

Analysis of The Readiness Profile of Muslim Families In Accompanying Children When Studying at Home To Form Educated Muslim Generation (A Qualitative Study on Parents of Elementary School Students)

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Abstract

This study aims to determine the readiness of Muslim families, especially in parents in accompanying children when studying at home to form educated muslim generation, and to analyze readiness in a complex manner both of facilities and family culture. This research was conducted on 70 parents or guardians of elementary school students. This study used qualitative research method. Data analysis used the Miles and Huberman models with the following steps; (1) data collection, (2) data reduction, (2) data presentation, and (3) drawing conclusions / verification. Data were collected through observation and interviews. The results of the study were discussed from two aspects of the student reading environment, namely the physical and non-physical environments. From these two environments, it can be concluded that there are four principles of learning environment family, namely 1) The abundance of learning material. 2) Various texts/labeling based on the children's needs. 3) reading interaction. 4) Integrated and sustainable activity. From these four principles, it is found that in average, the reading interaction in family is high enough only, and this is related to the purpose of formal education. However, the environment and culture of family have not been built in integrated and sustainable way considering that preparing educated generations must focus on sustainable and integrated processes in order to get long term benefits. So the results of this study are necessary to be used as a reference for parents, schools, and policy makers in preparing schools so that they are ready for accompanying children when studying at home to form educated muslim generation.

Keywords: *Muslim Family Readiness, Educated Muslim Generation.*

A. Introduction

Humans are social beings who need each other and provide mutual relations with the environment, in Islam it is mentioned that there are two relationships in this world; the relationship with Allah (*Khablun Min Allah*) and relationship with humans (*Khablun Min An-nas*), both must be done well. Moreover, it is reinforced by the hadith narrated by ath-Thabrani, which essentially means that good human is being beneficial person to others. In communication, human uses symbols called languages. This language becomes the basis for human to communicate. The better human ability to understand and use language, the better skill to communicate with humans and environment, yet this is not easy as language has a layered symbol so that to understand language requires complex steps (Cartwright, et al., 2010). Students can also study well at home, so good reading skills are needed, this requires good language skills.

The development of language skills should be started from early childhood because language skills are very necessary to support the development of children's intelligence and literacy (Teaching Strategies, 2010) and it must be optimized since

early because the brain of kids has a special ability to learn languages that will naturally decrease in line with his age development, as stated by Wilder Penfield, a neurologist, Director of the Mc.Gill University Institute of Neurology.

This is supported by Vygotsky (Shaffer, 2014); two important roles of language in cognitive development: first as an important means of thinking and solving problems in everyday life, the second role as one of the main means in intellectual adaptation with himself. In addition to these two important roles, language also has an important role in understanding its environmental culture which is very influential on child's ability to understand the pattern of his learning environment, since language develops from social utterances to children's personal utterances (Vygotsky in Schunk, 2012). Language is closely related to literacy.

The spread of the Corona virus that causes Coronavirus Disease (Covid-19) has an impact on all aspects of life, one of which is in the field of education. Since this virus spread to Indonesia in early March, various steps have been taken to prevent its spread. In response to the rapid spread of the Corona virus, the Minister of Education and Culture (Mendikbud), Nadiem Makarim, issued Circular Letter (SE) of the Minister of Education and Culture of the Republic of Indonesia No. 3 of 2020 dated March 9, 2020 concerning 18 instructions for preventing corona in education units. This instruction contains an appeal to take steps to prevent the development and spread of the virus within the education unit.

One week later, the Minister of Education and Culture issued a SE containing an appeal to the Head of the Provincial Service to implement online learning from home for students and college students; employees, teachers, and lecturers carry out work activities, teach or give lectures from home. Learning at home (LAM) is a learning process carried out by students and teachers in their respective homes. With this LAM, it is hoped that it will break the chain of the spread of the Covid-19 disease. During LAM students are encouraged to continue to do all activities at home and apply behavior live clean and healthy. By continuing to move from home, students will automatically keep their distance from other people (physical distancing) and avoid crowds of people (social distancing).

Based on the results of the questionnaire in table 1, students like to study at home, but students prefer to study at school because it is not boring, the facilities at school are complete, more comfortable and can interact with their schoolmates. Not all students are serious about doing LAM assignments. Many factors cause this, including boring learning, lack of student motivation, too many tasks, a less pleasant learning atmosphere. The implementation of LAM requires the full support of parents and guardians. Based on the survey above, almost 50% of parents do not help students in learning. This is because most of the learning time is in the morning and at the same time as parents work (Prasetyaningtyas, 2020).

The research does not focus on formal learning at home, but how parents can accompany children to study in general, not just formally, but how children can learn many skills at home that start with the ability to read. One of the factors that must be prepared is the family environment. The family is one of the education centers that also have an important factor in maximizing efforts to increase student skill especially literacy. In the context of Muslim families, literacy is very important to equip their children with independent literacy skills, because at this time, when the digital world is developing rapidly, Muslims must not lag behind, generations of

educated Muslims must grow so that they become ready to compete, and wise in respecting differences. Then this study will discuss the profile of Muslim families' readiness in accompanying children study at home in order to create a generation of educated Muslims.

B. Method

The research used qualitative method. Miles and Huberman models were employed in data analysis through the following steps (1) data collection, (2) data reduction, (2) data presentation, and (3) drawing conclusions / verification. The data were collected through observation and interviews. The data were analyzed using descriptive analysis percentage, which illustrated the research findings data with percentages to see the preference of research variables. The research sample was taken randomly from parents who have children of elementary school level with Islamic religion and they have different professions as many as 70 people in Pekalongan City and Pekalongan Regency. The data were obtained through two ways; interviews and observations. Interview was used to obtain information verbally from parents about their understanding and treatment, while observation has a function as data triangulation, by observing the real conditions. The instrument indicator was developed by looking at two aspects, both physical and non-physical.

C. Result and Discussion

The research findings will be discussed from the two domains of educating environment, namely the physical environment related to infrastructure facilities, books, exposure and some other physical literacy environments and non-physical environment related to family

Physical Environment

The data were obtained from 13 indicators that describe the profile of the physical educating environment in others side called literacy environment; the book, the number of books, the types of book, the place to store books, labeling and several other aspects of the physical environment. The conclusions from the data obtained are the parents mostly have provided a high level of physical educating environment, but their main focus is on school learning so that the process of environmental literacy is only intended to help in achieving the goals of school, this can be seen from the provided books and exposure that are related to the school lessons. Indeed increasing literacy is not only about reading numeracy related to school lessons (Mustafa, 2014), yet it is more, the fondness and reading culture will be an important point in achieving a literate generation (Alisoon, 2016). This requires material and environmental literacy that concerns to children's interests and developmental levels (Carol S, 2010). Children often need recreational reading such as children's literature (Huck, 1987), uncomplicated books that do not need to think hard to understand the content of the books, so children are expected to enjoy the literacy process (King, 2019), it does not mean that children have to read by the curriculum demands that burden them, thus their reading activities do not reach the goal of literacy.

Non-Physical Environment

The data were obtained from 11 indicators that represent the profile of the non-physical environment related to literacy culture such as support and motivation for reading or learning, literacy interaction, habituation of reading activities, and examples of literacy implementation in daily life and family culture. The conclusions

from the data obtained are learning support has been established by parents from an early age, motivation and encouragement to children to read and learn is almost certainly done by parents every day, but the focus is only on the objectives and formal school tasks, even though for fostering literacy requires continuity and a lot of reading and literacy activities that not only focus on school learning. As schooling is different from learning, it does not mean that children who are learning for their school assignments enjoy its process and the learning process, because learning requires a process of curiosity, thought, enjoyment, and meaning for children (Mustafa, 2014).

Literacy interaction is also very much needed to be an example for children in literacy activities, this is less of a concern, this can be seen from the low percentage data of reading story activities to children before the children go to sleep, or reading activities with parents. Those activities are necessary; Montessori mentions that a child's brain is also called an absorbent mind, which is like a sponge that can uniquely absorb water (Montessori, 2008). Likewise the child's brain, it will absorb by observing information and activities around him without being seen "learning", so when his parents read and the child observes, in fact he is experiencing a process of cultural literacy which will be used as model.

Communication of parents with the teachers at schools is also necessary, this is as a part of the integration and ongoing process of literacy, what children experience at school can be applied at home, but this process is not optimal as the data indicate that most parents only communicate with teacher twice in one semester, first when the children enter school and second when the parents take the Student Term Report Book, so that the continuity of child development is not monitored in detail. One of important principles in literacy is integration and sustainability, because nurturing a culture of literacy must be continuous and integrated between schools and families (Kern, 2000) as a general principle in education that families and schools are an important part of the three education centers.

Both of the environments above; physical and non-physical must be well prepared thus literacy goals as indicator of educated generation can be achieved. As the seven principles of literacy education presented by Kern (2000): (1) literacy involves interpretation; (2) literacy involves collaboration; (3) literacy involves conventions; (4) literacy involves cultural knowledge; because reading and writing or listening and speaking have function as systems of attitudes, beliefs, habits, ideals, and certain values; (5) Literacy involves problem solving; (6) literacy involves reflection and self reflection; (7) literacy involves the use of language.

Those seven principles are also in line with Vygotsky's social learning theory (Kozulin, 2015) which emphasizes on the interaction between "internal" and "external" aspects of learning and its emphasis on the social environment of learning. According to Vygotsky's theory, cognitive function is derived from the social interactions of each individual in cultural concepts. In Islam there is also a hadith narrated by Imam Bukhari and Muslim that every child is born in a state of *fitrah*, his parents will make it Jewish, Nashrani, or majusi. *Fitrah* in this context can be interpreted as sacred and gifted which will be developed by the parents or the environment where the child studies. Then the maximum preparation of the environment both physically and non-physically will maximize the potential of

literacy skills on the Muslim generation so that a generation of educated Muslims can be formed.

Developing a literacy culture of reading and writing for the students in schools, Increasing the capacity of literate citizens and the school environment, Making schools as a fun and child-friendly learning park so that school citizens are able to manage knowledge, Maintaining continuity of learning by presenting various reading books and accommodating various reading strategies.

The role of the family in education

Islam views the family as the first environment for individuals where they interact or acquire elements and basic characteristics of personality. The family is stated as the first and foremost educational environment because most of the lives of children are in the family, so the education that is most widely accepted by children is in the family. The family is the first educational society that will later provide the biological needs of children and at the same time provide their education in order to produce individuals who can live in their communities while receiving, managing and inheriting their culture (Mawardi, 2000). Thus parents must create a conducive family atmosphere to realize good education including creating a good literacy environment, so that literate generations will be able to adapt to their environment based on the information they get both in the family and the community.

Muslim Educated Generation

The educated Muslim generation has indicators as a group of Muslims who have good literacy skills. Literate generation is a term for a group of people who are literate literacy, technology, information, critical thinking, and environmental care, even sensitive to politics. A person is categorized to be literate if he is able to understand something since he reads the right information and does something based on his understanding of the contents of the reading. Learning that can develop literacy skills is a social culture based learning and the learning environment is full of information for its development, as nowadays literacy has developed, not only related to simple literacy skills.

Literacy develops with a broad understanding of meaning, so literacy is no longer single meaning yet it contains various meanings (multi literacies). Literacy will create students as the younger generation to be literate. Improving literacy skills in learning must be in line with the goals of education, namely the development of potential students to become human beings who believe and devote to God Almighty, being noble, healthy, knowledgeable, capable, creative, independent, and become a democratic and responsible citizen (Ministry of National Education, 2003).

This goal can be achieved by students if they have become literate figures. The students have literacy on themselves so they are able to equip with the expected abilities. The process of understanding on the young generation toward social phenomena with direct recognition will make the students easier to develop their competencies. The young generation must be familiar with reading various information and accessing information from electronic media and written media (Erin, 2015). In addition, they need to be updated person so that the generation of literate Muslims will be literate on information, and they are able to adapt to the times, able to think critically and to solve social problems with the obtained information. Especially during a pandemic like now, where learning is done at home,

students must be good at accessing information anytime and anywhere, so that even if they learn from home, students can have good skills in finding information that is useful for self-development and solving the problems they face (Baroody and Diamond, 2016, Petrill, 2006).

D. Conclusion

Educated Muslim have a good literacy skill. Literacy ability is an important ability that must be possessed by students, Especially during a pandemic like now, where learning is done at home; the family is as a part that must prepare it because one of the principles of literacy is integration and sustainability which is not only at schools but also in families to nurture literacy. The data from the findings indicate that family understanding of literacy is still lack; this can be seen from the focus of guidance in the family that only focuses on the purpose of formal school lessons for the sake of doing homework or examinations. It was found that only literacy interaction is high enough in most of families, and that is related to the purpose of formal school education. However, the environment and family literacy culture have not been built in an integrated and sustainable manner considering that preparing literate generation should focus on sustainable and integrated processes that will contribute to the long-term benefit. Therefore, the results of this study are necessary to be used as a reference for parents, schools and policy makers in preparing schools so tha they are ready to implement an integrated school literacy to form a educated muslim generation.

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