

# Kontribusi Dukungan Sosial dan Home Literacy Environment terhadap Kesiapan Orang tua Mengajar Literasi Anak Sekolah Dasar saat Pembelajaran Jarak Jauh = The Contribution of Social Support and Home Literacy Environment on Parent Readiness in Teaching Primary Student Literacy During Online Learning

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## Abstrak

Penelitian ini bertujuan untuk melihat apakah dukungan sosial dan home literacy environment (HLE) memiliki kontribusi terhadap kesiapan orang tua mengajar literasi anak kelas satu hingga tiga SD saat PJJ. Penelitian ini merupakan penelitian non-eksperimental dengan pendekatan kuantitatif. Partisipan penelitian ini adalah 320 orang tua berjenis kelamin perempuan dan laki-laki, berdomisili di JABODETABEK. Pengambilan data dilakukan secara online melalui Google Form, mengunggah poster ke media sosial, menghubungi beberapa sekolah di JABODETABEK, menitipkan kuesioner kepada dosen pembimbing dan beberapa guru. Dukungan sosial diukur melalui Interpersonal Support Evaluation List (ISEL), HLE diukur melalui Literacy Environment Questionnaire (HLEQ) dan kesiapan orang tua diukur melalui HBL Teacher Readiness. Hasil uji multiple regression menunjukkan bahwa dukungan sosial dan HLE berkontribusi terhadap kesiapan orang tua mengajar literasi anak kelas satu hingga tiga SD selama PJJ. Hal ini menunjukkan bahwa untuk mengajar literasi, orang tua tidak hanya membutuhkan HLE melainkan juga bantuan dari pihak lain berupa dukungan sosial agar dapat meningkatkan kesiapan orang tua dalam mengajar literasi anak SD selama PJJ.

.....This study aims to see whether social support and home literacy environment (HLE) have a contribution to the readiness of parents to teach literacy for children in grades one to three of an elementary school during online learning. This research is non-experimental research with a quantitative approach. The participants of this study were 320 parents, male and female, domiciled in JABODETABEK. Data collection was carried out online via Google Form, uploading posters to social media, contacting several schools in JABODETABEK, entrusting questionnaires to supervisors and several teachers. Social support was measured through the Interpersonal Support Evaluation List (ISEL), HLE was measured through the Literacy Environment Questionnaire (HLEQ) and parental readiness was measured through the HBL Teacher Readiness. The results of the multiple regression test show that social support and HLE contribute to the readiness of parents to teach literacy for children in grades one to three of an elementary school during online learning. This shows that to teach literacy, parents need not only HLE but also assistance from other parties in the form of social support in order to increase the readiness of parents in teaching literacy to elementary school children during online learning.