

The Morning Literacy Program as an Effort to Strengthen the Reading Culture and Improve the Reading Skills of Madrasah Ibtidaiyah Students

Nafilatul Ain¹, Siti Marfuah², Abdul Karim³, Joseph Lere Omiwole⁴,
Moh. Dasuki⁵

^{1,3&5}State Islamic University of Kiai Haji Achmad Siddiq Jember, East Java, Indonesia

²Ma'arif Elementary School 30 Bustanul Ulum Jember, East Java, Indonesia

⁴Osun State University, Ipetu Ijesa Campus, Nigeria

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ABSTRACT

This study examines the low reading ability of students, the lack of teacher assistance in literacy programs, and the limited parental support for school literacy initiatives. The research method used in this study is qualitative. The type of research is field research. The study focuses its population on all students at the elementary madrasah, with research subjects including the principal, classroom teachers, and students. Data collection techniques used in this study include observation, interviews, and documentation. The type of observation employed is participatory, and the interviews are semi-structured. Documentary data was obtained through photos and videos taken during activities. The collected data was analyzed using the Miles and Huberman model, which consists of three stages: data reduction, data presentation, and conclusion drawing. The researcher validated the data using triangulation techniques. The results of this study indicate that there are three key approaches to improving students' reading skills in madrasah ibtidaiyah: a) teachers should use interactive and enjoyable strategies, b) teachers should engage in training on models and media that are attractive, while also providing supporting facilities such as libraries and reading corners, and c) parents should be involved in the school literacy program by providing interesting books at home and participating in family reading programs. This research contributes to strengthening teaching strategies, providing adequate facilities, and enhancing parental involvement to improve students' literacy skills in madrasah ibtidaiyah.

Keywords: Culture,
Literacy, Reading,
Elementary Madrasah



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INTRODUCTION

The issue of low reading skills among lower-grade students remains a significant challenge in Indonesia. As highlighted by Toba et al. (2019) and Sinaga & Ananda (2024), even in Madrasah Ibtidaiyah, students continue to face difficulties in basic reading skills, such as recognizing letters, spelling, and understanding punctuation. Jiménez (2017), Barnett et al. (2020), and Nuraini & Tanzimah (2022) emphasize that these challenges impede the learning process, as reading is a foundational skill for comprehending various sources of information. Supporting this, Oktaviyanti et al. (2022) argue that reading proficiency is essential for understanding and processing knowledge across different subjects. In a similar vein, research by Aryani and Purnomo (2024) confirms that

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***Corresponding Author:** Nafilatul Ain, Elementary Madrasah Teacher Education Study Program, Universitas Islam Negeri Kiai Haji Achmad Siddiq Jember, East Java, Indonesia, email: ainnaafilatul@gmail.com

46.3% of Indonesian students lack adequate reading skills. More alarmingly, Aryani (2018) and international assessments such as PISA 2018 reveal that approximately 70% of Indonesian students fall below the minimum competency standards in reading, ranking 72nd out of 77 participating countries (Nugrahanto & Zuchdi, 2019; Timotheou et al., 2023). This evidence clearly underscores the urgent need for targeted interventions and effective literacy strategies at the elementary level, particularly in Madrasah Ibtidayah, to address the ongoing challenges of low reading skills among students.

Previous studies indicate that many elementary school students continue to struggle with reading. Liu et al. (2022) found that a significant number of students have not reached the expected reading competency levels. This issue is further supported by Roesi et al. (2024), who highlighted that low reading skills adversely affect students' overall learning processes. Nation (2019) explained that weaknesses in decoding or language comprehension, as outlined in the Simple View theory, hinder reading comprehension. Additionally, Main et al. (2023) demonstrated that Direct Instruction improved reading skills and self-confidence in students, even in challenging real-world conditions over a three-year period in secondary schools. What sets this study apart from previous research is its focus on the Morning Literacy Program aimed at improving the reading skills of second-grade students at Madrasah Ibtidayah. This practical intervention has not been extensively studied in the same context, making it a unique approach to addressing reading difficulties in this specific educational setting.

Given the low reading ability of students in Indonesia, this study aims to strengthen the reading culture through the implementation of a morning literacy program for grade II students at MIMA 30 Bustanul Ulum Ambulu. Specifically, this study will explore the effectiveness of the morning literacy program in improving students' reading skills and identify the extent of the role of teachers in implementing the program. In addition, this study aims to provide understanding to parents to be more active in supporting the development of their children's reading skills at home while encouraging schools to create a conducive environment for the growth of students' literacy culture, including through improving the quality of libraries and other supporting facilities. With this morning literacy program, students are expected to have a strong enthusiasm and habit of reading so that the literacy culture can grow sustainably. This study will be a practical guide for teachers, parents, and schools in improving the reading skills of grade II students at madrasah ibtidaiyah.

Based on the formulation of the research objectives above, this study hypothesizes that implementing the morning literacy program can significantly improve the reading ability of grade II students at MIMA 30 Bustanul Ulum Ambulu. With the morning literacy program carried out consistently and systematically, it is expected that there will be an increase in students' reading ability, which includes mastery of letters, spelling fluency, understanding of punctuation, and understanding the contents of the reading. In addition, it is also assumed that the active role of teachers in assisting students during the morning literacy program will significantly contribute to achieving these learning outcomes. This hypothesis also assumes that parental involvement in providing additional support at home can optimize the results of the morning literacy program so that students can maintain reading habits independently. Finally, if the school succeeds in creating a conducive literacy environment, including adequate library facilities, then the reading culture among grade II students will increase significantly.

RESEARCH METHOD

The research method employed in this study is qualitative research, which, as Tenny et al. (2022) explain, aims to understand, analyze, and uncover specific facts or conditions directly observed in the field. According to Bazen et al. (2021) and Lim (2024), qualitative methods are particularly suited for capturing the complexities of real-world situations and the nuances of human behavior in natural settings. This research was conducted through observation and active participation in various activities at the research site, aligning with the view of Love et al. (2023), who emphasize that field research requires the researcher to be directly engaged in the environment and interact with

real-world conditions. Additionally, this study follows a descriptive approach, focusing on providing in-depth descriptions of events and phenomena encountered in the field. As noted by Busetto et al. (2020), a descriptive approach is key to understanding the intricacies of the subject matter without distorting or oversimplifying the findings. The data collected were analyzed descriptively to offer a comprehensive picture of the phenomena under study. The subjects included the principal, first-grade teachers, second-grade teachers, and six students, while the research population comprised all students.

This study employs data collection techniques that include observation, interviews, and documentation, as suggested by Shanks and Bekmamedova (2018). The observations are participatory, meaning that the researchers are directly involved with the subjects being observed or become part of the research activities themselves (Wilczynski, 2017). During the observation process, researchers engage in activities carried out by the data sources, ensuring a more immersive and authentic understanding of the research context. The interviews conducted are semi-structured, offering flexibility in conversation and allowing the discussion to evolve according to the direction of the conversation with the research subjects, as highlighted by Herman and Shenk (2021) and Sohail et al. (2023). This method facilitates a deeper exploration of the topics at hand. Furthermore, documentation data is collected through photos and videos taken during the activities, capturing real-time moments and enhancing the richness of the data. After data collection, analysis is carried out using the Miles and Huberman Model, which involves three main stages: data reduction, data presentation, and conclusion drawing (Ebneyamini & Moghadam, 2018). In the reduction stage, irrelevant data is filtered out, and the remaining data is structured for easier interpretation, ultimately leading to well-supported conclusions based on the research findings (VanWynsberghe & Khan, 2007; Mtisi, 2022).

In this study, the researchers ensured the validity of the data using triangulation techniques, as suggested by Carter et al. (2014). Triangulation is a method that cross-checks research data by using various techniques, sources, and time periods to enhance the credibility and validity of the findings (Donkoh & Mensah, 2023). Data was collected from multiple parties, including the principal, first-grade teachers, second-grade teachers, and second-grade students. Once the data was gathered, the researchers analyzed and categorized the information based on similarities and differences in perspectives, as highlighted by Hanel et al. (2019). In addition, the researchers confirmed the data through member checking, where agreement was sought from the principal, first-grade teachers, second-grade teachers, and second-grade students to validate the interpretations.

To ensure data validity, the researchers applied technique triangulation by comparing information gathered from the same source using different data collection methods (Jespersen & Wallace, 2017; Campbell et al., 2020). For instance, the data obtained through direct observation were cross-checked with the information gathered during interviews. This approach helped identify any inconsistencies or gaps in the findings. If discrepancies emerged between the two sources, the researchers did not immediately draw conclusions. Instead, they followed up by conducting further discussions or clarifications with the relevant participants, such as the observed teachers or students, to verify and validate the accuracy of the data. This step was essential in strengthening the credibility of the research findings and ensuring that all collected information accurately reflected the actual implementation of the Ecobrick project in supporting the Pancasila Student Profile (P5) at the elementary school.

Time plays a vital role in determining the credibility of data. Therefore, researchers must adjust the research time to validate the data obtained. One way to test the credibility of data is to check through interviews, observations, or other methods, but under different conditions or times (Korstjens & Moser, 2018). This aims to ensure the consistency of the information obtained. If the test results show differences in the data collected, the checks can be repeated repeatedly until data certainty is obtained (Cheung & Tai, 2021). Thus, the accuracy and validity of the data can be more guaranteed. Researchers need to consider the time factor in each research stage so that the results truly reflect the

actual conditions. This process also helps avoid bias that may arise due to changes in the situation or other external factors that can affect the study results.

RESULTS AND DISCUSSION

Result

Low Reading Ability of Students

Reading is a fundamental skill that is vital to learning and self-development. However, the interviews and observations show that various factors still hamper students' interest in reading. Some leading causes include lack of motivation, an unsupportive environment, limited access to reading materials, ineffective teaching methods, and the negative impact of digital media. These factors are interrelated and affect students' reading habits. Therefore, a comprehensive strategy is needed to improve literacy culture early.

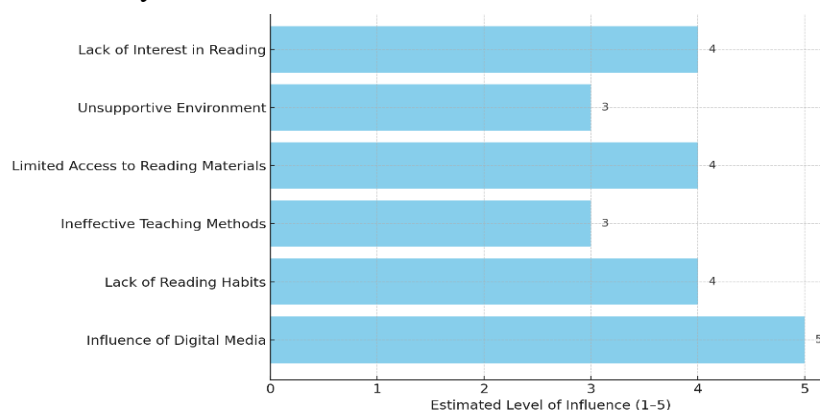


Figure 1. Graph Of Factors Influencing Students' Reading Interest

These findings reveal that low interest in reading is a complex problem that cannot be solved with a single approach. Lack of motivation to read and limited access to reading materials indicate that a literacy culture is still not firmly embedded, especially in less supportive environments. Ineffective teaching methods further exacerbate this condition, causing students to be uninterested in developing reading habits. In addition, excessive exposure to digital media indicates a shift in preferences in information consumption, which, if not managed properly, can hinder the ability to read deeply. Therefore, a strategy is needed that involves various parties, from schools and families to more inclusive and innovative education policies. Changes must focus on providing reading materials and creating an environment that encourages literacy and the wise use of technology to support reading interests.

Lack of Teacher Assistance in Literacy Programs

Teachers must pay attention to students' skills and provide appropriate guidance so that they can develop literacy skills optimally. Good cooperation between teachers and students is expected to positively impact literacy development, especially for grade II madrasah students still learning to read simple words. Based on the interviews and observations, several factors were found that caused the lack of teacher assistance in literacy programs. The following is an explanation of these factors.

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.

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

The role of parents is vital in forming children's literacy habits from an early age. However, the findings show that parental involvement in supporting children's literacy still faces various obstacles. Several main factors that influence the low level of parental involvement in literacy programs include a lack of understanding of the importance of literacy, limited time due to busyness, minimal access to quality reading materials, weak communication between schools and parents, and a home environment that is less conducive to reading. These obstacles hinder the development of children's literacy and need to be addressed immediately so that children get optimal support in 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.

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 pivotal role in enhancing students' reading skills by applying effective learning models and methods, as emphasized by Rupley et al. (2009) and Smith et al. (2021). In the learning process, it is essential for teachers to employ various reading strategies that are engaging, interactive, and tailored to the needs of students, a point supported by Tunmer and Hoover (2019) and Main et al. (2023). Among the strategies that can be applied are guided free reading, storytelling, reading fairy tales, reading for 15 minutes, reading while singing, and using word cards to expand students' vocabulary, as suggested by Rupley (2009) and Pandiangan & Siregar (2022). Additionally, methods such as basal readers, distar, and practice methods can complement the learning process (Sexton, 1989; Ahmad et al., 2024). These methods align with the primary approaches of direct and independent reading strategies, which, according to Setiawan (2021), enable students to optimally develop their reading skills. By incorporating a variety of strategies, the goal is to motivate students and improve their reading comprehension, ultimately supporting their academic growth.

Implementing interactive learning methods is an effective strategy for improving students' reading skills, as highlighted by Almulla (2020) and Boardman et al. (2024). Teachers can utilize

various media, such as flashcards, pictures, reading games, and storytelling activities, to engage students actively in the learning process, as suggested by Stefanou et al. (2013) and Gan et al. (2024). This approach not only enhances students' understanding of reading materials but also increases their interest and motivation to read, as emphasized by Grossman et al. (2019). In addition to learning strategies, creating a comfortable and supportive learning environment is crucial for improving reading skills, as noted by Sutton and Knuth (2017) and Saavedra et al. (2021). Teachers can foster a conducive learning atmosphere by providing a reading corner, using audiovisual aids such as projectors and speakers, and incorporating other physical learning tools to assist students in comprehending the text better, according to Anisah et al. (2023) and Ponisciak & Morris (2023). Furthermore, innovations in school libraries, such as providing learning CDs/DVDs, have proven to be effective in increasing students' interest in reading, as indicated by Wahab & Amaliyah (2021).

Selecting reading materials that are appropriate to students' abilities and interests is crucial for improving literacy, as highlighted by Koch & Spörer (2017) and Bus et al. (2024). Teachers must ensure that the reading materials not only align with the curriculum but are also engaging and relevant for grade II students, as emphasized by Li et al. (2024). When reading materials are interesting, students are more motivated to develop their reading skills, a point supported by Haleem et al. (2022). Moreover, the application of various learning strategies, such as interactive media and fun reading methods, can enhance students' understanding of the text. Darling-Hammond et al. (2019) and Braun & Clarke (2019) argue that a conducive learning environment, such as a reading corner or other supporting facilities, fosters a positive atmosphere that encourages literacy development. By implementing effective learning strategies, selecting appropriate reading materials, and providing a supportive environment, teachers can significantly help students develop better reading habits and improve their skills in text comprehension.

The teacher's role is crucial in enhancing students' reading skills through three key aspects: reading strategies, learning methods, and the learning environment. According to Sibanda et al. (2024), teachers significantly influence the development of students' reading abilities by selecting appropriate strategies and creating supportive conditions. Reading strategies such as guided reading, storytelling, and the use of fairy tales are considered highly effective for elementary school students, as they help capture students' interest and make the learning process more enjoyable (Satriani, 2019; O'Reilly et al., 2022). Furthermore, Kao et al. (2016) and Zheng et al. (2024) emphasize that using learning methods like beginning reading instruction, practice-based approaches, and interactive digital media can actively engage students, enhance comprehension, and sustain their attention. In addition, Heo (2022) highlights the importance of a supportive learning environment—such as reading corners, audiovisual aids, and innovative library spaces—which can foster a positive and conducive atmosphere for reading. However, it is essential that the implementation of these aspects is tailored to the needs and developmental stages of elementary school students to ensure the strategies used are truly effective and have a meaningful impact on improving their literacy skills.

Optimizing the Role of Teachers in Supporting Literacy Programs in Elementary Schools

To achieve maximum results in literacy programs, the role of teachers needs to be optimized through strategies such as literacy training, effective mentoring approaches, and the use of supporting technology. Schmid et al. (2023) and Kopcha & Ocak (2023) emphasize that teachers must possess a deep understanding of literacy concepts and skills for the effective implementation of literacy programs. Literacy training is essential for enhancing teachers' competence in delivering varied and engaging learning methods that can improve students' literacy skills, as argued by Humrickhouse (2021) and Bui (2022). Moreover, teachers need to be proficient in utilizing digital learning media and developing effective assessment instruments to track students' literacy development, as highlighted by Schwartz et al. (2023). This combination of training, understanding, and resource utilization equips teachers to better foster students' literacy growth.

Effective mentoring by teachers is crucial for helping students understand literacy more deeply. Cochran-Smith (2021) and Darling-Hammond et al. (2023) highlight that teachers can provide

personalized guidance, either individually or in small groups, especially for students who struggle to comprehend texts or organize their ideas. Sachs (2015) and Darling-Hammond (2020) also stress that this type of support plays a vital role in enhancing students' literacy skills. In addition, teachers are instrumental in fostering students' literacy habits through independent assignments, which help students become more accustomed to reading and writing activities. Goodwin (2020) and Ritonga & Latif (2024) point out that such assignments not only reinforce students' skills but also nurture a consistent reading and writing routine, essential for their long-term literacy development.

In the digital era, technology plays a significant role in enhancing literacy activities in elementary schools. According to Hargreaves (2000), technology serves as a solution to improve literacy by offering interactive applications that help students develop their reading skills and expand their vocabulary. Mayer & Mills (2020) further emphasize that interactive reading applications and vocabulary development platforms can be effective and engaging tools for students. Vaughn & Coleman (2004) and Zamiri & Esmaeili (2024) also support the idea that such tools contribute to students' literacy growth. Furthermore, the use of E-Learning enables teachers to provide diverse literacy materials, such as articles, videos, and e-books, while also offering immediate feedback to students. As noted by Sims et al. (2020) and Kerimbayev et al. (2023), this access to a variety of digital resources enhances students' learning experiences. By integrating these strategies, Kraft & Falken (2021) and Bereczki & Kárpáti (2021) argue that teachers can maximize their role in improving student literacy in elementary schools, fostering a learning environment that is supportive of developing both reading and writing skills.

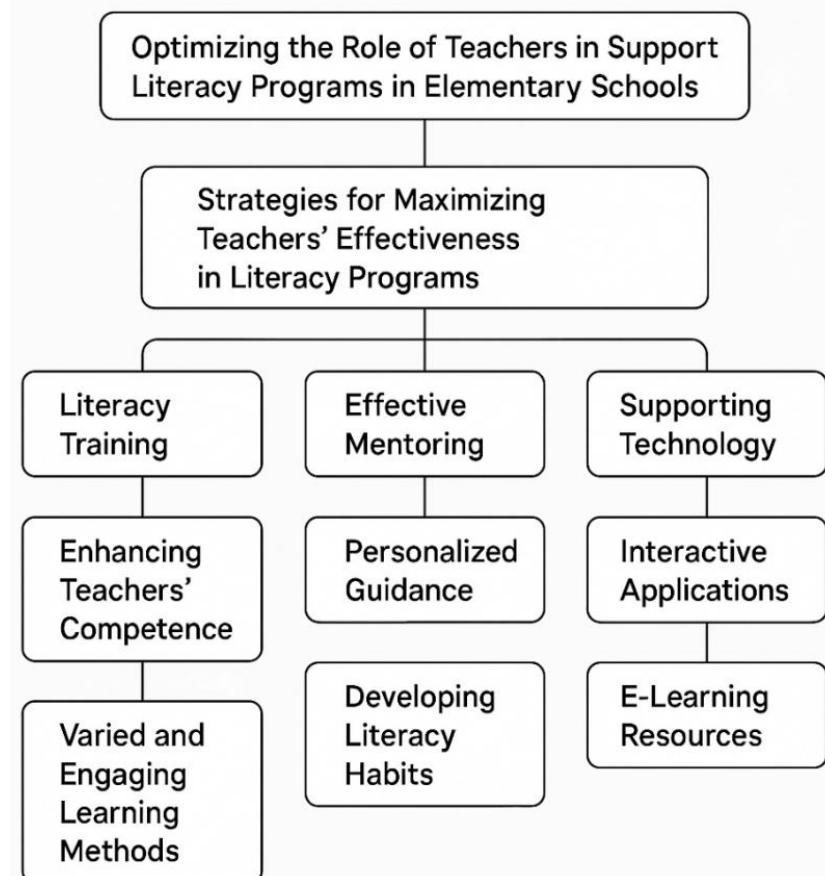


Figure 2. The Strategic Role of Teachers in Literacy Programs

The strategy to enhance the role of teachers in literacy programs requires the integration of both traditional and digital approaches. According to Nagel et al. (2023), combining conventional teaching practices with digital tools can significantly improve teachers' professional capacity in supporting student literacy. Traditional methods, such as small-group instruction and foundational reading

exercises, provide structured support, while digital approaches, as emphasized by Conrad et al. (2024), offer interactive applications and immersive media that can increase student engagement and motivation. However, Bizri (2018) warns that in the context of elementary education, maintaining direct teacher-student interaction is crucial to preserving essential physical reading experiences, as overdependence on technology could impede the development of basic literacy skills. To address the diversity in students' reading abilities, a differentiated instructional approach is necessary—where struggling readers receive targeted support, and more advanced readers are given greater challenges. Dunlosky et al. (2013) highlight that despite the benefits of technology, supportive reading environments, such as reading corners and school libraries, are equally vital in fostering early reading habits. Therefore, the success of any literacy strategy depends on its thoughtful implementation, ensuring that technology serves to complement—not replace—core reading practices aligned with students' developmental needs.

Increasing Parental Involvement in School Literacy Programs

Schools can increase parental involvement in literacy programs through several strategies, such as holding literacy activity socializations, raising book donations from related agencies, alumni, and parents, and establishing collaboration with communities outside the school. According to Tong et al. (2021) and Yuan et al. (2024), these efforts foster a broader support system for students' literacy development. Hoover-Dempsey et al. (1995) highlight that reading habits can be reinforced both at school and at home, considering that a significant portion of students' time is spent within the family environment. Moreover, Donohue & Aladé (2024) argue that strong communication between schools and parents ensures that parents better understand their critical role in supporting their children's reading success. Ewell et al. (2024) further emphasize that when parents are actively involved, students are more likely to achieve higher reading outcomes.

Parents play a crucial role in supporting children's literacy development by providing engaging reading materials at home. Research by Evans (1998) and Green & Hoover-Dempsey (2007) emphasizes that access to interesting books can significantly boost children's enthusiasm for reading and help improve their literacy skills. In addition to offering books, recognizing children's achievements with rewards can be an effective motivator. Studies by Hirano & Rowe (2016) and Reininger & López (2017) suggest that positive reinforcement encourages children to sustain their reading habits. Furthermore, when parents actively participate in school literacy programs, they gain valuable insights into their children's academic progress through teacher feedback and assessments, as highlighted by Reyes-Rodríguez et al. (2021). This involvement not only strengthens the parent-school connection but also provides a clearer picture of students' development. Lastly, research by Ice et al. (2011) and Aysah & Maknun (2023) underlines the strong correlation between parental support and students' interest in reading. Therefore, parents' engagement is essential for fostering consistent and effective literacy growth.

Effective communication between parents and teachers plays a vital role in enhancing children's literacy development. According to Major (2023) and Aleksić et al. (2024), consistent dialogue allows parents to remain informed about their children's reading difficulties and academic progress. This ongoing exchange enables parents to identify specific challenges their children may encounter in reading, as noted by Zulauf-McCurdy et al. (2024), and to offer appropriate support at home tailored to these needs (Suranto et al., 2023; Williamson et al., 2023). By staying engaged and responsive, parents are better equipped to reinforce reading strategies and learning habits beyond the classroom. Moreover, Kirsch & Bergeron-Morin (2023) emphasize that active parental involvement in literacy initiatives not only strengthens children's motivation to read but also enhances their overall literacy skill development. This involvement contributes to more effective learning experiences and supports sustained academic progress. In essence, strong collaboration between parents and teachers ensures that children receive consistent guidance, both at school and at home, ultimately fostering their success in literacy and broader educational outcomes.

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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