

## **Islamic Family Education in Developing Early Childhood Literacy: A Study of Parental Involvement in an Islamic Elementary School**

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### **Abstract:**

Biliteracy development during early childhood is increasingly recognized as an important educational goal in multilingual societies. While previous studies have highlighted the role of parental involvement in supporting children's literacy development, limited research has examined these practices through the lens of Islamic Family Education. This study investigates how Islamic Family Education is implemented through parental involvement and explores its contribution to early childhood biliteracy development in an Islamic elementary school. Employing a qualitative case study design, the research was conducted at an Islamic elementary school in Indonesia involving 52 first-grade students and their

parents. Data were collected through biliteracy assessments, including Running Records, Deep Dive, Translanguaging, and Dictation Tasks, as well as semi-structured interviews with parents. The findings reveal that Islamic Family Education was enacted through literacy habituation, educational assistance and supervision, language support, and the creation of literacy-supportive home environments. These practices provided children with continuous opportunities to engage in literacy and bilingual learning beyond formal schooling. Assessment results showed that most students had reached the emergent biliteracy stage, with reading fluency representing the strongest dimension of biliteracy development, while translanguaging remained the most challenging. The study further demonstrates that parental involvement contributed to children's reading fluency, comprehension, vocabulary acquisition, phonological awareness, and emerging bilingual competencies. Theoretically, the study extends biliteracy research by conceptualizing parental involvement as an enactment of Islamic Family Education rather than merely a home literacy practice. It concludes that biliteracy development can be understood as an educational outcome of family-based Islamic educational practices and parental *tarbiyah*.

**Keywords:** Islamic family education, parental involvement, biliteracy, early childhood literacy, Islamic elementary school, tarbiyah

## A. Introduction

The increasing interconnectedness of contemporary societies has intensified the need for multilingual competencies from an early age. Children are expected not only to develop literacy in their first language but also to acquire the ability to understand, interpret, and communicate through additional languages. Within this context, biliteracy has emerged as an important educational goal because it enables children to navigate diverse linguistic environments while supporting cognitive flexibility, academic achievement, and intercultural communication. The development of biliteracy during early childhood is particularly significant, as this period represents a critical stage for language acquisition and literacy formation.

Research on early childhood biliteracy consistently demonstrates that literacy development does not occur solely within formal educational settings. Rather, it is shaped through continuous interactions among children, families, schools, and communities. Family environments, in particular, play a crucial role in providing children with early exposure to language, reading practices, and literacy

experiences. Shared reading activities, language-rich interactions, parental encouragement, and the availability of literacy resources at home have been identified as important factors influencing children's biliteracy development. Consequently, parental involvement has become one of the most frequently examined variables in studies of literacy and biliteracy development.

Previous studies have reported that parents contribute to children's biliteracy through various forms of engagement, including reading together, monitoring learning activities, providing bilingual resources, and supporting language use in everyday interactions. Such practices have been shown to facilitate vocabulary acquisition, reading comprehension, language transfer, and literacy motivation. Furthermore, research conducted in bilingual and multilingual contexts suggests that sustained parental involvement can strengthen children's ability to navigate multiple linguistic systems and develop more advanced literacy skills.

Despite the substantial body of literature on parental involvement and biliteracy, most existing studies conceptualize parental engagement primarily through cognitive, sociocultural, or home literacy perspectives. Concepts such as Home Literacy Environment, Family Language Policy, and Sociocultural Theory have provided valuable explanations regarding how family practices support children's literacy development. However, these approaches tend to emphasize educational functions without sufficiently examining the philosophical and value-based foundations that shape parental educational responsibilities within particular cultural or religious traditions.

This limitation becomes particularly apparent when considering Muslim family contexts. Within Islamic educational thought, family is regarded as the primary institution of education, while parents are recognized as the first and most influential educators in children's lives. Islamic Family Education is grounded in the concept of *tarbiyah*, which emphasizes the holistic development of children encompassing intellectual, moral, spiritual, emotional, and social dimensions. Educational responsibility within Muslim families extends beyond religious instruction and includes the cultivation of knowledge, critical thinking, character formation, and lifelong learning habits. Consequently, literacy development can be understood not merely as an academic objective but as part of a broader educational responsibility entrusted to parents.

The importance of family-based education is deeply embedded within Islamic teachings. The Qur'an and Prophetic traditions emphasize parental responsibility for nurturing and educating children, encouraging the transmission of knowledge

and the development of beneficial habits from an early age. Such perspectives suggest that parental involvement in literacy-related activities may represent more than educational assistance; rather, it may constitute the practical enactment of Islamic Family Education. Reading together, supporting learning activities, monitoring academic progress, and creating literacy-rich home environments may therefore be viewed as expressions of parental *tarbiyah* aimed at developing children's intellectual potential.

Although studies on Islamic parenting and family education have expanded considerably in recent years, limited attention has been given to their relationship with children's biliteracy development. Existing research in Islamic education largely focuses on religious character formation, moral education, parenting styles, and faith transmission, while studies examining literacy and biliteracy development frequently overlook Islamic educational frameworks. As a result, there remains limited empirical understanding of how Islamic Family Education is implemented through parental involvement in supporting children's biliteracy development.

The gap becomes more significant within Islamic elementary school settings where educational practices are shaped by the interaction of religious values, family educational traditions, and bilingual learning environments. In Indonesia, many Islamic schools actively promote literacy and bilingual competencies while simultaneously emphasizing Islamic values and family engagement. However, little is known about how parents contribute to children's biliteracy development within such contexts and how these contributions reflect broader principles of Islamic Family Education.

Addressing this gap, the present study investigates parental involvement in the development of early childhood biliteracy among students attending an Islamic elementary school in Indonesia. More specifically, the study examines how Islamic Family Education is implemented through parental involvement and explores how such practices contribute to children's biliteracy development. By positioning parental involvement within the framework of Islamic Family Education, this study extends existing biliteracy scholarship beyond cognitive and linguistic explanations and offers a culturally and religiously grounded understanding of family-based biliteracy development.

Accordingly, this study addresses the following research questions:

1. How is Islamic Family Education implemented through parental involvement in supporting early childhood biliteracy development in an Islamic elementary school?

2. How do Islamic Family Education practices contribute to the development of early childhood biliteracy?

## **B. Literature Review**

### **1. Islamic Family Education and the Educational Responsibility of Parents**

Islamic Family Education refers to the educational processes that occur within the family as the primary institution responsible for nurturing children's holistic development. In Islamic educational thought, parents are regarded as the first and foremost educators whose responsibilities extend beyond meeting children's physical needs to encompass intellectual, moral, spiritual, emotional, and social development. The family therefore functions as the earliest and most influential educational environment in which values, knowledge, attitudes, and behaviors are transmitted across generations.

The concept of Islamic Family Education is closely associated with *tarbiyah*, a comprehensive educational process aimed at fostering balanced human development. *Tarbiyah* emphasizes gradual nurturing, guidance, habituation, and character formation through continuous interaction between parents and children. Within this framework, education is not restricted to formal religious instruction but includes all efforts that contribute to the growth of children's potential and the cultivation of beneficial knowledge.

Islamic teachings place considerable emphasis on parental responsibility in children's education. The Qur'an portrays parents as guardians entrusted with nurturing and protecting their families, while numerous Prophetic traditions emphasize the accountability of parents for their children's upbringing. The educational role of parents therefore encompasses the provision of learning opportunities, intellectual stimulation, moral guidance, and supportive environments that facilitate children's development.

Contemporary scholars of Islamic education argue that the family serves as the first *madrasah* (*al-madrasah al-ula*) in which children acquire foundational knowledge and learning habits. Educational practices such as reading together, storytelling, providing learning resources, supervising academic activities, and encouraging intellectual curiosity can be understood as manifestations of parental *tarbiyah*. These practices reflect the broader objective of Islamic Family Education, namely the development of children as knowledgeable and responsible individuals capable of contributing positively to society.

Within this perspective, literacy development represents an important dimension of parental educational responsibility. The cultivation of reading habits, language competence, and intellectual engagement aligns with Islamic educational principles that encourage the pursuit of knowledge ('ilm) and lifelong learning. Consequently, parental involvement in children's literacy activities may be viewed as a practical expression of Islamic Family Education.

## **2. Parental Involvement in Early Childhood Learning**

Parental involvement has long been recognized as a critical factor influencing children's educational outcomes. Broadly defined, parental involvement refers to the participation of parents in activities that support children's learning and development both at home and in collaboration with educational institutions. Such involvement includes monitoring academic progress, assisting with learning activities, communicating with teachers, providing educational resources, and creating supportive learning environments.

Research consistently demonstrates that active parental involvement contributes positively to children's academic achievement, motivation, language development, and socio-emotional well-being. During early childhood, parental involvement becomes particularly important because young children rely heavily on adult guidance and interaction for learning. Through daily engagement, parents provide opportunities for children to develop language skills, cognitive abilities, and learning dispositions that form the foundation for later educational success.

From a sociocultural perspective, learning occurs through social interaction and guided participation. Parents function as significant mediators who scaffold children's learning experiences by providing support, encouragement, and meaningful communication. Through shared activities such as reading, storytelling, and conversation, children acquire vocabulary, comprehension skills, and communicative competence.

In bilingual and multilingual contexts, parental involvement assumes an even greater role. Parents contribute to children's language development by exposing them to multiple languages, encouraging language use in everyday interactions, and supporting literacy practices across linguistic contexts. Previous studies indicate that parental involvement is associated with stronger language proficiency, improved literacy outcomes, and greater confidence in using multiple languages.

However, parental involvement should not be understood solely as a technical educational strategy. Within the framework of Islamic Family Education, parental involvement represents the enactment of educational responsibility and *tarbiyah*. Educational support provided by parents reflects not only concern for academic achievement but also commitment to the holistic development of children's intellectual capacities. Consequently, parental involvement serves as an important mechanism through which Islamic Family Education is translated into everyday educational practices.

### **3. Early Childhood Biliteracy Development**

Biliteracy refers to the ability to read, write, comprehend, and communicate effectively in two languages. Unlike traditional views that treat literacy development in separate languages as independent processes, contemporary perspectives emphasize the interconnected and dynamic nature of biliteracy development. Children draw upon their entire linguistic repertoire to construct meaning, negotiate understanding, and engage in communication across languages.

The foundations of biliteracy emerge during early childhood through continuous exposure to language and literacy experiences. Emergent literacy theory suggests that literacy development begins long before formal schooling and is shaped through interactions with family members, educational environments, and literacy resources. Children's experiences with books, storytelling, conversations, and print-rich environments contribute significantly to the development of literacy-related knowledge and skills.

Research on biliteracy identifies several key dimensions of development. These include decoding and reading fluency, comprehension, vocabulary acquisition, phonological awareness, and the ability to transfer knowledge across languages. In multilingual contexts, children often demonstrate translanguaging practices whereby linguistic resources from different languages are used flexibly to support communication and meaning-making. Such practices are increasingly recognized as natural components of bilingual and biliterate development.

The development of biliteracy is influenced by various environmental factors, among which family support plays a particularly important role. Home literacy experiences, parental language practices, and access to literacy resources have been found to contribute significantly to children's

biliteracy outcomes. Children who engage in regular literacy activities with family members tend to demonstrate stronger reading abilities, broader vocabularies, and greater confidence in using multiple languages.

While previous research has extensively examined biliteracy from linguistic, cognitive, and sociocultural perspectives, limited attention has been given to biliteracy as an outcome of family-based educational values. In Muslim family contexts, literacy development may be understood not merely as language acquisition but as part of a broader educational process grounded in Islamic principles of learning, knowledge acquisition, and intellectual cultivation. This perspective provides an alternative lens for understanding how family educational practices contribute to children's biliteracy development.

## **C. Research Methods**

### **1. Research Design**

This study employed a qualitative case study design to explore how Islamic Family Education is implemented through parental involvement in supporting early childhood biliteracy development within an Islamic elementary school context. A case study approach was selected because it enables an in-depth examination of educational practices occurring within a specific social and cultural setting. The study focused on understanding parental educational practices as manifestations of Islamic Family Education and examining their contribution to children's biliteracy development.

To strengthen the analysis, qualitative findings were complemented by children's biliteracy assessment data. The integration of interview data and biliteracy performance data allowed for a more comprehensive understanding of the relationship between parental involvement and children's biliteracy development.

### **2. Research Site and Participants**

The study was conducted at SD Muhammadiyah 5 Samarinda, an Islamic elementary school in East Kalimantan, Indonesia. The school was selected because it integrates Islamic values into its educational practices while implementing bilingual learning activities involving Bahasa Indonesia and English. The school's emphasis on literacy development, parental engagement, and Islamic character education made it a suitable context for investigating the relationship between Islamic Family Education and children's biliteracy development.

Participants consisted of first-grade students enrolled in bilingual classes and their parents. The students participated in biliteracy assessments, while parents participated in semi-structured interviews regarding their involvement in supporting children's literacy and language development at home. Participants were selected purposively based on their involvement in the bilingual learning program.

### **3. Data Collection**

Data were collected through biliteracy assessments and semi-structured interviews.

### **4. Biliteracy Assessment**

Children's biliteracy development was assessed individually through a series of literacy tasks designed to evaluate their abilities in Bahasa Indonesia and English. The assessment consisted of four dimensions:

- a. Running Records, which examined reading fluency, decoding skills, accuracy, and self-correction strategies;
- b. Deep Dive, which explored children's comprehension and inferential understanding of texts;
- c. Translanguaging, which assessed children's ability to transfer meaning across languages and use linguistic resources flexibly;
- d. Dictation Task, which evaluated phonological awareness, spelling, and phoneme-grapheme correspondence.

Students were asked to read short texts in Bahasa Indonesia and English, answer comprehension questions, retell stories across languages, and complete literacy-related tasks. The assessment generated descriptive information regarding children's biliteracy performance.

### **5. Semi-Structured Interviews**

Semi-structured interviews were conducted with parents to explore how they supported children's literacy and language development at home. Interview questions focused on parental educational practices, literacy-related activities, learning support strategies, language use within the family, challenges encountered, and perceptions regarding children's literacy development.

The interviews also explored how parents viewed their educational responsibilities toward children and how these responsibilities were enacted through daily learning interactions.

## **6. Data Analysis**

Qualitative data obtained from interviews were analyzed using thematic analysis. The analysis followed several stages: data familiarization, coding, category development, theme identification, and interpretation. Thematic analysis enabled the identification of recurring patterns related to parental involvement and the implementation of Islamic Family Education within family settings.

Biliteracy assessment data were analyzed descriptively to provide an overview of children's biliteracy development across the four assessment dimensions. These findings were subsequently integrated with interview data to examine how parental educational practices contributed to children's biliteracy development.

The integration of qualitative and quantitative evidence facilitated a richer interpretation of the relationship between Islamic Family Education and children's biliteracy outcomes.

## **D. Findings**

### **1. Implementation of Islamic Family Education through Parental Involvement in Children's Biliteracy Development**

The findings indicate that Islamic Family Education was enacted through various forms of parental involvement that supported children's biliteracy development. Analysis of interview data revealed four interconnected practices: literacy habituation, educational assistance and supervision, language support, and the creation of literacy-supportive home environments. These practices demonstrate how parents fulfilled their educational responsibilities within the family while simultaneously supporting children's literacy development.

#### **Literacy Habituation through Daily Reading Practices**

One of the most prominent forms of parental involvement was the establishment of literacy habits through daily family routines. Parents reported regularly accompanying children during learning activities and encouraging reading practices at home. A parent explained,

*“Kalau misalnya gak ada pekerjaan atau lagi misalnya hari libur biasanya saya dampingi belajar.”*

Another parent stated,

*“Hari-hari misalnya mau tidur kalau baca buku sama kakaknya.”*

These statements indicate that literacy activities were embedded within everyday family interactions rather than limited to formal instructional settings.

The influence of such literacy habituation is reflected in children's biliteracy performance. Among the four dimensions of biliteracy assessment, Running Records obtained the highest mean score ( $M = 2.27$ ), indicating that reading fluency was the most developed aspect of children's biliteracy competence. Approximately 73% of students were able to read short phrases with relative fluency and had begun reading in meaningful units rather than relying solely on letter-by-letter decoding. Furthermore, 34.6% of students demonstrated self-correction strategies when encountering reading errors.

These findings suggest that repeated literacy exposure within family settings contributed to the development of foundational reading skills. Within the framework of Islamic Family Education, literacy habituation may be understood as a form of parental *tarbiyah* through which intellectual growth is nurtured through continuous educational engagement and positive learning routines.

### **Educational Assistance and Learning Supervision**

Parents also demonstrated active involvement through educational assistance and learning supervision. Several parents reported helping children understand unfamiliar vocabulary, monitoring homework completion, listening to children read aloud, and providing explanations when difficulties emerged. One participant stated,

*“Kalau ada yang dia tidak tahu biasanya saya kasih tahu artinya atau cara bacanya.”*

Such educational support appears to have contributed to children's overall biliteracy development. The assessment results revealed an overall biliteracy mean score of 6.86, placing most students within the emergent biliteracy category. Of the 52 participating students, 20 students (38.5%) were categorized as emergent biliterates, 13 students (25%) as intermediate

biliterates, and 5 students (9.6%) as proficient biliterates. Only 14 students (26.9%) remained within the monoliteracy category.

These findings indicate that parental supervision and educational guidance provided important scaffolding for children's literacy learning. Although parents possessed varying educational backgrounds and language competencies, their active involvement supported children's gradual progression from monoliteracy toward biliteracy. Such practices reflect the educational responsibilities emphasized within Islamic Family Education, where parents function as primary educators responsible for facilitating children's intellectual development.

### **Language Support through Everyday Interactions**

Language support emerged as another important dimension of parental involvement. Parents reported introducing English vocabulary during daily conversations, encouraging children to recall words learned at school, and reinforcing language learning through informal interactions. Rather than relying on formal language instruction, many parents incorporated bilingual vocabulary into routine communication.

The assessment findings revealed evidence of emerging bilingual vocabulary development among students. Children within the emergent biliteracy category were generally able to recognize and understand frequently encountered English words such as “cat,” “sweet,” “carrot,” and “jump.” Students classified within the intermediate biliteracy category demonstrated broader vocabulary knowledge and greater ability to connect meanings across Bahasa Indonesia and English.

The findings suggest that language-related interactions within families extended opportunities for language exposure beyond classroom settings. Through continuous communication and vocabulary reinforcement, parents contributed to children's developing awareness of two linguistic systems. These interactions illustrate how Islamic Family Education may be enacted through everyday educational practices that support children's intellectual and linguistic growth.

### **Creating Literacy-Supportive Home Environments**

Parents further supported children's biliteracy development by creating home environments conducive to literacy learning. Interview data revealed that parents provided storybooks, learning materials, and opportunities for literacy engagement at home. Although the availability of resources varied

across families, most parents expressed awareness of the importance of supporting children's literacy development.

Variations in parental involvement appeared to correspond with differences in biliteracy outcomes. Students who demonstrated stronger biliteracy performance generally came from households characterized by more frequent literacy activities and greater parental engagement. While only 5 students (9.6%) achieved the proficient biliteracy category, the majority remained within emergent and intermediate categories, suggesting that the intensity of literacy support differed across family contexts.

These findings indicate that literacy-supportive environments functioned as important educational spaces where children could engage with language and literacy beyond formal schooling. Such environments reflect the role of the family as the first educational institution responsible for cultivating children's learning experiences.

## **2. Contribution of Islamic Family Education to Early Childhood Biliteracy Development**

The second research question explored how Islamic Family Education practices contributed to children's biliteracy development. Analysis of assessment results demonstrates that parental involvement contributed to multiple dimensions of biliteracy, including reading fluency, comprehension, vocabulary development, translanguaging ability, and phonological awareness.

Reading fluency emerged as the strongest aspect of children's biliteracy development. Running Records obtained the highest average score ( $M = 2.27$ ), with most students demonstrating developing fluency and reading confidence. The relatively strong performance in this dimension suggests that repeated literacy experiences within family and school environments supported children's foundational reading skills.

Comprehension represented the second strongest dimension, with Deep Dive obtaining an average score of 2.00. Thirty-one students successfully answered literal comprehension questions, demonstrating the ability to identify explicitly stated information. However, 40.4% of students experienced difficulties when responding to inferential questions that required reasoning and interpretation. These findings suggest that while

students had developed basic comprehension skills, higher-order literacy competencies remained in progress.

Vocabulary development was evident through children's growing familiarity with bilingual lexical resources. Students demonstrated varying levels of English vocabulary knowledge, ranging from recognition of simple words to the ability to connect meanings across languages. Parents' efforts to explain unfamiliar words and reinforce vocabulary learning appeared to contribute to this development.

Translanguaging represented the most challenging dimension of biliteracy development, obtaining the lowest average score ( $M = 1.65$ ). More than half of the students (55.8%) experienced difficulties when retelling stories across languages. Nevertheless, 15.4% demonstrated emerging translanguaging abilities by incorporating English vocabulary into Bahasa Indonesia explanations. Frequent code-mixing was observed, indicating that students were beginning to utilize their available linguistic resources to construct meaning across languages.

Similarly, phonological awareness remained an area of continuing development. The Dictation Task produced an average score of 1.83, while 46.2% of students experienced difficulties with spelling and pronunciation, particularly in English. Common challenges involved words such as bright, find, high, suddenly, and quiet. However, approximately 27% of students successfully recognized and pronounced simple consonant-vowel-consonant patterns, indicating emerging phonological awareness.

Taken together, these findings demonstrate that Islamic Family Education contributes to children's biliteracy development through sustained parental involvement in literacy habituation, educational supervision, language support, and the creation of literacy-supportive environments. Although students displayed varying levels of biliteracy competence, the findings suggest that family-based educational practices provided important foundations for the development of bilingual literacy skills during early childhood.

## **E. Discussion**

### **1. Islamic Family Education as Everyday Educational Practice in Biliteracy Development**

The findings demonstrate that parental involvement in children's biliteracy development extends beyond conventional educational assistance and can be

understood as a practical manifestation of Islamic Family Education. Parents supported children's learning through literacy habituation, educational supervision, language reinforcement, and the provision of literacy-supportive environments. These practices reflect the broader educational responsibilities of Muslim parents as primary educators within the family.

Islamic educational thought positions the family as the first and most influential educational institution in children's lives. The concept of *al-usrah al-madrasah al-ula* (the family as the first school) emphasizes that educational processes begin long before children enter formal schooling. Within this framework, parents are entrusted not only with religious instruction but also with cultivating children's intellectual, emotional, and social capacities. The literacy practices identified in this study illustrate how parents enact these responsibilities through everyday educational interactions.

The findings further support the notion that *tarbiyah* operates through gradual and continuous nurturing rather than isolated instructional events. Parents did not typically engage in highly structured literacy instruction; instead, they incorporated reading, learning support, and language exposure into routine family activities. Reading before bedtime, assisting with homework, explaining unfamiliar vocabulary, and monitoring learning progress functioned as forms of educational nurturing that contributed to children's intellectual growth. Such practices are consistent with the Islamic understanding of *tarbiyah* as a process of developing human potential through sustained guidance and care.

An important finding of this study is that parental involvement occurred even among parents who reported limitations in their own English proficiency. This suggests that effective educational engagement is not solely dependent upon parents' linguistic expertise but also upon their commitment to children's learning. This finding aligns with Islamic educational perspectives that emphasize parental responsibility and intentionality in education. The willingness of parents to remain involved despite perceived limitations reflects their recognition of education as an obligation rather than merely an optional activity.

These findings extend existing literature on parental involvement by demonstrating that educational engagement within Muslim families can be interpreted not only through sociocultural or home literacy frameworks but

also through the lens of Islamic Family Education. While previous studies have emphasized the role of family literacy environments and parental support, the present study highlights the religious and educational values that motivate and sustain such practices. Parental involvement therefore represents more than a technical educational strategy; it constitutes the enactment of educational responsibilities rooted in Islamic understandings of family life and child development.

## **2. Biliteracy Development as an Outcome of Islamic Family Education**

The findings also indicate that Islamic Family Education contributed to multiple dimensions of children's biliteracy development, including reading fluency, comprehension, vocabulary acquisition, translanguaging, and phonological awareness. These results suggest that family-based educational practices provide important foundations for children's emerging biliteracy competencies.

Reading fluency emerged as the strongest dimension of biliteracy development, suggesting that regular literacy exposure within family environments contributed positively to children's foundational reading skills. Shared reading activities, repeated encounters with print, and parental encouragement appear to have strengthened children's decoding abilities and reading confidence. These findings support emergent literacy perspectives that emphasize the importance of early literacy experiences while simultaneously extending such perspectives through an Islamic educational lens. Within Islamic Family Education, literacy development may be understood as part of the broader responsibility to cultivate intellectual capabilities and encourage lifelong learning.

The findings regarding comprehension development further demonstrate the significance of family interactions in supporting children's meaning-making processes. Although many students successfully identified explicit information in texts, inferential comprehension remained challenging. This result suggests that literacy development involves not only technical reading skills but also opportunities for dialogue, reflection, and interpretation. Such processes resonate with Islamic educational traditions that emphasize understanding (*fahm*) and reflection (*tafakkur*) as essential dimensions of knowledge acquisition. Educational interactions within families therefore contribute not only to literacy achievement but also to the development of children's capacity to think critically about texts and experiences.

Vocabulary development and language awareness similarly highlight the importance of parental engagement in children's biliteracy learning. Through everyday communication, parents created opportunities for children to encounter and use bilingual vocabulary beyond classroom settings. These findings support previous research emphasizing the role of family language practices in bilingual development. However, the present study further suggests that such practices may also be interpreted as manifestations of parental educational responsibility within Islamic Family Education. Language learning becomes part of a broader effort to expand children's access to knowledge and communication.

The findings concerning translanguaging provide additional insights into children's biliteracy development. Although translanguaging represented the weakest assessment dimension, many students demonstrated emerging abilities to draw upon linguistic resources from both languages. Rather than interpreting code-mixing as a deficiency, these findings support contemporary views that regard translanguaging as a natural and productive feature of bilingual development. Family environments that expose children to multiple languages appear to facilitate this process by allowing children to experiment with and negotiate meaning across linguistic systems.

Phonological awareness remained an area requiring further development, particularly in relation to English orthography and pronunciation. Nevertheless, evidence of emerging phonological skills suggests that repeated literacy experiences and parental support contributed to children's growing awareness of sound-letter relationships. These foundational competencies are critical for long-term biliteracy development and demonstrate how family educational practices influence literacy outcomes across multiple domains.

Taken together, the findings suggest that biliteracy development should not be understood solely as a linguistic or cognitive achievement. Within the context of Muslim families, biliteracy development may also be viewed as an educational outcome emerging from Islamic Family Education. Through literacy habituation, educational supervision, language support, and the creation of literacy-rich environments, parents nurture children's intellectual capacities and support their engagement with knowledge. In this sense, biliteracy becomes one manifestation of the broader educational goals of Islamic Family Education.

The Discussion section should be a reasoned and justifiable commentary on the importance of your findings. This section states why the problem is important; what larger issues and what propositions are confirmed or disconfirmed by the extrapolation of these findings to such overarching issues.

## **F. Conclusion**

This study examined how Islamic Family Education is implemented through parental involvement and how such practices contribute to the development of early childhood biliteracy in an Islamic elementary school context. The findings demonstrate that Islamic Family Education was enacted through literacy habituation, educational assistance and supervision, language support, and the creation of literacy-supportive home environments. These practices provided children with continuous opportunities to engage with literacy and language learning beyond formal schooling.

The study further revealed that parental involvement contributed to multiple dimensions of biliteracy development, including reading fluency, comprehension, vocabulary acquisition, translanguaging, and phonological awareness. While children's biliteracy competencies remained at varying developmental levels, the findings indicate that family-based educational practices played a significant role in supporting the emergence of bilingual literacy skills during early childhood.

Theoretically, this study contributes to the literature by extending discussions of parental involvement beyond conventional home literacy and sociocultural perspectives. Rather than viewing parental involvement solely as an educational support mechanism, the study conceptualizes such involvement as an enactment of Islamic Family Education. Through the lens of *tarbiyah*, parental literacy practices represent forms of educational responsibility through which Muslim families nurture children's intellectual development. Consequently, biliteracy development may be understood not only as a linguistic achievement but also as an educational outcome emerging from family-based Islamic educational practices.

The findings also contribute to biliteracy scholarship by providing empirical evidence from an Islamic elementary school situated within a Muslim-majority context. Previous studies have predominantly examined biliteracy development

in Western, immigrant, or multicultural settings. This study demonstrates that Islamic educational values and family-based educational responsibilities provide an important framework for understanding children's literacy development in Muslim societies.

Practically, the findings highlight the importance of strengthening partnerships between schools and families in promoting children's biliteracy development. Schools should recognize parents as active educational partners and provide opportunities for parental engagement through literacy programs, family reading initiatives, bilingual learning activities, and parent education workshops. Such initiatives may help families develop more effective strategies for supporting children's literacy and language development at home.

For parents, the findings reinforce the significance of consistent educational engagement in children's learning processes. Simple practices such as shared reading, vocabulary reinforcement, educational supervision, and the provision of literacy resources can contribute meaningfully to children's biliteracy development. These activities should be understood not merely as academic support but as part of parents' broader educational responsibilities within Islamic Family Education.

This study is not without limitations. The research was conducted within a single Islamic elementary school and involved a relatively specific educational context. Consequently, the findings may not fully represent the diversity of Muslim families and educational settings. Future studies may expand the scope by examining different types of Islamic schools, comparing family educational practices across regions, or investigating the relationship between Islamic parenting approaches and children's literacy outcomes using longitudinal or mixed-methods designs.

Overall, this study suggests that biliteracy development in Muslim children cannot be understood solely through cognitive or linguistic frameworks. Family-based educational values, parental educational responsibilities, and everyday practices of Islamic Family Education play a crucial role in shaping children's literacy experiences. Recognizing these dimensions provides a more holistic understanding of how biliteracy develops within Muslim family contexts and offers new directions for research at the intersection of Islamic education, family studies, and literacy development.

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