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READING STORIES IN THE FAMILY: DIALEKTICS OF HOPE AND MORAL PERSONALITY

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ABSTRACT

The habit and culture of reading story books in the family is an important solution in overcoming acts of violence committed by adolescents which are currently common. This can be done because by reading story books since childhood in the family will make children understand the moral values that are able to shape children into teenagers who have good moral personalities. For this reason, the purpose of this study is to find and explain the habituation and culture of reading story books in family life that is able to shape the moral personality of children and adolescents. This research was conducted qualitatively with a focus on family research and reviewing texts in references and research articles that discuss literacy introduction and family reading activities. The results of his research are that the habituation and culture of reading story books in families that are able to shape children's moral personality is carried out through (1) setting rules for reading story books to children and their parents; (2) managing the provision of reading material for story books in the family which is carried out by organizing and managing a place for books in a strategic family room and managing reading books that are interesting, according to interests, and in accordance with the stages of child development; (3) management of routine reading activities so that it becomes a habit in the family; (4) appreciation-based management of storybook reading activities that have been carried out.

Keywords: Reading Story Books, Family, Children and Parents, Moral Personality, and Violence.

I. INTRODUCTION

One of the public's concerns in 2023 is the emergence of various cases of violence that end in murders that disturb the community. [1] reports that one and a half months in 2023 there have been six cases of sexual violence against children in Jakarta, namely cases of sexual abuse in Marunda Rusunawa; a man in Kebon Jeruk molested his neighbor's child; a man molested a boy in Lenteng Agung; a religious teacher who sexually abused seven children in Tangerang; the religious teacher sexually abused his students in Duren Sawit; and elementary school girls in Tambora molested by accessory traders. In special coverage [2] discusses five cases of murder in 2023, namely the murder by a money-making shaman in Banjarnegara; the murders by the Wowon gang; loan snares that lead to mutilation; mutilations in Bekasi; and corpses cast in cement in Bekasi.

It is even more troubling when the violence that ends in murder is not only perpetrated by adults, but also by teenagers who are still at school. This is of course increasingly troubling the community. [3] also broadcast coverage regarding acts of violence that resulted in victims being committed by teenagers at school in early 2023, namely the violence against Arya Saputra in Bogor which was carried out by three teenagers who were still in high school. This violence led to the death of Arya Saputra because he was injured with a sharp weapon by three teenagers who were still at school. There was also violence experienced by a high school student who was abused and beaten by high school dropouts in Pare-pare simply because the victim's way of walking was different. A child member of the Tegal Regency DPRD also died after being beaten up by a group of high school teenagers. This act of violence that led to the murder began with ridiculing each other in the world of social media.

Meanwhile, there were two cases of violence committed by teenagers that received public scrutiny, namely the violent assault committed by Mario Dandy Satrio, the son of a wealthy official at the Directorate General of Taxes, against Cristalino David Ozora on February 20, 2023. The case stems from a teenage romance problem this led to acts of physical violence that required the victim to be hospitalized in a critical condition [4]. Another case is the latest violence perpetrated by teenagers, namely the case of violent youth abuse committed by Aditya Hasibuan,

son of AKBP Achiruddin Hasibuan, a police officer, who brutally abused Ken Admiral. This case of violence was also caused by a love affair between the two [5]. The two cases also dragged juvenile offenders into lawsuits and parents who had to be removed from their positions at the Directorate of Taxes and the Police as well as money laundering corruption cases.

From various studies and research, the cases of acts of violence above stem from moral problems. Moral as a private institution that manages and processes the ability to think into actions that must be in accordance with norms and values is ignored by the perpetrators of acts of violence [6]. The perpetrators of acts of violence do not use their moral thinking mechanisms in behaving and acting so that expressions of anger and disappointment which are not necessarily true, are immediately actualized in acts of brutal violence which often end in death [7]. This immoral attitude is related to the ability to think, empathize, and commit to religious, humanitarian, and social values. These immoral attitudes and actions lead to knowledge and experience of low religious, human and societal values [8]. One of these values is obtained from literacy activities in the form of reading stories to access values that are rich in life lessons and heroism which become individual moral controls. [9], [10].

This fact is based on a study conducted [9] which revealed that children's activities in accessing (reading or being read to) storybooks had an effect on moral development during adolescence. Adolescents whose childhood had pleasant experiences in reading and being read to story books, in their growth and development, will make adolescence tend to behave and behave well based on religious, human and societal moral values that are upheld. This can be traced by comparing Finland, which is a developed country with an advanced education system, and a poor country with an undeveloped education system, so the criminal behavior of teenagers is different. Crime in poor countries with less advanced education is very high. Meanwhile, the crime rate in developed countries with advanced education, such as Finland, has very little juvenile crime. This means that advanced education, oriented towards intensive literacy activities, one of which is reading story books in the family and at school, is very influential on the juvenile crime rate, including violence that has the potential to kill [11] The tendency for education in families and schools to be oriented toward intense storybook reading, as happened in Finland, is able to reduce the crime rate of teenagers [12].

It is not surprising that research results [13] also emphasized that emotional intelligence is the main basis for achieving success in acting and acting for each individual. Emotional intelligence is related to a person's ability to control emotions well so that they will be able to express emotions in the form of good attitudes and actions. This emotional intelligence is heavily influenced by self-awareness, self-regulation, motivation, empathy, and social skills obtained through reading story books and direct involvement with life (experience). [14] then explains that storybooks provide knowledge with its values, while life provides contextual experiences. The combination of knowledge of moral values in books and life experiences is what builds awareness and emotional intelligence which influences individual good attitudes.

In his research study [15] describes the success story of a professor who has been orphaned since childhood and lives in an orphanage. When he found out that his parents had all died and were living alone, the son (who later became a professor) lost his way. His life is useless and hopeless. However, when he found out that there was a library at the orphanage, and the child entertained himself by reading story books, then through the story book the child who became a professor received motivation, values, entertainment, and heroism that made him understand his life situation and accept life without parents. This is where the fighting spirit arises to become a good and successful individual. The story books that he reads every day are able to provide solutions to moral problems and the future so that they can lead the orphans to become good and successful individuals in education so that they earn their professorships.

Bettelheim's research (1976) on thirty adult men from various backgrounds who have similar economic and social family backgrounds. Fifteen of the thirty men eventually became professors, while the other fifteen served as ordinary workers. The question is why, in the context of the same family social and economic background, fifteen adult men become professors, while the other fifteen become hard workers? [16]. From the results of the research four important things were found: (1) twelve out of fifteen professors used to be read books or told stories by their parents as a child compared to only four of the hard workers; (2) fourteen out of fifteen professors were born from circles where story books and printed materials were abundant at home, while among hard workers there were only four books; (3) the mothers of thirteen professors and fathers of twelve professors were identified as those who often read newspapers, magazines and books, while the hard workers were only six mothers and four fathers who liked to read newspapers, magazines and story books ; and (4) the fifteen professors were encouraged or ordered to read as children, while only three were hard workers.

A significant part of this research is that the fifteen professors found reading story books as young children an interesting motivating experience. They identify reading story books as an activity that provides answers or information related to the moral problem¹ they face. For this reason, books become food or the target of their curiosity and overcome moral problems. From here, the activity of reading story books is able to shape the morals and character of children and is able to make children successful in education because of the breadth of their knowledge. Storybooks are an important tool in moral education that equips children to be able to overcome moral problems that will be faced when they are young.

From the various research results and studies above, it shows that story books read by children or read by parents to children play an important role in instilling morals in children. Morals that will shape the personality of young children to become good characters. Children who have experience reading story books well will help and perfect the growth and development of children in their teens [17] so that adolescents can become individuals who are able to overcome their moral and intellectual problems well. For this reason, the question then is whether the habituation and culture of reading story books has been carried out well by children and parents in family institutions in Indonesia? of course, if one reflects on the rampant cases of violence above, then the reality on the ground shows that the habituation and culture of reading story books in family life has not gone well. For this reason, this research will focus on describing the reality of the problem of family education in the habituation and culture of reading story books that have not gone well and examine it in the context of literacy so that it can provide solutions to these problems.

2. ETHICAL THEORY

The theoretical basis used in discussing the above issues rests on three important theoretical paradigms, namely reading story books, the role of story books in moral formation, and the existence of families in getting used to and cultivating reading stories in children. These three paradigms are discussed in one unit with reference to various reference sources and research results.

One hundred percent of children from an early age already have an interest in reading story books. The proof, if we ask fifteen young children: who wants to be able to read? It is certain that the fifteen children will scream: me! Dan raises his hand enthusiastically, and maybe, immediately accompanied by a light story about his experience reading or being read to by his teacher or parents [15]. However, in its later development, during the higher school years, reading interest was dated: in elementary school it became 54%; in junior high school to 30%; and in high school to 19% [18]. This confirms that the cultivation of habituation and culture of reading story books must be carried out in the family. Through this family institution, children are given the experience of reading fun books and reading skills from the start [15]. From experience and skills in reading children's story books, children will grow into individuals who enjoy reading storybooks.

This is where the activity of reading stories in the family context includes: (1) the most important activities to be able to build the knowledge needed to succeed in having good reading skills; and (2) this is a good practice of reading stories that will have an impact on the continuation of the child's education and personality. This means that reading continuous stories will build a child's moral personality and intelligence [19]. For this reason, the habituation and culture of reading story books should be carried out in the family. Trelease (2008) identified that the more story books read, the more children like to read story books; the more they like to read story books, the more children know; the more a child knows, the smarter and kinder the child is. With the intelligence gained through the activity of reading this storybook, children will increasingly like education or school. The more they like school, the more children excel in education. The more achievement, the higher the child's education. The higher the child's education, the more successful and happy the child's life will be. Education and personality through storybook reading activities cannot be separated.

The formation of personality through the activity of reading this story book begins with the brain. Personality is like a wooden frame which is very important in the main support of a child's life, so words and experiences are the main structures in a child's personality [8]. Children get words and experiences through the senses of hearing and sight. For this reason, before being able to read story books, the builder of children's moral personality is by listening. With meaningful voices that are heard (from reading books) will make children understand the words and moral experiences that are obtained through the eyes when later learning to read [20]. From here, the substance of reading story books is to condition intelligence and personality associating experience and ideal life; creating information that serves as knowledge and moral background; build knowledge and moral vocabulary; and provide a moral role model [21].

The mechanism of reading story books will be able to form knowledge of the moral personality background of children. Children will be able to build moral [8] through various information and moral experiences that they get from the story books they read. Knowledge of this moral background is knowledge possessed by children which is usually used as a moral reference in interpreting the knowledge and experience gained in their daily lives. Knowledge of this moral background will be able to control children in reducing their emotional turmoil so that children can behave and act properly. It is not surprising that every time a child reads or is read to a book ceruta, then the child will make our good hero figure a role model or role model in behaving [22].

From this, it is ensured that children who have been accustomed to and cultured in reading story books since their family, they will like and be skilled in reading story books. Skills in reading story books will shape attitudes absorb child [17] on what he heard and read in children's reading books. One of them absorbs the moral behavior of the good figures he will emulate. This is where knowledge of the child's moral background is formed. With this knowledge of the moral background, the child will align all his attitudes and actions in accordance with the moral values obtained through story books. From here the child can then behave and act on the basis of the moral knowledge he gets through story books [8]. The role of the family in the habituation and culture of reading storybooks is the main basis for forming a child's good moral personality because with a good moral personality the child gets in children's storybooks will perfect the moral growth and development of children as teenagers so that adolescence has a lot of potential for committing acts of violence, and crime can be avoided.

3. RESEARCH METHODOLOGY

This study uses a qualitative paradigm, namely research that focuses on describing phenomena [23] reading story books in families which are studied in depth from a moral point of view. This research focuses on examining two important things, namely field research that discusses the role and needs of the family in building the habit and culture of reading story books and textual research that examines references and journal articles related to the role and contribution of reading story books to children's moral personality. From here, data or information collection techniques are studied in research [24] includes interviews and observations of ten families who actively familiarize and cultivate reading story books and techniques for reading and taking notes on various data sources in the form of references [25], both journal articles, research results [26] reference books [26] which discusses storybook reading and the moral dynamics of children and adolescents. These data sources were identified through intensive reading activities, namely by reading carefully and thoroughly in understanding and exploring the concept of reading books done by parents to children in the context of education in the family. The results of these readings, interviews, and observations were then studied and elaborated in the context of literacy concepts and theories, family education, moral development, and storybook reading [27]. The results of the study and elaboration are then interpreted based on the rationality of the concepts and theories used so that new theoretical and conceptual patterns are found related to the role of the family in familiarizing and cultivating storybook reading and the role of storybooks in developing anal moral personality. From this, findings will be identified in the form of conceptualization of ideas based on the objectivation results of textual and contextual interpretations which are comprehensively discussed [24]. The results of his research are the formulation of conceptual ideas related to the role of the family in familiarizing and cultivating storybook reading and the role of storybooks in developing and perfecting children's moral development.

4. RESULTS AND DISCUSSION

The introduction of storybook reading begins in the family institution because The family is the first social space for intensive interaction and communication between children and parents [28]. One of them is communication and interaction mediated by story books. From here there will be a strong moral bond between parents and children with the mediation of story books. Storybooks that are actively read or recited will create a good moral relationship between children and their parents. A moral relationship that is able to build affection between children and parents [29] mediated by books [19].

The substance of story books is media that conveys information, values, and entertainment to children [30] which is able to develop moral understanding in individuals who read them [14]. The activity of reading story books is important to do because reading story books can enhance the moral growth and development of children [8]. This activity of reading story books must be carried out on an ongoing basis so that it has an impact on the introduction of literacy or story books to children within the family. This is where the position of the family becomes important in habituating and cultivating storybook reading activities so that storybook reading activities can be patterned and clearly conceptualized [19].

For this reason, the development of habituation and culture of reading story books needs to be presented in the context of family education. The aim is to make children accustomed and skilled in reading story books [15]. With this familiarity and skill, the child will develop his moral thinking skills well so that through reading storybooks a child's moral personality can be manifested, namely through the attitudes, behavior and actions of children based on moral values [8]. This is what will then have an impact on the absence of acts of violence and juvenile crime because since childhood they already have a good moral personality by being accustomed to reading story books. From this, it is necessary to understand what kind of family ecosystem is capable of developing the habit and culture of reading story books in the context of family life. On the basis of developing the habituation and culture of reading stories as a tool used to regulate the course of activities, reading story books carried out by children, the management of habituation and culture of reading story books can be used as a guide in activities that regulate story book reading activities carried out by children -child. Here habituation and acculturation are positioned as activities that are important to be carried out by the family because reading this storybook will build involvement of children and parents directly and continuously in carrying out storybook reading activities. The activity of reading story books that will build the moral personality of children so that they grow and develop as teenagers become individuals who do not commit acts of violence in social life in society.

Based on the data that has been found and identified, the habituation and culture of reading stories in the context of family life can be found as a basic pattern which includes habituation and culture in the rules of reading story books, procurement of story books, story book reading activities, appreciation of story book reading. Through these four habituation and culture of reading storybooks, the habituation and culture of reading storybooks can be developed into a way of building a child's moral personality which later in its development can become teenagers who do not commit acts of violence in their social life.

Storybook Reading Rules

The main basis in developing the habituation and culture of reading story books is to build shared rules in the family for commitment to reading story books. of course, the main goal is to build shared awareness about the importance of reading story books. This means that parents and children 's awareness of the importance of storybook reading activities must be properly internalized. This rule will make parents and children's awareness happy, voluntary, even awareness to always read story books regularly. This rule then becomes a series of concrete actions that are carried out by parents and children in the form of ongoing activity in reading story books [12]. Children from an early age do not initially understand the rules of their parents about the importance of reading story books. However, with a series of activities that introduce routine storybook reading, children will also understand that reading storybooks is an important activity in their life in the family. Awareness of the importance of rules reading story books will also be formed and internalized in children and parents. This is where the collective awareness of the importance of reading story books in the family is well formed [19].

From the rules of reading story books that are implemented routinely in daily activities, the self-improvement of each family member is formed. Each family member becomes an individual who likes books and knowledge and is rich in knowledge and skills [31]. This quality improvement will form a new awareness that reading story books regularly will shape parents' beliefs to succeed in building children's moral personality. This belief will also be internalized in children who regularly read story books so that children also have the habit of reading story books to form their moral personality. This is where the intense process of reading storybooks shapes parents and children in increasing the habituation and culture of reading stories which leads to the formation of children's moral personalities [32].

Contextually this also happens in family life where the rules for reading story books are carried out well, so the formation of the moral personality of children to adolescents can be internalized properly. Eneste (2020) identified the experiences of successful writers, whose children often read story books with their parents to build a good personal foundation for children [33]. Corley (2017) identified that the rules for reading storybooks will shape the habit of reading storybooks which affect a person's success, including the success of being a good person [34]. In his study of various successful people [34] identifying one of the habits of successful people and good personality is reading story books. Habits that have grown well when there are rules for reading story books in the family because since children have been actively involved in reading story books with their parents. The rules of reading story books that are obeyed by parents and children will build an important vision of awareness to become individuals who are qualified and successful in their moral personality. This is an important basis for the habituation and culture of reading story books in the family is to build children's personalities who have good morals.

Procurement of Storybooks

Habituation and culture of reading story books relies on facilities and infrastructure. The main facilities and infrastructure in the habituation and culture of reading story books in the family are the availability of reading materials, namely interesting children's story books which will be used as a medium and source of reading activities by parents and children [20], [35]. This is where the family must provide learning materials in the form of well-available children's reading books, interesting reading, in accordance with the child's development, and in accordance with the child's interests. All these ingredients are well available in the family, the habit and culture of reading story books which is based on providing reading material to read this book includes two important things that must be done.

First, place management. In the family room, a special place must be provided to be used to place reading books that will be used as a medium and source of book reading activity. [36]. This place is in a strategic home space from the aspect of children's reach, a place that is often used as children's activities, an interesting and fun place for children. The management of this place must also be designed in an attractive way so as to arouse children's enthusiasm to want to read books [12]. From here, the management of this place relies on attractive and strategic room management, as well as the management of other devices, for example, bookshelves or bookcases that are easily accessible to children. From these two managements, the family will present a reading place at home that is fun and interesting that children will be happy and enthusiastic about being involved in reading activities by children and parents in the family.

Second, book management. Books or reading materials are the main sources and media that will be used as a means of reading storybooks. After the place is well managed and attractive, it is reading books that will fill the reading room in the family [37]. For this reason, it is important to manage books in the reading room in the family properly. The management of reading books in the reading room is based on providing interesting books according to children's interests, and books must be in accordance with children's development. With these three management criteria, the books that will be used as a means of reading story books are in accordance with the interests and development of children [35]. Furthermore, the management that must be carried out is that the placement of these books must be managed properly and attractively. Good means that books are placed in accordance with the interests and habits of children, while interesting means that the placement of books can build children's enthusiasm from an early age to be actively involved in storybook reading activities.

With these two managements, the family has been able to build the main facilities and infrastructure for reading books. Facilities and infrastructure that will play an important role in developing the habit and culture of reading story books in the context of family life. Good facilities and infrastructure are able to attract children's attention, and can be used properly for reading books. It is in these facilities and infrastructure that parents and children will be actively involved in the dynamics of reading books. Facilities and infrastructure that are capable of being the main foundation in the habituation and culture of reading story books in family life so that story book reading activities will be able to develop the moral personality of children for their growth and development at a young age.

Reading a story book

the habituation and culture of reading story books as a guideline for organizing storybook reading activities serves to provide the main guide in achieving a goal of realizing children who have good moral personalities. To achieve this goal, the habituation and culture of reading storybooks rests on storybook reading activities carried out by parents and children. This is where the management of book reading activities becomes the main focus for habituating and cultivating storybook reading in family life. The activity of reading books by parents and children is carried out in activities that involve parents and children who interact intensively with each other with a focus on the discussion on books [14]. Books are material, media, and the main source of discussion for activities carried out by parents and children [19]. To create such conditions, storybook reading activities by parents and children need to be managed properly, interestingly, and creatively. The basis for managing parents' storybook reading activities for children adheres to two important things.

First, the reading activity together. Storybook reading activities carried out by parents and children are joint activities carried out by parents and children. The activity can be carried out with any activity, but in it the parents take advantage of and use story books or reading material as a medium and source for conveying material with story books. This means, the activity of reading books is not an activity that is specifically for reading story books that parents do to their children [12]. This storybook reading activity is an activity that is always integrated with various other activities, but parents are able to present storybook reading activities in it. With this integrated management, the activity or activity of reading story books is not a boring and boring activity. Reading books is

a fun activity. Parents are present to provide book reading activities integrated with other activities [38]. For example, when children are playing alone, eating, studying, singing, and running, parents can attend to accompany them, and in the activities that are being carried out by the child, parents can actively and creatively read books so that children like them [14]. From this integrated activity management, storybook reading is always fun.

Second, exemplary reading activities. In addition to collective activities, namely book reading activities that involve children and parents directly, the management of the book reading curriculum also relies on supporting activities. Supporting activities are the independent activities of parents and children in learning or reading books. This means that, in addition to the core or curricular activities, the habit of reading story books for parents and children must also develop extracurricular activities. Extracurricular activities in the curriculum for reading books in the family are exemplary parents reading and children's independent learning to read [20]. Parents must get used to carrying out reading activities independently whose activities are certainly seen and witnessed by children. Parents' independent reading activities as a form of example will build children's perceptions that reading books is an important activity for their parents [39]. This perception will then be imitated, perceived, and internalized within the child so that the child will also have awareness and belief about the importance of reading books. This is what will then strengthen and strengthen the habit of reading books which is carried out through joint activities as the main activity in the curriculum [40]. This example will then be imitated by children. Children will also carry out independent learning activities in reading books. When this happens, parents must give space for children to continue reading books. The combination of exemplary reading and independent reading will build reading habits in children.

With this intense and fun book reading activity, children will have a good impression of reading story books. A good impression will build a sustainable reading intensity so that children like the activity of reading story books. Activities that are reinforced by storybook reading activities with parents will build proficient reading skills. Through this proficient storybook reading skill, the internalization of moral values can be integrated in children. From here, the child's moral personality can be realized through the activity of reading story books with parents in family life.

Appreciation of Reading Storybooks

One of the basic principles of habituation and culture of reading story books is appreciation [41]. Appreciation is carried out with the aim of gathering information related to the results that have been achieved on the activities of reading story books that have been carried out by children. Through this appreciation information, the level of success and/or failure of learning activities can be identified so that appropriate policies can be made for the habituation and culture of reading storybooks even better [42]. From here, the habituation and culture of reading story books in the family also develops appreciation activities as a way to obtain and collect information related to reading activities that have been carried out by children and their parents. It is through this appreciation that the success of storybook reading activities by parents and children can be identified. This is where it is necessary to manage the appreciation of book reading activities by parents and children in the context of family life.

In this case the right appreciation is based on awards or prizes. Appreciation is carried out not only to collect information related to book reading activities, children's understanding of story books that have been read, and children's responses and enthusiasm when carrying out activities [19]. Appreciation is more emphasized on giving awards to children during the activity process and after storybook reading activities. This award is carried out in the form of attitudes, words, actions, and materials. Appreciation in the form of attitude is shown through expressions of parental affection for children when reading books takes place. Rewards in the form of words are carried out by giving praise, flattery, and motivation when reading books so that children are happy and motivated. Appreciation in the form of attitude is manifested by the respectful attitude of parents when reading books so that children feel comfortable and valued [43]. While material rewards are carried out by giving gifts in the form of materials, for example, food, drinks, or other gifts that children like so that children like them and give a good impression. for reading the book he has done.

Storybook reading activities will be created which are not only interesting and impressive, but also create a deep impression. Children feel happy, loved, respected, and valued when they are actively involved in reading books. This impression will motivate children to continue to be involved in reading books. With the intensity of deep involvement in reading this book, children will be enthusiastic, happy, and have a good understanding of the books they have read. [44]. From here, if competency-based or competency-based assessments are carried out, children will have the competence to master comprehensive material understanding of the books they have read. This can be identified in children who are read to books from an early age, then until they grow up and even become

parents, the content, material, or stories in books will always live on and be remembered until adulthood and old age.

This shows that appreciation-based appreciation prioritizes building good, pleasant, and respectful relationships when reading books. It is this award that builds an optimal base of children's abilities and competencies so that children, not only have good reading competence and mastery of reading, but also get an unforgettable impression of the book reading activities they have done with their parents from an early age. From here, children who are introduced from an early age and conditioned to be actively involved in reading books, then these children will grow into individuals who have experience and good literacy skills. This happens because the management of assessment based on appreciation is able to be the right step in obtaining information as well as building children's motivation to become good and moral individuals in their growth and development.

5. CONCLUSION

The family is a space for solutions in overcoming various problems of social violence that are often perpetrated by adolescents caused by adolescent moral problems. One solution that can be done by the family is to build a habit and culture of reading story books in the family. Through this story book, children will learn about important values to overcome moral problems that will be faced when they are teenagers. The design of habituation and culture of reading storybooks is carried out through intensive interaction and communication between children and their parents through the mediation of storybooks. From this, the habit of using story books as a medium and source of learning in communication and interaction between parents and children will be created, which will build a child's moral personality that is based on four important things. First, habituation and cultivating the rules of reading books which is done by getting used to reading books by children and parents on an ongoing basis. Second, the management of the provision of reading material for story books in the family is carried out by organizing and managing a place for books in a strategic family room and managing reading books that are interesting, according to interests, and in accordance with the stages of child development. Third, the activity of reading story books is carried out regularly so that it becomes a habit in the family. Storybook reading activities that must be managed are book reading activities that directly involve children and independent book reading activities as a form of exemplary parenting. Fourth, award-based appreciation for storybook reading activities that have been carried out. After carrying out reading activities, children are appreciated through words, attitudes, actions, and material that will further strengthen children's motivation to continue to be involved in reading children's story books with their parents.

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