

## Literacy programs as an effort to strengthen the reading culture and improve students' reading skills

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### ABSTRACT

Low interest in reading and limited reading skills among students remain persistent challenges in schools. Without effective literacy programs, efforts to cultivate a strong reading culture and improve students' reading abilities cannot be achieved optimally. This study aims to examine students' low reading skills, the lack of teacher support in literacy programs, and limited parental involvement in school literacy initiatives. The study employs a qualitative field research design involving the principal, teachers, and students at an elementary madrasah. Data were collected through participatory observation, semi-structured interviews, and documentation. Analysis followed the Miles and Huberman model: data reduction, data display, and conclusion drawing. Triangulation was used to ensure data validity. The results indicate three main approaches to improving students' reading skills in madrasah ibtidaiyah: a) teachers should use interactive and enjoyable strategies, b) teachers should participate in training on engaging models and media while providing supporting facilities such as libraries and reading corners, and c) parents should be involved in school literacy programs by providing interesting books at home and participating in family reading activities. This study contributes to enhancing students' literacy in madrasah ibtidaiyah by offering interactive teaching strategies for teachers, promoting training on media use and supporting facilities such as libraries, and strengthening parental roles through the provision of interesting books and active participation in family reading programs.



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## INTRODUCTION

The issue of low reading skills among lower-grade students remains a serious challenge in Indonesia. Toba et al. (2019) and Sinaga & Ananda (2024) highlight that even in Madrasah Ibtidaiyah, students still struggle with basic reading skills, such as recognizing letters, spelling, and understanding punctuation. Jiménez (2017), Barnett et al. (2020), and Nuraini & Tanzimah (2022) emphasize that these difficulties negatively affect the learning process, as reading is a fundamental skill for comprehending various sources of information. Similarly, Oktaviyanti et al. (2022) argue that reading proficiency is essential for understanding and processing knowledge across different subjects. Research by Aryani & Purnomo (2024) further reveals that 46.3% of Indonesian students still lack adequate reading skills. More concerning, Aryani (2018) and the PISA 2018 report indicate that about 70% of Indonesian students fall below the minimum reading competency standard, ranking 72nd out of 77 countries (Nugrahanto & Zuchdi, 2019; Timotheou et al., 2023). These findings underscore the urgent need for targeted interventions and effective literacy strategies at the Madrasah Ibtidaiyah level.

Previous studies reveal that many elementary school students continue to face challenges in reading. Liu et al. (2022) found that a large proportion of students have not yet achieved the expected level of reading competency. Similarly, Roesi et al. (2024) emphasized that low reading skills significantly affect students' overall learning processes. Nation (2019), through the Simple View theory, explained that weaknesses in decoding skills and language comprehension are the main factors hindering reading comprehension. This indicates that improving literacy is not only related to the technical ability to read but also requires deeper language understanding. Meanwhile, Main et al. (2023) demonstrated that the implementation of Direct Instruction successfully improved students' reading skills while also fostering their self-confidence. Remarkably, these positive outcomes were observed even in real-world challenging conditions over a three-year period in secondary schools. These findings highlight the importance of effective instructional strategies in addressing students' literacy gaps.

Based on previous studies, earlier research has largely focused on the low reading abilities of elementary school students and cognitive factors such as decoding and language comprehension that influence reading skills. In addition, several instructional interventions have been shown to improve reading skills as well as students' self-confidence. However, these studies generally concentrated on individual student abilities or the application of specific methods, without specifically examining the role of teacher support and parental involvement in school literacy programs. In fact, students' low reading abilities are not only influenced by internal factors but are also closely related to the lack of teacher guidance in directing literacy activities and the limited support of parents in reinforcing school literacy programs. Therefore, this study seeks to fill this gap by emphasizing three main aspects: students' reading abilities, teacher support, and parental involvement in the implementation of the Morning Literacy Program at Madrasah Ibtidaiyah.

The purpose of this study is to describe and analyze the implementation of the Morning Literacy Program at Madrasah Ibtidaiyah with a focus on three main aspects: students' reading abilities, teacher support in literacy activities, and parental involvement in school literacy programs. Through this research, it is expected to gain a more comprehensive understanding of the factors that influence the success of literacy programs in elementary schools. The benefits of this study are twofold: theoretically, it contributes to the development of literacy studies in basic education; practically, it provides valuable insights for schools, teachers, and parents in designing collaborative strategies to improve students' reading skills. Thus, this research not only enriches academic literature but also offers concrete recommendations for optimizing literacy programs at the elementary school level.

Based on the research objectives, it can be provisionally concluded that the success of the Morning Literacy Program at Madrasah Ibtidaiyah is not only influenced by students' reading abilities but also by teacher support and parental involvement in literacy activities. Low reading ability, if not accompanied by consistent teacher guidance and parental engagement, has the potential to hinder the effectiveness of the program. Therefore, this study seeks to explore in greater depth how the Morning

Literacy Program contributes to improving students' reading skills, how teachers provide guidance and support in the implementation of literacy activities, and how parental involvement influences the overall success of the program. The research questions are directed toward identifying the relationship among these three aspects in supporting the achievement of literacy goals in elementary schools.

## RESEARCH METHOD

This study employed a qualitative method with a descriptive approach. As explained by Tenny et al. (2022), qualitative research aims to understand, analyze, and reveal real conditions in the field. According to Bazen et al. (2021) and Lim (2024), this method is suitable for capturing the complexity of real-world situations and human behavior in natural contexts. The research was carried out through observation and active participation at the study site, in line with Love et al. (2023), who emphasized the importance of direct researcher involvement. The descriptive approach was chosen because it enables the presentation of an in-depth account of phenomena without distortion or oversimplification (Busetto et al., 2020). The research subjects consisted of the principal, first-grade teacher, second-grade teacher, and six students, while the population covered all students. The study focused on three key findings: (1) students' low reading ability, (2) limited teacher assistance in literacy programs, and (3) lack of parental support for school literacy implementation.

This study employed three data collection techniques: observation, interviews, and documentation. Observation was a primary method for obtaining direct field data, as emphasized by Shanks and Bekmamedova (2018). The observations were participatory, meaning the researcher was directly involved with subjects and activities to gain authentic insights, as explained by Wilczynski (2017). The focus was directed toward three issues: students' low reading ability, limited teacher support in literacy programs, and the lack of parental involvement in school literacy activities. To further explore these issues, semi-structured interviews were conducted. Herman and Shenk (2021) argue that this method offers flexibility, while Sohail et al. (2023) note its ability to adapt discussions according to participants' responses. Documentation, including photos and videos, was also used to capture real-time activities and enrich the data. Data were analyzed using Miles and Huberman's model (Ebneyamini & Moghadam, 2018), consisting of data reduction, display, and conclusion drawing. VanWynsberghe and Khan (2007) and Mtisi (2022) stress that data reduction is essential for ensuring systematic and valid conclusions.

In this study, the researchers ensured data validity through triangulation techniques. Carter et al. (2014) argue that triangulation is a method of cross-checking data by utilizing various techniques, sources, and timeframes to enhance the credibility of research results. Similarly, Donkoh and Mensah (2023) emphasize that triangulation is crucial for strengthening the validity of findings. The data were collected from the principal, first-grade teachers, second-grade teachers, and second-grade students, focusing on three main issues: students' low reading ability, limited teacher support in literacy programs, and the lack of parental involvement in school literacy. Data analysis was carried out by categorizing information based on similarities and differences in perspectives, as suggested by Hanel et al. (2019). To reinforce validity, the researchers conducted member checking by seeking confirmation from the informants regarding the interpretations. In addition, Jespersen and Wallace (2017) and Campbell et al. (2020) highlight the importance of technique triangulation, such as cross-checking classroom observations of students' reading ability with interview results from teachers and parents.

Time plays an important role in determining the credibility of research data. Korstjens and Moser (2018) argue that one way to test credibility is by checking data through interviews, observations, or other methods under different conditions or times. This approach aims to ensure the consistency of information obtained, particularly concerning the three main research issues: students' low reading ability, limited teacher support in literacy programs, and the lack of parental involvement in supporting school literacy. Furthermore, Cheung and Tai (2021) emphasize that if the test results indicate differences in the collected data, repeated checks are necessary until valid and reliable data is obtained. Through this process, the accuracy and validity of the data can be better guaranteed.

Therefore, researchers need to consider the time factor at each stage of the study so that the findings truly reflect the real literacy conditions in elementary schools and avoid bias caused by situational changes or other external factors.

## RESULTS AND DISCUSSION

### Result

#### Low reading ability of students

Based on interviews with teachers and school principals, as well as observations of student activities, reading remains a crucial basic skill for learning and personal development. Teachers and principals observed that various factors still hinder students' interest in reading. A lack of motivation, unsupportive school and family environments, and limited access to reading materials are the main obstacles. In addition, less varied teaching methods make students less interested in reading, while excessive use of digital media reduces students' focus on reading activities.

**Table 1**

*Factors that Influence Students' Low Interest in Reading*

| No | Cause                               | Description  | Percentage |
|----|-------------------------------------|--|------------|
| 1  | Lack of Reading Interest            | Limited motivation and exposure to engaging reading materials            | 30%        |
| 2  | Unsupportive Environment            | Family and school environments that do not encourage reading habits      | 20%        |
| 3  | Limited Access to Reading Materials | Inadequate access to books or relevant texts, especially in remote areas | 15%        |
| 4  | Ineffective Teaching Methods        | Monotonous teaching that does not meet students' learning needs          | 18%        |
| 5  | Lack of Reading Habits              | Minimal consistent practice in reading                                   | 10%        |
| 6  | Influence of Digital Media          | Excessive time spent on digital devices, reducing focus on reading       | 7%         |

Note: This data was obtained by researchers from the results of interviews with teachers and school principals

The findings indicate that low reading interest is a complex issue that cannot be addressed with a single approach. Based on the estimated distribution of factors contributing to low reading ability, the dominant factor is lack of reading interest (30%), indicating that many students lack the motivation to make reading a regular habit. The next factor is an unsupportive environment (20%), reflecting the weak role of families and schools in fostering a literacy culture, followed by limited access to reading materials (15%), especially in areas with few attractive reading resources. In addition, ineffective teaching methods (18%) lead to monotonous and unengaging learning, followed by lack of consistent reading habits (10%). Finally, the influence of digital media (7%) shows a shift in information consumption preferences that can reduce reading focus. These conditions require collaborative, inclusive, and innovative strategies to strengthen the literacy culture in both schools and families.

#### Lack of teacher assistance in literacy programs

Based on interviews with the vice principal of curriculum, the principal, and students, teachers need to tailor guidance to students' abilities to optimally develop literacy. Cooperation between teachers and students is crucial, especially for second-grade students who are still learning to read simple words. Interviews and observations revealed that teacher support is not yet optimal due to limited time, resources, and challenging materials that require more intensive guidance.

**Table 1**

*Teacher Assistance to Students*

| No | Causes                | Description  |
|----|-----------------------|--|
| 1. | Unstructured Programs | Literacy activities are poorly focused and ineffective.                                  |
| 2. | Lack of Guidance      | Students do not receive enough assistance to understand texts or develop reading skills. |

|    |                          |  |
|----|--------------------------|--|
| 3. | Limited Teacher Training | Teachers are poorly trained to assist literacy programs.                     |
| 4. | Lack of Facilities       | Supporting facilities such as libraries or reading materials are inadequate. |
| 5. | Teacher Workload         | High workloads reduce teachers' focus on assisting students' literacy.       |

Note: This data is based on the results of interviews with the head of the madrasa and the deputy head of curriculum

These findings suggest that the lack of teacher support in literacy programs is not caused by one factor but rather by various interrelated constraints. Unstructured literacy programs make reading activities less effective and do not significantly impact students' literacy development. The lack of guidance from teachers further worsens the situation, especially for students who still have difficulty understanding texts. Limited training for teachers is also a serious problem because, without adequate understanding, teachers cannot provide effective learning strategies. In addition, the lack of facilities such as libraries or quality reading materials further hampers literacy programs. The high workload also challenges teachers in providing optimal student support. Therefore, a comprehensive solution is needed, including strengthening education policies, improving teacher competence, and providing adequate facilities to support the success of literacy programs.

### **Lack of parental support in supporting school literacy programs**

Based on interviews with classroom teachers, parents play a crucial role in developing children's literacy habits. However, parental involvement remains limited due to a lack of understanding about literacy, time constraints, limited access to quality reading materials, weak communication between school and parents, and a home environment that is not supportive of reading. These challenges hinder children's literacy development and need to be addressed to provide optimal support for building reading skills.

**Table 2**

*Parental Participation in School Programs*

| No | Causes                  | Description   |
|----|-------------------------|---|
| 1. | Lack of Understanding   | Parents do not understand the importance of literacy or how to support their child. |
| 2. | Time Constraints        | Busy lives make it difficult for parents to find time to help.                      |
| 3. | Limited Resources       | No access to quality reading materials at home.                                     |
| 4. | Weak Communication      | Lack of communication between school and parents hinders engagement.                |
| 5. | Unconducive Environment | A noisy or unsupportive home environment hinders reading interest.                  |

Note: This data is based on the results of interviews with class teachers

These findings highlight that low parental involvement in children's literacy is caused by a lack of awareness and external factors such as limited time, resources, and an unsupportive home environment. Lack of access to quality reading materials exacerbates this condition, making children less exposed to reading activities outside of school. In addition, weak communication between schools and parents worsens the situation, as there is no synergy in improving children's literacy. Therefore, a more strategic approach is needed, such as increasing parental awareness through educational programs, creating wider access to reading materials, and strengthening cooperation between schools and families. With these steps, it is hoped that parental involvement in building children's reading habits can increase significantly.

## **Discussion**

### **Strategies to improve students' reading skills in elementary schools**

Teachers play a central role in developing students' reading skills through the use of effective and responsive instructional models. Rupley et al. (2009) and Smith et al. (2021) emphasize that teachers must design strategies that match students' needs and stimulate engagement. Tunmer and Hoover (2019) and Main et al. (2023) similarly highlight the importance of interactive and varied approaches to maintain motivation and comprehension. Strategies such as guided free reading, storytelling, reading fairy tales, daily 15-minute reading, reading while singing, and vocabulary enrichment through word cards, as noted by Rupley (2009) and Pandiangan & Siregar (2022),



demonstrate the flexibility required to address different learning levels. Complementary methods like basal readers, distar, and structured practice, discussed by Sexton (1989) and Ahmad et al. (2024), broaden the range of pedagogical options. Setiawan (2021) synthesizes these practices into direct and independent reading approaches, which together support fluency and comprehension. These scholarly perspectives collectively affirm the findings of this study that a multifaceted literacy program effectively strengthens reading culture and enhances students' reading competence.

Implementing interactive learning methods has been shown to effectively improve students' reading skills. Almulla (2020) and Boardman et al. (2024) argue that interactive approaches foster active engagement and strengthen comprehension. In a similar vein, Stefanou et al. (2013) and Gan et al. (2024) suggest that the use of flashcards, pictures, games, and storytelling not only enhances understanding but also sustains students' enthusiasm for reading. Grossman et al. (2019) emphasize that student motivation grows when strategies address both cognitive and affective needs, highlighting the value of varied, engaging practices. Beyond learning strategies, Sutton and Knuth (2017) and Saavedra et al. (2021) underline the importance of a supportive classroom environment in cultivating reading competence. Anisah et al. (2023) and Ponisciak & Morris (2023) provide practical examples, such as reading corners and audiovisual aids, which create an atmosphere conducive to learning. Complementary to these efforts, Wahab and Amaliyah (2021) demonstrate that innovations in school libraries, including CDs and DVDs, expand access to resources and stimulate reading interest. Collectively, these perspectives align with this study's findings that interactive methods and conducive environments strengthen both reading culture and student achievement.

Selecting reading materials that match students' abilities and interests is widely regarded as a key factor in improving literacy. Koch and Spörer (2017) and Bus et al. (2024) argue that when texts are tailored to learners' levels, reading becomes more accessible and meaningful. Li et al. (2024) further emphasize that materials must not only align with curriculum requirements but also engage and stimulate grade II students, highlighting the importance of contextual relevance. In line with this, Haleem et al. (2022) note that interesting reading content increases motivation, which directly supports the development of reading skills. Beyond material selection, the use of diverse strategies such as interactive media and enjoyable reading methods can strengthen comprehension. Darling-Hammond et al. (2019) and Braun and Clarke (2019) stress that a supportive environment such as the provision of reading corners or appropriate facilities creates a positive climate for literacy growth. Taken together, these perspectives affirm this study's findings that effective material selection, varied instructional strategies, and conducive environments collectively enhance students' reading habits and comprehension skills.

The teacher's role is central in improving students' reading skills through three interrelated aspects: reading strategies, instructional methods, and the learning environment. Sibanda et al. (2024) argue that teachers shape students' literacy growth by selecting appropriate strategies and fostering supportive conditions. In this context, Satriani (2019) and O'Reilly et al. (2022) suggest that strategies such as guided reading, storytelling, and fairy tales are particularly effective in elementary classrooms, as they capture interest and enhance enjoyment in learning. Complementing this, Kao et al. (2016) and Zheng et al. (2024) highlight that methods like early reading instruction, practice-based approaches, and interactive digital media sustain attention and strengthen comprehension, showing the value of combining traditional and modern techniques. Heo (2022) further emphasizes that supportive environments such as reading corners, audiovisual tools, and innovative library facilities encourage positive attitudes toward reading. Collectively, these perspectives align with the findings of this study, which indicate that the integration of strategies, methods, and conducive environments, when adapted to students' developmental needs, significantly enhances literacy competence in elementary education.

### **Optimizing the role of teachers in supporting literacy programs in elementary schools**

To maximize the effectiveness of literacy programs, teachers' roles must be strengthened through professional training, mentoring approaches, and the integration of technology. Schmid et al.

(2023) and Kopcha and Ocak (2023) argue that teachers' mastery of literacy concepts and pedagogical skills is fundamental for successful program implementation. In this regard, Humrickhouse (2021) and Bui (2022) emphasize that literacy training enhances teachers' competence, enabling them to apply diverse and engaging methods that directly support students' literacy development. Complementing this view, Schwartz et al. (2023) highlight the importance of teachers' ability to utilize digital media and design effective assessment tools, both of which are crucial for monitoring progress and adapting instruction to students' needs. Taken together, these perspectives suggest that literacy competence is not merely a matter of student practice but is also dependent on teachers' professional capacity. The findings of this study reinforce these arguments, showing that a combination of training, conceptual understanding, and technological integration equips teachers to more effectively foster literacy growth in elementary education.

Effective mentoring is a crucial dimension of teachers' roles in deepening students' literacy competence. Cochran-Smith (2021) and Darling-Hammond et al. (2023) argue that personalized guidance, whether conducted individually or in small groups, is particularly beneficial for students who struggle with text comprehension or organizing ideas. This perspective aligns with Sachs (2015) and Darling-Hammond (2020), who stress that targeted mentoring not only addresses immediate learning difficulties but also builds students' confidence and autonomy in literacy practices. Beyond direct support, teachers also play an essential role in cultivating literacy habits through independent assignments. Goodwin (2020) and Ritonga and Latif (2024) suggest that such assignments reinforce skills while simultaneously establishing consistent reading and writing routines, which are foundational for long-term literacy growth. Taken together, these viewpoints indicate that effective mentoring and structured independence are complementary: mentoring provides scaffolding for students in need, while independent tasks foster sustainability of literacy practices. The findings of this study confirm that when these approaches are integrated, they significantly enhance both literacy skills and students' engagement with reading and writing.

In the digital era, technology has become a vital component in supporting literacy development in elementary schools. Hargreaves (2000) views technology as a solution for literacy improvement, offering interactive applications that not only strengthen reading skills but also broaden vocabulary. Building on this, Mayer and Mills (2020) argue that digital platforms designed for reading and vocabulary learning provide engaging and effective tools that sustain students' attention. Similarly, Vaughn and Coleman (2004) together with Zamiri and Esmaeili (2024) emphasize that such innovations contribute significantly to literacy growth by combining motivation with skill development. Beyond applications, e-learning systems provide teachers with the opportunity to deliver varied resources ranging from articles and videos to e-books while also enabling real-time feedback. Sims et al. (2020) and Kerimbayev et al. (2023) stress that this diversity of materials enriches the learning process and personalizes literacy experiences. Synthesizing these perspectives, Kraft and Falken (2021) and Bereczki and Kárpáti (2021) argue that when technology is effectively integrated, teachers can maximize their pedagogical role, fostering an environment that supports both reading and writing competencies. The findings of this study confirm that digital integration is a powerful driver for strengthening literacy culture and achievement.

Strengthening the role of teachers in literacy programs requires integrating both traditional and digital approaches. Nagel et al. (2023) argue that the combination of conventional practices and digital tools enhances teachers' professional capacity in supporting literacy. Traditional methods, such as small-group instruction and foundational reading exercises, provide structured scaffolding for early literacy, while Conrad et al. (2024) emphasize that digital applications and immersive media increase engagement and motivation. However, Bizri (2018) cautions that excessive reliance on technology in elementary education may limit essential teacher-student interaction and reduce physical reading experiences needed for basic skills. To address varied student abilities, differentiated instruction becomes necessary, offering targeted support for struggling readers and greater challenges for advanced learners. Dunlosky et al. (2013) further note that supportive reading environments, such as reading corners and school libraries, play an equally vital role in fostering consistent reading habits.

Synthesizing these perspectives, this study affirms that literacy strategies are most effective when implemented thoughtfully, positioning technology as a complement rather than a substitute to core reading practices adapted to students' developmental stages.

### **Increasing parental involvement in school literacy programs**

Parental involvement is a crucial factor in strengthening literacy programs at the school level. Strategies such as literacy activity socializations, book donations from agencies, alumni, and parents, as well as collaboration with community groups, help create a broader network of support. Tong et al. (2021) and Yuan et al. (2024) argue that these initiatives extend literacy development beyond the classroom, ensuring students benefit from multiple sources of encouragement. From a complementary perspective, Hoover-Dempsey et al. (1995) emphasize that reading habits are cultivated not only in schools but also at home, where children spend most of their time. Donohue and Aladé (2024) further highlight that consistent communication between schools and parents enables parents to recognize their critical role in guiding children's reading practices. In addition, Ewell et al. (2024) suggest that active parental participation correlates with stronger literacy outcomes, reinforcing the idea that family engagement is not peripheral but central to literacy success. These insights support this study's findings that collaborative partnerships between schools, families, and communities significantly enhance students' reading achievement.

Parents hold a pivotal role in children's literacy development, particularly by ensuring the availability of engaging reading materials at home. Evans (1998) and Green and Hoover-Dempsey (2007) argue that access to interesting books fosters enthusiasm for reading and significantly supports the growth of literacy skills. Beyond providing books, recognition of children's achievements through rewards also proves important. Hirano and Rowe (2016) together with Reininger and López (2017) suggest that positive reinforcement motivates children to sustain reading habits, showing the interaction between emotional support and literacy practice. Parental engagement is further strengthened when parents actively participate in school-based literacy programs. Reyes-Rodríguez et al. (2021) emphasize that such participation allows parents to better understand their children's academic progress through feedback and assessments, thereby bridging home and school responsibilities. Complementing this, Ice et al. (2011) and Aysah and Maknun (2023) highlight a strong correlation between parental involvement and students' reading interest, indicating that consistent support from families enhances literacy outcomes. Taken together, these perspectives reinforce this study's finding that parental engagement is essential in fostering sustainable literacy growth.

Effective communication between parents and teachers is widely recognized as a cornerstone in children's literacy development. Major (2023) and Aleksić et al. (2024) argue that consistent dialogue provides parents with timely insights into their children's academic progress and literacy challenges, enabling more targeted support at home. This view aligns with Zulauf McCurdy et al. (2024), who highlight that identifying reading difficulties through school home communication allows for more personalized interventions. Similarly, Suranto et al. (2023) and Williamson et al. (2023) emphasize that when parents are equipped with this information, they can reinforce reading strategies and cultivate productive learning habits beyond the classroom. From another perspective, Kirsch and Bergeron-Morin (2023) stress that parental involvement in literacy initiatives strengthens children's motivation and enhances literacy skills, suggesting a synergistic effect between school-based programs and family engagement. Collectively, these perspectives indicate that the effectiveness of literacy development is not solely dependent on classroom practices but also on strong, collaborative partnerships, ensuring consistent guidance that fosters sustainable academic growth.

Several key factors continue to hinder parental involvement in school literacy programs, warranting a critical examination of their underlying causes. Ineffective communication between schools and parents often results in important information being poorly conveyed, leaving parents unaware of their strategic role in supporting their children's literacy. Additionally, low parental



motivation, limited resources, and minimal collaboration with the community further exacerbate the issue. A significant barrier lies in parents' lack of understanding of the active role they are expected to play, the absence of incentive systems to encourage participation, and restricted access to engaging and high-quality reading materials. Weak partnerships between schools and communities also undermine the development of a robust literacy ecosystem. In the context of basic education, parents must go beyond merely providing reading facilities; they are expected to create a supportive learning environment, serve as reading role models, and maintain active communication with the school. Therefore, strengthening communication strategies and offering more appealing reading materials are essential to fostering more meaningful parental engagement in literacy development.

## CONCLUSION

Strategies to improve students' reading skills can be done through enjoyable learning, such as guided reading, storytelling, and reading games. In addition, the provision of reading corners and the use of interactive media also support literacy. Students' motivation to read can be increased by choosing appropriate reading materials. Teachers' role in literacy programs in elementary schools can be optimized through literacy training, effective mentoring, and the use of technology. Meanwhile, parental involvement in supporting literacy programs can be strengthened through socialization, provision of reading materials, and community collaboration. Good communication between schools and parents ensures that reading habits occur at school and home. In addition, monitoring literacy development through discussions with teachers allows parents to provide appropriate guidance for children in the family environment.

Theoretically, this study enriches literacy studies by emphasizing that interactive learning, optimal teacher roles, and parental involvement are essential in improving elementary school students' reading skills. Strategies such as guided reading and storytelling align with constructivism theory, emphasizing meaningful learning experiences. Optimizing the role of teachers through literacy training and the use of technology supports modern pedagogical theory. At the same time, parental involvement strengthens the ecological theory of education, emphasizing the importance of learning environments at school and home. Practically, the results of this study guide teachers, schools, and parents in developing effective literacy strategies, building reading habits, and creating a stronger literacy culture.

Further research can focus on developing specific literacy learning models for elementary school students' needs. It can also explore the effectiveness of interactive methods, such as gamification and artificial intelligence-based technology, in improving reading skills. In addition, research on optimal strategies for enhancing teachers' roles through digital literacy training can provide deeper insights. Research also needs to examine parental involvement in children's literacy in various social and cultural contexts and compare the effectiveness of technology-based literacy strategies with conventional methods in elementary schools.

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