjar Regency**

The results of this study demonstrate a direct correlation between parental involvement and a child's language abilities. This is evident from the coefficient value of 0.153, indicating a positive correlation between parental involvement and language abilities in the TK Binaan Koordinator Wilayah Bidang Pendidikan Martapura District, Banjar Regency. This means that the better the parental involvement, the better the language abilities of young children.

According to Wahdini (2023), parents who take the time to interact with their children can influence and improve their communication skills, from the process of recording and imitating. Parents serve as significant role models affecting a child's speaking ability. Children accustomed to good speech and articulation will likely accelerate development in other areas, such as maturity, independence, and composure.

This aligns with the research conducted by Suciati (2017) in the form of a literature review that highlights the crucial role of parents in enhancing the language abilities of young children (AUD). During this critical age, children should be given full assistance and support to maximize their language potential.

### **E. Correlation between language ability and emergent literacy of children in Group B at TK Koordinator Wilayah Bidang Pendidikan Martapura District, Banjar Regency**

The results of this study demonstrate a direct correlation between parental involvement and a child's language abilities. This is evident from the coefficient value of 0.153, indicating a positive correlation between parental involvement and language abilities in the TK Binaan Koordinator Wilayah Bidang Pendidikan Martapura District, Banjar Regency. This means that the better the parental involvement, the better the language abilities of young children.

Oral language, especially vocabulary, is crucial for understanding written texts. The richness of vocabulary in children significantly impacts decoding skills in the early stages of learning to read. Thus, the growth of oral language in young children is associated with the growth of phonological sensitivity, which is one component of emergent literacy.

This research is in line with the findings of Masfufah (2021), concluding that one domain of child development is language development, which is a crucial factor in a child's literacy development. The study discusses language and literacy development in children and the methods used to develop language and literacy skills in children.

### **F. Correlation between parenting style and emergent literacy through language ability of children in Group B at TK Koordinator Wilayah Bidang Pendidikan Martapura District, Banjar Regency**

The analysis shows that there is an indirect correlation between parental parenting style and emergent literacy in young children through their language abilities. This is supported by a coefficient value of 0.040, indicating an indirect correlation between parental parenting style and emergent literacy in young children through language abilities in TK Binaan Koordinator Wilayah Bidang Pendidikan Martapura District, Banjar Regency.

The correlation between parenting styles and children's literacy works through the oral language experiences parents provide for their children. In this way, parenting styles influence the quality and development of oral language at home, which in turn correlates with children's literacy experiences. Parents, through their parenting styles, instill correct grammar, encourage open-ended questions, and introduce positive words such as "please," "thank you," and "sorry." With good language development, literacy becomes the foundation for further cognitive development in children.

Furthermore, the research findings by Anggraini (2020) describe the importance of parental roles in child literacy through language abilities. This is achieved by introducing proper greetings during family communication, practicing pronunciation of short or simple sentences, familiarizing children with their surroundings, engaging in conversation, reading or storytelling, and implementing a democratic parenting style.

### **G. Correlation between parent's involvement and emergent literacy through language ability of children in Group B at TK Koordinator Wilayah Bidang Pendidikan Martapura District, Banjar Regency**

The analysis indicates that there is an indirect correlation between parental involvement and emergent literacy in young children through language abilities. This is supported by a coefficient value of 0.063, meaning there is an indirect correlation between parental involvement and emergent literacy through language abilities in TK Binaan Koordinator Wilayah Bidang Pendidikan Martapura District, Banjar Regency.

According to Wasik and Hendrickson (2004), parental involvement in literacy interactions with children is crucial for developing emergent skills. Specifically, warm, supportive, and affectionate parent-child correlation have correlated with higher language and literacy achievements.

Melasari's research (2022) through a qualitative descriptive approach suggests that parental roles in developing literacy in young children include habits like reading books to children, creating an interesting and enjoyable learning environment, and providing rewards as a form of appreciation. Children with more involved parents have better chances of developing literacy skills compared to children whose parents are less engaged.

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### CONCLUSION

Based on the findings it is concluded that parenting styles, parental involvement, and language abilities are all classified as high, while emergent literacy in Group B children at TK Koordinator Wilayah Bidang Pendidikan Martapura District, Banjar Regency, is classified as very good. In addition, there is a direct correlation between parenting styles and emergent literacy, there is a direct correlation between parental involvement and emergent literacy, and there is a direct correlation between language ability and emergent literacy. Also, there is a direct correlation between parenting styles and language ability and there is a direct correlation between parental involvement and language ability. There is an indirect correlation between parenting styles and emergent literacy through language ability. There is an indirect correlation between parental involvement and emergent literacy through language ability.

In conclusion, the researchers suggest that teachers focus on providing simple and understandable emergent literacy lessons, paying attention to children's play activities in kindergarten to maximize literacy skills. Parents should be proactive in creating a supportive environment to foster interest in emergent literacy and provide facilities and infrastructure. Finally, future researchers can use this study as a reference and expand the research on parenting styles, parental involvement, language abilities, and emergent literacy in young children.

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