

EARLY LITERACY STIMULATION OF PRESCHOOL CHILDREN USING INSTRUCTIONAL MEDIA AND PRHOPHET GUIDANCE

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ABSTRACT

Interaction of mothers and their preschool children could benefit as a stimulation of children's letter recognition at home. This research is aimed to explore how mothers interact and used learning media in stimulating children's early literacy skills. Data was collected by observation and interview. There were three dyad mother-children participated in this research, each of them using flash card, story book, and exercise book as learning media to introduce letters. The children were 2-5 years old and they lived in Surakarta. The result shows that during interaction, mothers gave scaffolding to their children and encouraged children to learn. While learning media supported the stimulating interaction and children early literacy skills. However children were still moody in responding to early literacy stimulation. How the findings are compared to Prophet Muhammad suggestion in children education were discussed. In conclusion, all of participants applied the interaction pattern from the Prophet Guidance and stimulated by their own in different ways.

Keywords: mother- child interaction, the introduction of literacy, learning media.

INTRODUCTION

Mothers have a duty to be responsible of the intellectual development of their children since every child needs attention from the mother. They have to divide the time for looking after their children and for doing the other activities. Nowadays, career women are increasing due to their necessity to work, activities of the household, social activities and other businesses. According to the variety of activities that must be carried out by the mothers, the time for interacting with their children decreased.

The interaction between mother and child is determined by the quality of their togetherness that exists between them (Ingranurindani, 2010). Research conducted by the Organization for Economic Co-operation and Development for 11 years (1998-2009) in 21 countries shows that in Australia mothers spend time with her child for 236 minutes per day, in Europe 21 minutes per day, and in America 94 minutes per day (Ingranurindani, 2010). Providing that the mothers spend the time well for interacting with their children, the result will be optimal, even though in this busy lifestyle.

Decreasing the quality of interaction between mother and child results in the inhibiting of the letter recognition process. The research pertaining to the lack of attention of educators to the child's concentration in the process of letter recognition was carried out by Asri (2013). In introducing the activity of reading in the early years, it is important for educators to know the patterns of interaction in accordance with the child's characteristic.

Therefore, educators have to see carefully the development of children either physically or psychologically, then it can determine the proper stimulation of interaction. Social interaction could increase literacy skill of children. Pupils will become good readers and writers if they were stimulated by challenges from their parents and encouraged them to tell what they know (Papalia & Feldman, 2009).

Interaction is a social relation among individuals which leads to influence each other (Chaplin, 2011). In the interaction between mother and child, mother will influence her child to involve both of minds and emotions to pay attention to the mother. Children probably attempt to be good listeners in interpreting the information which is delivered by parents (Djamarah, 2004).

Interaction of mothers and children is a reciprocal socialization which is a two-way socialization. It means that the children socialize with parents and parents socialize with their children (Santrock, 2012). The main form of reciprocal socialization is Scaffolding, it is a temporary support which is given by parents, teachers and other adults to children until they can do anything by themselves. Scaffolding is also used to improve the literacy skill of children. The mother asks, responds to the child's question and creates the ideas which are generated by children (Papalia & Feldman, 2009).

Educators should be able to see the development of children, both physically and psychologically in order to determine the proper stimulation of interaction. Social interaction can improve the appearance of the literacy skill. Children will be more likely to become good readers and writers, provided that they are stimulated by the challenge to tell everything they know (Papalia & Feldman, 2009).

There are four factors underlie the occurring of social interaction (Setiadi, 2011):

1. Imitation is imitating the actions from other people, which are started from an early age.
2. The suggestion is a process where individual accepts a way of vision or a guideline of behavior from other people without any criticism in the first.
3. Identification is a tendency or desire to liken themselves to others.
4. Sympathy is a factor of individual attraction of the group.

The good interaction pattern has been practiced also by the prophet SAW in educating children, there are (Suwaid, 2013):

1. Speaking in accordance with the capacity of the child's mind
2. Inviting children to speak and discuss with calm and graceful manner
3. Instilling joy and happiness
4. Motivating children
5. Giving praise and flattery
6. Giving repetition
7. Calling the child's name by nice call

Recognizing letter is an activity which involves auditory and visual elements. The ability of recognizing letters is started when children love to explore books by holding or flipping through the book Depdiknas (Winarsih, 2012).

In the process of recognizing letter, the using of instructional media will support educators to deliver knowledge to the children. Instructional media prompted educators to explain more and stimulate the child's mind in

understanding the letters. According to Sadiman (2006), instructional media is everything that can be used for delivering information from the sender to the receiver, and then it can stimulate mind, feeling, attention and students' interest. So, that the learning process is occurring. Therefore, the research question of this research is: "How is the early literacy stimulation of preschool children in using instructional media and Prophet Guidance".

Furthermore, the research purpose is, "to describe how the early literacy stimulation of preschool children in using instructional media and Prophet Guidance". In this case involves how the stimulation which mothers give and children respond during the process of letter recognition by instructional media and Prophet Guidance.

METHOD

This research used phenomenological qualitative research method with the intention to understand the early literacy stimulation of preschool children using instructional media and Prophet Guidance. This research used qualitative method since it could describe the kind of stimulations which are given by mothers to their children using instructional media in detail description. It was including the pattern of interaction between mothers and children, also supporting and inhibiting factors of interaction.

Informants in this research consisted of 3 dyad of mother and child who were selected by "purposive" in accordance with predetermined criteria.

Criteria of informants in this research were, mothers and children who live in Surakarta. They were mothers of children aged 2-5 years old and the mother provided learning letter recognition using media about Exercise book (AISM), Storybook and Flashcard.

The flashcard is a visual medium (2 dimensions) in the form of cards that has been written and included a picture of the word. Storybook medium is communication which combines visual and verbal aspects with more varied organizations and it can be lined up or separated in each page.

Moreover, the exercise book of AISM is a book to learn reading for children. This book discusses one by one syllable that needs to be taught, ranges from syllable vowel and it's not directly written BA-bi-bu (as the other books).

The method for collecting data is using interviews, observations and documentations. Interviews were conducted to 3 informants (mothers), while observations carried out covertly and openly using check list. The results of observations explained a description of behaviors in detail which are either emerging or not according to the observation guide. In addition, documentation was a video during letters recognition process. Analysis applied to the results of interview data was content analysis and narrative analysis of the results of observation data.

RESULT AND DISCUSSION

The characteristics of informants in this study are:

Table 1. Characteristics of Informants

No	Name	Age	Profession	Description
1	D	34 years	Private employee	A mother who has recognized letters to her child using an

		old		exercise book (AISM)
2	E	26 years old	Kindergarten teacher	A mother who has recognized letters to her child using story book
3	E	33 years old	Senior High School teacher	A mother who has recognized letters to her child using flashcard

Table 2. Interview and Observation Result

	Exercise book (AISM)	Storybook	Flash card
Interview	<ul style="list-style-type: none"> • The mother always accompanied her daughter recognizing letters after working and called her child by a nice call “dek salma”. • The mother gave a temporary support by giving a direction and the child responded it well. There was a lack of reciprocal interaction. • The temporary support was seen as dialogue and discussion. There was a good response from the kid. • The mother made her child focus by giving praise and touch. Those also the way to instill the joy. • The most important way was giving non-verbal approaching, such as affection touch, hug and kiss. The mother told that her child was very comfortable and spirit. • Mother always gave a 	<ul style="list-style-type: none"> • The time for recognizing letters was adjusted to the desire of her child and always called her kid by “mbak nafis”. • The mother determined the letter which will be learnt and asked child to show the letter. Moreover, the mother invited her child to think by singing stimulation. That resulted in a good reciprocal interaction and made child more thinking. • Mother discussed with her daughter about a good and bad thing. Also, the mother dialogue with her child by singing to stimulate the understanding of letters which were discussed. • The mother made her daughter focus by giving question 	<ul style="list-style-type: none"> • The time of recognizing letters was adjusted to the child’s mood and called her son by “dava”. • The way mother interacted was by showing the alphabet and letter, then linked it with the activities that the mother and child did together. There was a good verbal and non-verbal responds from her son. • Discussion would make child more thinking. The discussion was by giving explanations and asking back the child’s answer. • Mother gave praise in order to encourage her son to be more focus and spirit. When the child was bad-mood, mother interact by linking the letters to their daily activities (ex: cars toy). Moreover, the mother

	<p>repetition by asking the letters which are discussed before.</p> <ul style="list-style-type: none"> • The prominent pattern of interaction was giving a love and does not force, the desire of the child. 	<p>while singing. The thing that made the child more spirit was a reward. In addition, mother instilled the joy to child by motivating and joking as well as giving a reward.</p> <ul style="list-style-type: none"> • The form of non-verbal scaffolding was wiping head, shoulder and kissing. Touching was as an affection which was resulted in a comfortable feeling for the child. • Mother always gave a repetition for the letters which are discussed before starting the learning process in the next day • The important pattern of interaction was all of the things that motivated child and made her think. 	<p>gave reward and joke as affection to her son.</p> <ul style="list-style-type: none"> • Mother also gave non-verbal communication such as wiping head, forehead and kissing. The son responded it happily. • Mother always gave a repetition of the letters in the end of learning process. • The noticeable interaction was recognizing letters by storytelling as an explanation and linked it to the real life.
<p>Observation</p>	<ul style="list-style-type: none"> • Mother was beside her daughter and guided her daughter in reading an exercise book (AISM). • Mother always corrected her child's reading and the child replied it directly. There was a lack of reciprocal interaction. • Mother just corrected her daughter's reading without any discussions and dialogues. • When the child did not focus, mother 	<ul style="list-style-type: none"> • Mother was beside her child and showed the letter which was provided in the story book. • The mother asked question by singing stimulation and child answered it by showing pictures and letter. There was more reciprocal interaction. • Mother dialogues with her child and gave advices when her child did not pay attention on mother's 	<ul style="list-style-type: none"> • Mother was in front of her son and showed the flashcard. • The child answered mother's question while played car toys and sometimes, he put his toys and looked at the flashcard that mother explained. There was a reciprocal interaction. • Mother discussed by linking the letter and picture explanation with the true life that mother and child passed together.

	<p>attempted to make the child more concentrate by persuading and saying "Look at here dear". Mother did not give any compliments to her child.</p> <ul style="list-style-type: none"> • Occasionally, mother touched hair and hand's child. • Mother did not give a repetition. • Mother was seen passively, just corrected the child's reading. 	<p>explanations. Moreover, mother also sang a song which was linked to the letter and asked for her child.</p> <ul style="list-style-type: none"> • To make the child focus, the mother asked back to her child about a letter and picture which are provided in the story book while singing. Moreover, the mother invited her child to high-five and gave praise. Interestingly, mother rewarded a star picture on the kid's hand. • When the child did not focus, the mother touched the kid's hair while whispered "whether my dear is terrific or not? Are you diligent? If you are diligent, you have to obey me, isn't it?" • Mother gave a repetition in the middle of learning process. • Mother was seen actively by always sang the letters which were discussed and always gave a touch as well as whispering when the child did not focus. 	<ul style="list-style-type: none"> • To make the child focus, mother persuaded her son by a positive sentence. Mother also asked her kid to touch child's limb according to the card. Mother always gave praise "great, diligent". Moreover, the mother rewarded her child a bottle of chocolate milk. • Mother did not give any touch to her son • Mother repeated to ask the child about the card which was discussed before. • Mother was seen actively and always gave explanations to her child about letters by linking them with child's true-life, and the child responded well.
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To sum up, all of informants gave the stimulation of children's early literacy using instructional media by their own ways and perspectives. The first informant was more likely to interact passively and just correcting her child's reading without any discussions. Occasionally, the mother gave verbal and non

verbal stimulations to encourage children to be more focus. Regarding the teaching of Prophet Muhammad SAW, mother applied most of the theories which had practiced by the Prophet SAW, outside the discussion with her child. The exercise book prompted mother to have lack of reciprocal interaction.

However, the second and third informants were seen more active in interacting with their children. The second subject always applied all of the ways which are used by the Prophet SAW in educating children. Interestingly, the mother created the great ideas to speak in accordance with the capacity of a child's mind and instill happiness to her child by using singing stimulation and giving star picture of a child's hand as a reward. The child was seen happy and enjoy learning with her mother. The storybook has a varied pictures and colors that made mother to explain a lot of things and encouraged her to be more active.

The third informant who used flashcard as an instructional media, the mother applied all of interaction patterns of the Prophet SAW, but she did not touch her son as an affection sign. The noticeable part of the stimulation was the explanation which is linked to the child's true-life and some activities that the mother and child enjoy together. Therefore, the son will be more influenced and encouraged to think more.

Muslims have a role model in educating children, he is our Prophet Muhammad SAW who gave examples of interaction pattern properly for early childhood as expressed by Suwaid (2013). The expression above is in accordance with the result of this research, the patterns of interaction used in this letter recognition process is verbal and non-verbal which are easily accepted by children and enable them more thinking without imposing the wailing of children. Verbal interaction which mothers give as a start to interact with a good call, stimulate by singing, give directions to children, explanations about the letters in accordance with the mind's capacity of children, discuss with children about the words which discuss while telling, make children focused and exited by giving praise, touch, debriefing and reward. In addition, taking children to joke in order to do, not easily bored, always motivate them with praise and reward, also provide repetition in order to be able to remember easily.

Children respond mothers well; there is a positive reciprocal between them. According to all of informants, the good interactions are, explanation in accordance with the capacity of children's cognitive, using positive sentences, affection touch, reward, affection and do not force them. The flashcard has provided an alphabet, word and picture with varied colors that made mother to have more things to explain and could avoid the lack of interaction.

This research uses three different instructional media and each mother plays a different interaction pattern. According to the results of this research, supporting factor from this interaction is the interest increase by media, while the inhibiting factor is a volatile mood of the children. Each media in this study has a different form of stimulus, such as the media of AISM book, the existing stimulus is a letter which is arranged and formed a spelling and word. On the other hand, storybook has various stimuli which can attract the children is as attention such colorful pictures and letters described that picture, while, flashcard media has a different stimulus that a card with a syllable, word and picture as an explanation from the word explained.

The results of research reveal that from three different stimuli of media has influenced the interaction pattern between mothers and children. Recognizing letters by media of AISM book looks more passive in interacting with child, the mother only saw her daughter read the words and corrected when it was wrong. It also made the mother respond passively since the media only has a series of letters and less encouragement for interaction. However, using Storybook media; the mother respond more actively by asking her daughter about pictures, color of pictures, letters and reading the story which made the child a better responds. Moreover, the mother also gave singing stimulation in the process of letter recognition and had a creative idea of giving reward by drawing a star in a child's hand. Nevertheless, mother still behaves directive that there is a slight tendency to direct child according to mother's desire. Another case of using Flashcard media, the mother looks like more actively involved in interacting with her son through stimulus provided with the card. The mother showed picture, syllable and word to her son, also asked and invited him to discuss about the image on the card.

In giving an explanation, the mother gave a syllable explanation through image on the card by vocalizing its syllable. For instance, showing the fish image on the card by vocalizing syllable "i" on the fish image "iii", so continued by sounding "iiiikaaann" to emphasize the purpose. Also sounding syllable "p" on the card on pudding picture and explained by linking it with the daily lives of child passed to his mother.

The description above is a scaffolding form that is a temporary support to help children in recognizing letters. The more stimuli provided in the instructional media, the more varied scaffolding will be given by mothers to children which result in more intense of interaction. It is as a description of (Papalia & Feldman, 2009) that scaffolding is a temporary support given by parents, teachers and other adults to children until they can do it by themselves. Scaffolding is also used to improve the ability of children's literacy. Mothers ask, respond questions and develop ideas resulted by children.

According to Vygotsky, children arrange knowledge through social interaction with adults. Vygotsky's theory also stated that parents act as a facilitator and mentor, rather than as a leader and scorer of learning (Papalia & Feldman, 2009). This is in accordance with the results of interviews and observations on all of informants in the process of letter recognition, the mothers always accompanied and guided their children and gave explanations about letters and words recognition. Mothers also attempted to be a good facilitator for their children by their own ways.

Interaction between mother and child is a reciprocal socialization which is the two-way socialization. An important form of reciprocal socialization is "scaffolding" as a theory that has been presented by Vygotsky; parents interact in a way that children have the experience of taking turns with their parents.

Scaffolding involves parents' behavior that supporting the efforts of children, enabling them to be more skilled than if they just rely on their own abilities. When using scaffolding, the mother gives a positive framework for interaction and reciprocity between herself and her child (Santröck, 2012). This is in accordance with the results of interviews and observations on the second and third informants that in the learning of letter recognition there was a positive feedback or reciprocity between mother and child. When the mother

attempted to influence her child through the minds and emotional in order to focus to the mother's explanation, the child always responded well and back to ask mother about the letters which are discussed.

Scaffolding is the temporary support which is given by parents, teachers and other adults to children until they can do it themselves. Scaffolding is also used to improve the ability of children's literacy. Mothers ask, respond the questions and develop ideas which is resulted by children (Papalia & Feldman, 2009). Instead of, using dialogue as scaffolding's way is the one of important example of language rule in the development of children.

According to Vygotsky, the aims of conversations conducted by children are not only for doing social communication, but also to help them in solving the problem (letter recognition) (Santrock, 2012). In accordance with the theory above is the same as the result of research that the second and third informants gave explanations, dialogues and discussions with her child so as to develop a child's mind during the interaction process in letters recognition. Also, tells the story as an explanation of the word and linked to the real life in order to absorb the information provided and remember easily, as well as to recognize the letters and words. The child responds to mother's explanation while asking back to the mother after explaining. Mother gave repetition, and then the child could answer it.

The researchers were influenced by sociocultural theory of Vygotsky also found a social in interaction model which accommodated and built autobiographical memory of children collaboratively with parents or other adults when they talk about events experienced together (Papalia & Feldman, 2009). This is in accordance with the results of research on the third informant that the mother introduced letters to her child by linking the word on the card with objects in daily life, so the child easily to remember the letters.

Scaffolding could help parents and teachers efficiently in guiding children's cognitive progress. The more children are unable to do something, the more directions should be given by adults. When children are able to do more, adults help less (Papalia & Feldman, 2009). As in letters recognition, the interaction is a form of a mother's scaffolding to the children whom the mother always gave direction and effort to influence pupil in order to involve emotions and minds. Then, it can focus to pay attention to what will be delivered by always instilling excitement in children, motivate, gives praise or compliment, joke and touch of affection. That is all result in cheerful and have a desire to focus on the learning process, children respond their mothers well and focus to pay attention to their mothers.

Interaction between parent and child is a reciprocal socialization which is two-way socialization. It means that, children socialize parents as parents socialize children. It also can be said that, between subjects there is a reciprocal action. For instance, when the first subject, imitate the smile of another subject or when they smile each other. In the reciprocal socialization, eye contact plays an important role in social interaction in the early age. Mother and the child's behavior involve an interconnectedness, reciprocal regulation and an important synchronization (Santrock, 2012). In other words, there is non-verbal interaction which plays an important role in learning process of letter recognition as in this research. The mother of first and second informants always touched as a stimulation of non-verbal interaction which greatly affected children with the

result that children felt attachment from mother and made children comfortable, also got their spirit back, as well as children wanted to focus on the learning process. Children responded well a touch that is given by the mother, they looked happy and comfortable with their mother.

CONCLUSION

In conclusion, all of mothers from this research have applied the good interaction pattern which had practiced by the Prophet Muhammad SAW in educating children. There is a distinction pattern of interaction of the three informants, according to the stimulus provided in the instructional media.

Exercise book made mother more passive since the stimulus provided in the media only a series of letters which child only spelling while the mother just monitoring and correcting when it was wrong. However, using storybook and flashcard media made mother more active in interacting which supported by stimulus of media such as, syllable, word and picture with varied color. The supporting factor from this interaction is an attractive media considered by informants, whereas the inhibiting factor is a volatile mood of the children.

The interaction pattern in letter recognition using three instructional media has differences and advantages of each:

1. The first informant looks more passive and directive since the media is less supporting of occurring more intensity of interaction between mother and child. Mother always prioritizes patience in educating her child.
2. The second informant looks very active in interacting with her child. The mother used singing stimulation to introduce syllable to her child and the mother had the unique idea of giving reward to her child. Also, more often giving touch, caress and kiss while whispering an advice in order to focus on the learning process.
3. The third informant always gave explanation about syllables and letters which are discussed by linking it on the child's real lives passed together with the mother. This method results in easy remembering and forming the structure of sharp memories. However, the mother less revealed cheerfulness expression from her facial expression and she did not give affection touch during observation conducted.

According to the result and the conclusion of this research, there are some suggestions:

1. For the mothers, better for them to choose the proper media to attract attention of children without disappearing in the substance of characteristics of children, also media which supporting to reveal an active interaction between mothers and children, thus supporting interaction process during the learning process. Besides, better for mothers to be active in interacting with children, showing cheerful from the facial expression and using unique ideas or ways in facing children when they're volatile mood emerged.
2. For mothers, do not to be directive or ought to direct children in accordance with mother's willingness in the process of letter recognition.
3. For further researches, it is recommended to analyze more deeply about interaction between mothers and children, especially in the learning process. It is expected also to continue the research of interaction between mothers and children, which is viewed from an educational background of mother and economic status.

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والله أعلم بالصواب

