



The Influence of Reading Activities with Parents on Early Childhood Literacy Skills

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ABSTRACT

This study aims to explore how shared reading activities between parents and children are associated with early childhood literacy development. Employing a qualitative case study approach, the research was conducted at TK Wulil Amri over a three-month period. Participants consisted of six children, six parents, and two teachers who were directly involved in shared reading practices. Data were collected through in-depth interviews, participatory observations, and documentation, and were analyzed using thematic analysis through systematic coding and triangulation of data sources and methods. The findings reveal recurring patterns indicating that children who regularly engage in shared reading with their parents tend to demonstrate emerging literacy behaviors, including letter recognition, vocabulary expansion, early reading comprehension, and increased interest in books. In addition, shared reading activities appear to foster positive emotional interactions between parents and children, contributing to a supportive home literacy environment. These findings suggest that parent child shared reading may serve as an important supportive strategy in promoting early childhood literacy development when implemented consistently and interactively within the family context.

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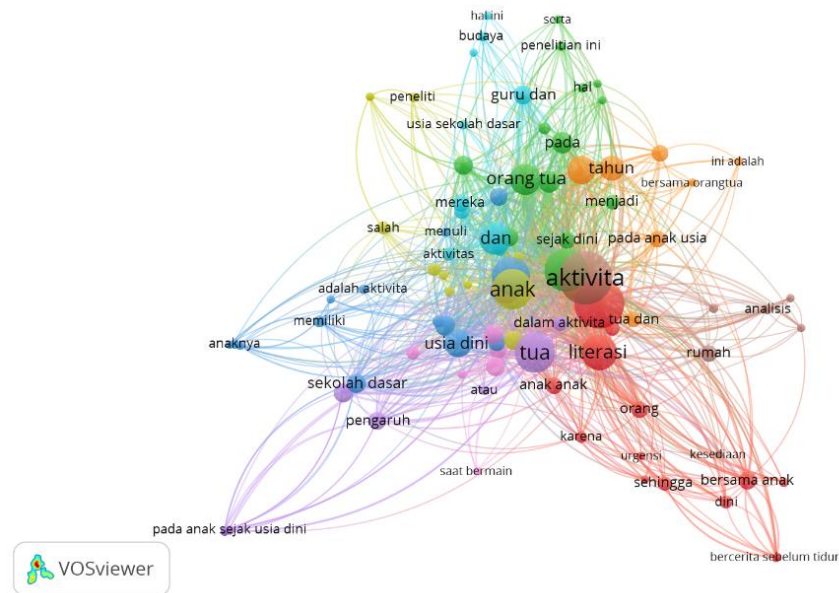
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1. INTRODUCTION

Literacy skills are an important foundation in children's cognitive development, especially in early childhood. Literacy does not only include the ability to read and write, but also includes understanding, interpretation, and critical thinking skills towards the information received. One of the factors that plays an important role in the development of children's literacy is parental

In the field, there are still many problems related to the low literacy skills of early childhood. Some children show difficulty in recognizing letters, understanding the contents of reading, and lack of interest in reading activities. This is caused by various factors, one of which is the lack of parental involvement in reading activities together at home. The busyness of parents, lack of understanding of the importance of reading together, and minimal access to interesting reading materials are the main obstacles. This condition shows the need for efforts to increase parental awareness of their role in supporting children's literacy development through simple but meaningful activities such as reading together. In addition, the social and cultural environment around children can also influence reading interests and habits. Therefore, it is important to involve various parties, including schools and communities, in supporting a culture of literacy from an early age.



¹ Sjafiatul Mardiyah, Hotman Siahaan, and Tuti Budirahayu, "Pengembangan Literasi Dini Melalui Kerjasama Keluarga Dan Sekolah Di Taman Anak Sanggar Anak Alam Yogyakarta," *Jurnal Obsesi Jurnal Pendidikan Anak Usia Dini* 4, no. 2 (2020): 892, <https://doi.org/10.31004/obsesi.v4i2.476>; Fitria F Hasanah, "Integrasi Pendidikan Agama Islam Dalam Pengembangan Literasi Digital Untuk Anak Usia Dini," *Albanna* 3, no. 2 (2023): 83–100, <https://doi.org/10.24260/albanna.v3i2.1984>.

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Based Based on the VOSviewer visualization, prior research has predominantly examined parental roles and literacy activities in a broad sense, emphasizing their general influence on early childhood development. The strong co-occurrence of keywords such as parents, activities, and literacy indicates a well-established focus on parental involvement. However, this body of work leaves a clear research gap: limited attention has been given to shared reading as a specific, mechanism-driven activity that directly shapes children's literacy outcomes. Existing studies rarely explain how shared reading contributes to concrete literacy skills, such as vocabulary growth, reading comprehension, and the development of critical thinking.

The novelty of this study lies in its targeted focus on parent-child shared reading as an interactive process rather than a generic form of parental involvement. Moving beyond descriptive accounts, the study examines how the frequency and quality of shared reading interactions function as key determinants of early literacy development. It further extends prior research by incorporating dimensions that have been underexplored, including parental emotional engagement, the home literacy environment, and the use of interactive reading strategies. Through this approach, the study aims to advance a more nuanced and process-oriented understanding of family-based literacy practices.

While previous research has shown that parental involvement positively influences early childhood literacy, such findings remain largely general and do not isolate shared reading as a distinct explanatory factor. This study addresses that limitation by positioning shared reading as the central variable and by examining the mechanisms through which it affects specific literacy domains. In addition, the study explores whether the impact of shared reading varies across demographic contexts, such as parental educational background and family environmental conditions, thereby adding an important contextual dimension. Accordingly, the purpose of this study is to analyze the influence of parent-child shared reading on early childhood literacy skills, with particular attention to interaction frequency, interaction quality, and reading strategies employed by parents. The findings are expected to provide evidence-based recommendations for parents and educators in strengthening family-based literacy practices, inform policy initiatives aimed at improving early literacy outcomes, and offer a foundation for future research on family literacy development across diverse social and cultural contexts.

2. METODEDES

A qualitative research approach with a case study type was chosen in this study because it aims to explore in depth how reading activities with parents affect early childhood literacy skills. Qualitative research allows researchers to understand phenomena in their natural context by exploring the meanings given by individuals to their experiences³. This study employed a qualitative case study design to explore how parental involvement in shared reading shapes early childhood literacy skills. Case studies are suitable for investigating complex phenomena in real-life contexts where the boundaries between the phenomenon and its setting are not clearly defined. The research was conducted at Wulil Amri Kindergarten, which actively implements a family-based reading program. Participants included children, parents, and teachers directly involved in shared reading. Purposive sampling was used to select participants who could provide rich,

³ Sainee Tamphu et al., "Building Bridges to the Future of Learning : Exploring Artificial Intelligence Research Using R-Studio Assisted Bibliometrics," *Cogent Education* 11, no. 1 (2024), <https://doi.org/10.1080/2331186X.2024.2417623>.

relevant information, based on the following criteria: (1) parents who regularly read with their children; (2) children in the early stages of literacy development; and (3) teachers who could provide professional insights into children's literacy development.

Data were collected through interviews, observations, and documentation. Semi-structured interviews explored parents' reading frequency, materials, strategies, motivations, and challenges; teachers' perspectives on children's literacy development; and children's experiences using age-appropriate techniques. Observations examined parent-child interactions, children's engagement, and guidance patterns both at home and at school. Documentation, including reading diaries, photos, and videos, provided visual evidence and supported the triangulation of data. Qualitative data were analyzed using Miles and Huberman's interactive model, which includes data reduction, data display, and conclusion drawing/verification. Interview transcripts, observation notes, and documentation were coded and categorized to identify patterns and themes, organized in thematic matrices, and interpreted iteratively to ensure consistency with the evidence. To enhance trustworthiness, triangulation of data sources and methods was applied, complemented by peer debriefing to reduce researcher bias. Ethical considerations included institutional permission, informed consent from parents, confidentiality and anonymization of data, and protection of children using age-appropriate techniques.

3. FINDINGS AND DISCUSSION

Based on interviews with parents, it was found that most parents have a habit of reading with their children before going to bed or during free time in the afternoon. A mother of a Wulil Amri Kindergarten student (Mrs. Bilal), said: "I usually read story books before bedtime. My daughter, Aisyah, really likes to hear stories, especially those with pictures. Sometimes she asks me to repeat the same story several times. Since we often read together, she has started to be able to recognize letters and simple words."

Something similar was also conveyed by Mrs. Aisyah, who admitted that reading together is part of their daily routine. According to her, "At first my child only listened, but gradually he began to imitate the words in the story and tried to read by himself." This suggests that repeated reading experiences can help children build their language and reading skills. Social interactions between parents and children during shared reading play a role in building children's language and literacy skills through the scaffolding process, where children receive support from their parents in understanding texts before finally being able to read independently. However, not all parents have this habit⁴. Some parents admit that they have difficulty finding time to read with their children. In addition to interviews, observation results also confirmed that children who are accustomed to reading with their parents show higher enthusiasm in recognizing letters and words. Children who are active in reading together appear to remember and understand the contents of the story more easily, and have the ability to retell the contents of the story well. Parental involvement in reading with children has a positive impact on the development of vocabulary, reading comprehension, and reading skills of children at an early age. Thus, it can be concluded that reading with parents not only strengthens the emotional relationship between parents and children, but also directly contributes to improving children's literacy skills from an early age.

The statement of Mrs. Asseng, one of the teachers at Wulil Amri Kindergarten, emphasized that children who routinely read with their parents showed better literacy development compared

⁴ Nurhikmah; Nursalam; "Representasi Kalimat Pada Tuturan Anak Usia 3,6 Tahun," *RETORIKA: Jurnal Bahasa, Sastra, Dan Pengajarannya* 11, no. 2 (2018): 175, <https://doi.org/10.26858/retorika.v11i2.6210>.

to children who rarely had such experiences. According to her: "Children who are accustomed to reading with their parents are quicker to recognize letters and understand the content of the story. They are also more confident in speaking and have a wider vocabulary than children who are rarely read to at home." This statement shows that parental involvement in reading with children has a positive impact on vocabulary development, reading comprehension, and overall language skills. Furthermore, interviews with children also revealed that they enjoyed reading sessions with their parents. Daffa, a five-year-old child, expressed "I like reading books with my mom. My mom likes to tell me stories about animals, and I can say their names. I can also read the letters myself now."

This shows that the shared reading experience is not just a reading activity, but also builds language skills and increases children's confidence in speaking and recognizing new words. Children learn through social interaction, and in the context of shared reading, parents act as facilitators in helping children understand the language and content of the reading. The observation results also support the interview findings by showing an increase in several aspects of literacy skills in children who are active in shared reading sessions. Several aspects that have developed include: 1) Children who often read with their parents recognize letters and words in books more quickly. They are also more interested in trying to read on their own. 2) Children who are accustomed to reading together tend to be able to remember the storyline better and retell it in their own language. This shows an increase in their memory and ability to understand the contents of the reading. 3) Children who have the experience of reading with their parents show a greater interest in books. They more often take books themselves and try to read without parental help, which shows an increase in motivation and independence in reading.

The results of this study indicate that reading with parents is not just an activity of reading stories, but also functions as a means of developing children's literacy skills as a whole. This activity not only helps children recognize letters and words, but also enriches their vocabulary, improves reading comprehension, and fosters an interest in reading from an early age. Therefore, parental involvement in reading with children should continue to be encouraged so that it can provide a broader positive impact on the development of early childhood literacy.

The results of this study reveal that reading activities with parents consistently provide positive contributions to early childhood literacy skills. This activity is not just a routine activity of reading stories, but also an effective means of building various aspects of children's literacy development, starting from letter recognition, understanding reading content, to increasing vocabulary and narrative skills. Theoretically, this finding is in accordance with the concept of the Zone of Proximal Development (ZPD) proposed by Lev Vygotsky⁵, which states that children learn most effectively when they receive guidance from adults or more capable peers. In the context of shared reading, parents act as facilitators who guide children to understand the meaning of the text, expand vocabulary, and relate the content of the reading to everyday experiences. This support functions as scaffolding that helps children move from basic understanding to more complex understanding gradually. Observations show that children who are read stories regularly tend to remember words faster, recognize letters, and are able to retell the content of the story in their own language.

In addition, this study also strengthens the views of Snow, Burns, and Griffin.⁶ Which states that rich early literacy experiences greatly determine subsequent literacy development. Children

⁵ (NIP Nurhikmah, 2025)

⁶ Ibnu Imam Al Ayyubi et al., "Comparative Analysis of Islamic Religious Education Teaching Methods and Their Impact on Mathematical Thinking Skills," *International Journal of Education Management and Religion* 2, no. 2 (2025): 72–88, <https://doi.org/https://doi.org/10.71305/ijemr.v2i2.170>.

who are accustomed to reading practices at home have better school readiness and tend to have higher academic achievement in the future. In this study, teachers stated that children who often read with their parents showed higher self-confidence when telling stories or discussing in class, and had better language skills than their peers who did not get similar experiences at home. Shared reading activities also support the development of emergent literacy, which is the early stage of literacy development before children are able to read conventionally.⁷ Mentioned that children learn about text structure, letter sounds, and story lines through interactive experiences such as turning pages, pointing to pictures, or repeating words in the story. In this study, this kind of interaction was evident when children who were used to reading together showed enthusiasm for books, understood the sequence of the story, and tried to read independently even though they still used pictures as a reference. Furthermore,⁸ in their meta-analysis found that reading stories to children is closely related to children's later reading achievement. This experience enriches the child's linguistic environment and provides exposure to written language structures that are different from everyday spoken language. In this regard, the teacher's statement that children who regularly read with their parents have a wider vocabulary is very much in line with this theory.

However, it is important to note that not all parents have the habit of reading with their children due to various factors, such as being busy with work, lack of knowledge about the importance of reading together, or limited access to children's reading books. Neuman and⁹ highlighted the gap in literacy experiences between children from families with sufficient literacy resources and those without. This gap, if not addressed, can widen the gap in literacy skills from an early age. Therefore, interventions are needed from schools and educational institutions in providing training for parents, developing reading corners at home, or organizing "home books" programs so that children can bring books from school to read with their parents. In addition to cognitive influences, reading together also has an impact on children's affective and social aspects. Children feel closer to their parents, feel appreciated, and build self-confidence. This interaction not only strengthens the emotional relationship between parents and children, but also creates a comfortable and supportive learning environment. This is as emphasized by¹⁰, which states that a positive emotional relationship between parents and children during shared reading contributes to children's positive attitudes toward the reading activity itself.

In the long term, reading activities together can also form a culture of literacy in the family. When reading becomes part of the family routine, children will grow up in an environment that values books, stories, and exploration of knowledge. This will form a sustainable reading habit and support the development of lifelong learning. Even according to¹¹, the more often children are involved in reading experiences from an early age, the more likely they are to develop a stable interest in reading into adulthood. Thus, the findings in this study emphasize that parental

⁷ Romantika Tambunan and Murni Marbun, "Implementasi Logika Fuzzy Dalam Memprediksi Tingkat Kelulusan Tes Seleksi CPNS Dengan Menggunakan Metode Tsukamoto," *Jurnal Nasional Komputasi Dan Teknologi Informasi (JNKTI)* 4, no. 1 (2021): 108–12, <https://doi.org/10.32672/jnkti.v4i1.2750>.

⁸ Ahmad S Sitorus, "Kepercayaan Diri, Keterampilan Sosial Dan Emosional Anak; Studi Korelasional Dan Stimulasi," *Jurnal Pendidikan Anak Usia Dini Undiksha* 11, no. 1 (2023): 1–7, <https://doi.org/10.23887/paud.v11i1.54350>.

⁹ Justin Caron and James R Markusen, "Kegiatan Membuat Alat Permainan Edukatif Playdough Untuk Mengoptimalkan Pembelajaran Di PIAUD Ceria Kecamatan Way Jepara Kabupaten Lampung Timur," *Peduli: Jurnal Pengabdian Kepada Masyarakat* 1, no. 4 (2016): 1–23.

¹⁰ Reiska Primanisa and Luluk Iffatur Rocmah, "Pop Up Bilangan Kreatifitas Belajar Untuk Anak TK," *Jurnal Pendidikan Anak Usia Dini* 1, no. 4 (2024): 18, <https://doi.org/10.47134/paud.v1i4.705>.

¹¹ Nahrowi Adjie, Suci Utami Putri, and Finita Dewi, "Penerapan Pendidikan Matematika Realistik (PMR) Dalam Meningkatkan Pemahaman Konsep Bilangan Cacah Pada Anak Usia Dini," *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini* 4, no. 1 (2019): 336, <https://doi.org/10.31004/obsesi.v4i1.338>.

involvement in reading with children not only functions as a form of attention and affection, but also as a very effective means of developing early literacy skills. Through a combination of verbal interaction, exposure to written language, and consistent emotional support, children can develop a strong literacy foundation that will support their future academic and social success.

3.1 Basic Concepts of Early Childhood Literacy

Early childhood literacy includes basic skills in understanding, using, and managing information through reading, writing, speaking, and listening activities. Literacy at this stage is not only about recognizing letters and words, but also includes developing an understanding of meaning, communication skills, and critical thinking. These literacy skills are an important foundation in children's cognitive development, because they play a role in shaping how children understand the world around them. Children who have good literacy skills tend to be more adaptable in academic environments when entering formal education. Strong early literacy also encourages children to be more confident in exploring new ideas and concepts. In addition, literacy contributes to the development of children's social and emotional skills. Therefore, strengthening literacy from an early age is a priority in children's education¹².

Early childhood literacy development is influenced by various factors, including the family environment, the quality of parental interactions, and the availability of appropriate reading materials¹³. A supportive environment with access to interesting books and positive interactions between children and adults can increase children's interest in reading. Reading activities with parents are one effective strategy to introduce literacy concepts naturally and enjoyably. In this process, children not only learn to recognize letters and words, but also understand the context of the story, expand vocabulary, and develop critical thinking skills. The interactions that occur during shared reading also encourage children to ask questions, discuss, and relate the contents of the reading to their personal experiences. This indirectly strengthens children's understanding of the material being read. In addition, parents' emotional involvement while reading can increase children's motivation to continue learning. An emotionally supportive environment will create a positive reading experience for children.

In the context of early childhood education, literacy is not limited to formal activities at school, but also includes various daily activities at home. Simple activities such as reading bedtime stories, playing word games, or discussing pictures in books can be effective means of developing children's literacy. Children learn through direct experience, so activities that involve their active participation are more effective in building literacy skills. In addition, the use of technology such as digital books or educational applications can also be a complement in supporting children's literacy development, as long as it is used wisely and accompanied by parents. Integrating literacy into everyday life helps children relate the concepts they learn to

¹² Esti K Mahardika, "Strategi Literasi Budaya Anak Usia Dini Melalui Pengembangan Game Edukatif," *Murhum Jurnal Pendidikan Anak Usia Dini* 4, no. 2 (2023): 80–93, <https://doi.org/10.37985/murhum.v4i2.287>; Febry Maghfirah, "Pelatihan Pengembangan Media Pembelajaran Literasi Dan Numerasi Berbasis ICT Pada Guru PAUD," *Jurnal Abdimas Mahakam* 8, no. 01 (2024): 1–10, <https://doi.org/10.24903/jam.v8i01.2517>; Sitorus, "Kepercayaan Diri, Keterampilan Sosial Dan Emosional Anak; Studi Korelasional Dan Stimulasi."

¹³ Lasmini Lasmini, "Analisis Peran Pendidik Dalam Mengimplementasikan Metode Pembelajaran Bercerita (Mendongeng) Di Paud Nonformal Kelompok Bermain," *Bharasumba* 1, no. 03 (2022): 238–46, <https://doi.org/10.62668/bharasumba.v1i03.222>; Ika A W Puteri, "Seminar Parenting 'Mempersiapkan Anak Masuk Sekolah Dasar,'" *Jurnal Pengabdian Pendidikan Masyarakat (Jppm)* 4, no. 1 (2023): 57–62, <https://doi.org/10.52060/jppm.v4i1.1081>; Nurhayani Nurhayani and Nurhafizah Nurhafizah, "Media Dan Metode Pengembangan Literasi Anak Usia Dini Di Kuttub Al Huffazh Payakumbuh," *Jurnal Basicedu* 6, no. 6 (2022): 9333–43, <https://doi.org/10.31004/basicedu.v6i6.3598>.

the real world. This is important to increase their relevance and understanding of reading material. Literacy that develops in a meaningful context will be easier to maintain and develop over time.

The importance of early childhood literacy is also seen from its impact on long-term academic development¹⁴. Children who have good literacy skills from an early age tend to have higher academic achievement in elementary school and subsequent levels of education. Strong literacy skills help children understand instructions, complete assignments, and actively participate in teaching and learning activities. In addition, good literacy also contributes to the development of metacognitive skills, namely the ability to understand and manage one's own thinking processes. This is very important to support lifelong learning. Literacy that develops from an early age also plays a role in forming a positive attitude towards learning. Children who feel confident in their literacy skills tend to have higher learning motivation. Therefore, investment in the development of early childhood literacy provides significant long-term benefits.

Overall, early childhood literacy is a crucial aspect in supporting children's cognitive, social, and emotional development. The process of developing literacy requires a holistic approach, involving the active roles of parents, educators, and the surrounding environment. Effective interventions in improving early childhood literacy must consider the child's individual needs, family background, and other contextual factors. Thus, a well-designed literacy program can provide a sustainable positive impact, not only on children's academic abilities but also on their overall quality of life. It is important for all parties involved to understand that literacy is the main key in opening the door to a wider world of knowledge and opportunities. Literacy is not just a technical ability, but also a foundation for developing critical thinking, creativity, and empathy. Therefore, investment in the development of early childhood literacy is a strategic step to create a smart and competitive generation.

3.2 Parent-Child Reading Activities

Shared reading is an activity in which parents and children engage in a reading process that involves two-way interaction. This definition includes more than just reading text; it involves discussion, question and answer, and exploration of the content of the reading. Characteristics of shared reading include eye contact, supportive facial expressions, and varied intonation to attract the child's attention. In addition, shared reading often involves the use of pictures in the book to help the child understand the context of the story. This activity also strengthens the emotional bond between parents and children because it creates quality time filled with positive interactions. Shared reading not only improves literacy skills, but also stimulates the child's cognitive, language, and social development. With a consistent approach, shared reading can become a fun and beneficial part of the daily routine¹⁵.

¹⁴ Tenny Murtiningsih, Istiqamah Istiqamah, and Ica Lisnawati, "Mengembangkan Budaya Literasi Di Desa Anjir Pasar Lama Kabupaten Batola Kalimantan Selatan," *Jurnal Cemerlang Pengabdian Pada Masyarakat* 5, no. 1 (2022): 119–27, <https://doi.org/10.31540/jpm.v5i1.1904>.

¹⁵ Anika Nastasiuk, "Drawing Attention to Print or Meaning: How Parents Read With Their Preschool-aged Children on Paper and on Screens," *Journal of Research in Reading*, 2024, <https://doi.org/10.1111/1467-9817.12451>; Yvonne Vezzoli et al., "Exploring the Design Space for Parent-Child Reading," 2020, 1–12, <https://doi.org/10.1145/3313831.3376696>; Mücahit Durmaz and Fatih Ç Çetinkaya, "Effect of Interactive Reading on Storytelling Skills," *Ahi Evran Üniversitesi Sosyal Bilimler Enstitüsü Dergisi* 8, no. 3 (2022): 758–77, <https://doi.org/10.31592/aeusbed.1103773>.

There are various effective techniques that can be applied in shared reading to improve the quality of interaction and children's understanding. Dialogic techniques, for example, encourage children to actively participate through open-ended questions that stimulate critical thinking. Parents can ask about what will happen next in the story or invite children to connect the story to their personal experiences. Interactive techniques involve children physically and mentally, such as pointing to pictures, repeating new words, or imitating the voices of characters in the story. In addition, expressive techniques use variations in voice intonation, facial expressions, and body movements to make the story more alive and interesting for children. With the combination of these techniques, shared reading becomes more than just a passive activity, but a dynamic and enjoyable learning experience. This technique also helps children develop vocabulary, reading comprehension, and critical thinking skills effectively.

The difference in impact between passive reading and interactive reading is quite significant in the context of children's literacy development. Passive reading, where parents only read the text without additional interaction, tends to be less effective in stimulating deep understanding. Children may only listen without actively engaging, so their understanding of the story content is limited. In contrast, interactive reading encourages children to actively participate through discussion, questions, and reflection on the content of the reading. This interaction helps children build connections between the text and their personal experiences, strengthening understanding and retention of information. Interactive reading also increases interest in reading because children feel more involved and challenged to think critically. In addition, this approach strengthens children's communication and social skills because of the intensive dialogue with parents. Therefore, interactive reading is considered more effective in developing early literacy skills than passive reading.

In practice, effective shared reading requires commitment and awareness from parents to create a supportive atmosphere. Parents need to set aside time regularly to read together, even if it is only a few minutes each day. Choosing books that are appropriate to the child's age and interests is also important to maintain their enthusiasm for reading activities. In addition, creating an environment free from distractions, such as turning off the television or gadgets while reading, can improve the quality of interaction. Giving praise and small rewards for children's participation in reading can also increase their motivation. Parents are also advised to develop variations in reading techniques so that children do not get bored. With a consistent and attentive approach, shared reading activities can be a strong foundation for optimal child literacy development. This not only supports academic development, but also builds a positive emotional bond between parents and children.

3.3 Child Cognitive Development Theory

The theory of cognitive development of children is an important foundation in understanding how children learn and develop their thinking skills. Jean Piaget, a leading psychologist, proposed that children's cognitive development occurs through four stages, namely the sensorimotor, preoperational, concrete operational, and formal operational stages. Each stage shows significant changes in the way children understand the world around them. In the context of literacy, this theory emphasizes that children's ability to understand reading develops along with their cognitive maturity. Reading activities with parents can stimulate this development by providing learning experiences that are appropriate to the child's

developmental stage. In addition, interactions during shared reading also help children build new schemas that are relevant to the information they receive. This is important for strengthening cognitive connections that support literacy understanding¹⁶.

Vygotsky's perspective on cognitive development also makes a significant contribution to understanding how children learn. Vygotsky's concept of the Zone of Proximal Development (ZPD) explains that children can reach higher levels of cognitive development with the help of more competent adults or peers. In the context of shared reading, parents act as "scaffolds" who provide temporary support to help children understand the reading. This support includes additional explanations, reflective questions, and encouragement to think critically. Over time, children learn to internalize these strategies and become independent readers. Shared reading activities also allow children to engage in dialogue that stimulates their language and cognitive development. These interactions enrich children's understanding of the text and enhance their analytical thinking skills¹⁷.

The implications of this cognitive development theory are very relevant in supporting shared reading activities. Parents can use their understanding of their child's cognitive developmental stages to select appropriate books and implement effective reading strategies. For example, for young children who are in the preoperational stage, books with interesting pictures and simple stories can help them understand the content of the reading better. In addition, parents can involve children in discussions about the content of the book, ask open-ended questions, and encourage children to connect the story to their personal experiences. This approach not only improves reading comprehension but also strengthens the emotional connection between parents and children. This meaningful interaction also helps children develop critical and analytical thinking skills from an early age. Thus, shared reading activities become more than just reading activities; it is a holistic learning process.

Furthermore, cognitive development theory emphasizes the importance of learning environments that support children to learn more effectively in environments that stimulate their curiosity and provide opportunities for exploration¹⁸. Reading with parents creates a safe and supportive environment where children feel valued and motivated to learn. In addition, positive reading experiences can build a strong foundation for lifelong reading habits. Parents who show interest and enthusiasm for reading also serve as strong role models for their children. A literacy-rich environment, such as the availability of a variety of books at home,

¹⁶ Liu Yang, Ying Xiong, and Qi Chen, "The Role of Linguistic and Cognitive Skills in Reading Chinese as a Second Language: A Path Analysis Modeling Approach," *Frontiers in Psychology* 14 (2023), <https://doi.org/10.3389/fpsyg.2023.1131913>; Elsje v. Bergen et al., "Literacy Skills Seem to Fuel Literacy Enjoyment, Rather Than Vice Versa," *Developmental Science* 26, no. 3 (2022), <https://doi.org/10.1111/desc.13325>; Arwa Nasir et al., "The Influence of Sociocultural Factors on Shared Reading in Jordan," 2021, <https://doi.org/10.21203/rs.3.rs-523596/v1>.

¹⁷ Irma Suryani, "Scaffolding Strategies to Support English Language Learning in Reading Comprehension: A Case Study," *Child Education Journal* 5, no. 1 (2023): 24–35, <https://doi.org/10.33086/cej.v5i1.3790>; Phuong A Luong, "Applying the Concepts of 'Community' and 'Social Interaction' From Vygotsky's Sociocultural Theory of Cognitive Development in Math Teaching to Develop Learner's Math Communication Competencies," *Vietnam Journal of Education* 6, no. 3 (2022): 209–15, <https://doi.org/10.52296/vje.2022.243>; Caitlin F Canfield et al., "Beyond Language: Impacts of Shared Reading on Parenting Stress and Early Parent–Child Relational Health," *Developmental Psychology* 56, no. 7 (2020): 1305–15, <https://doi.org/10.1037/dev0000940>; Herdiana, "The Effect of Teacher Scaffolding and Peer-Scaffolding on Reading Comprehension and Vocabulary Ability," *Jpi (Jurnal Pendidikan Indonesia)* 12, no. 3 (2023): 451–60, <https://doi.org/10.23887/jpiundiksha.v12i3.61213>.

¹⁸ Baiq V Handayani, "Studi Kualitatif Tentang Peningkatan Keterampilan Kognitif, Sosial Dan Pemecahan Masalah Pada Anak Usia Dini Melalui Model Pembelajaran Steam Berbasis Konstruktivisme," *Consilium Education and Counseling Journal* 5, no. 1 (2024): 166, <https://doi.org/10.36841/consilium.v5i1.5414>.

also plays an important role in supporting children's literacy development. This support helps children develop positive attitudes towards reading and learning in general. Thus, the role of parents is very important in creating a culture of literacy at home.

In practice, understanding cognitive development theory can help parents and educators design more effective learning strategies. They can tailor their approach based on the individual needs of the child, thus supporting their optimal development. For example, younger children may need more direct guidance, while older children can be encouraged to think independently. In addition, it is important to integrate reading activities with other cognitively stimulating activities, such as role-playing, storytelling, and group discussions. These activities not only strengthen literacy skills but also develop children's social and emotional skills. Educators and parents can work together to create an inclusive and supportive learning environment. This is important to ensure that all children have an equal opportunity to develop optimally. With a good understanding of cognitive development, learning approaches can be more adaptive and responsive to children's needs.

Finally, the application of cognitive development theory in shared reading activities is not only beneficial for literacy development but also for overall cognitive development. Children who engage in shared reading activities tend to have better language skills, deeper reading comprehension, and stronger critical thinking skills. This activity also helps children develop metacognitive skills, which is the ability to understand and manage their own thought processes. In other words, shared reading is not just about teaching children to read, but also about guiding them to become independent and reflective learners. This shows that the role of parents in supporting children's cognitive development is very important. Through simple activities such as shared reading, parents can make a big contribution to their children's academic and personal future. Therefore, it is important to continue to encourage and support shared reading activities as an integral part of early childhood education. With a deeper understanding of cognitive development theory, parents and educators can create more meaningful and effective learning experiences.

3.4 The Role of Parents in Children's Literacy Development

Parental strategies in forming literacy habits in early childhood vary widely and can be adjusted to the needs and characteristics of the child. One effective strategy is to establish a daily reading routine. This routine helps children understand that reading is an important part of everyday life. Parents can determine a specific time, such as before bed, after dinner, or during free time on the weekend, to read with their children. Consistency in carrying out this routine is very important to form sustainable habits. In addition, choosing books that suit the interests, age, and developmental level of children can increase their enthusiasm for reading¹⁹.

Another strategy that can be implemented is to create a supportive literacy environment at home. Parents can provide various types of books, children's magazines,

¹⁹ Mia Ismiya, "Kemitraan Orang Tua Dan Pendidik Anak Usia Dini Dalam Mewujudkan Lingkungan Kaya Aksara," *Aulad Journal on Early Childhood* 7, no. 1 (2024): 219–30, <https://doi.org/10.31004/aulad.v7i1.639>; Novia Solichah, Hilmi Y Solehah, and Rafidatul Hikam, "Persepsi Serta Peran Orang Tua Dan Guru Terhadap Pentingnya Stimulasi Literasi Pada Anak Usia Dini," *Jurnal Obsesi Jurnal Pendidikan Anak Usia Dini* 6, no. 5 (2022): 3931–43, <https://doi.org/10.31004/obsesi.v6i5.2453>; Dhea Alfira, "Pentingnya Peran Orang Tua Dalam Memajukan Keterampilan Berbahasa Anak Usia Dini Melalui Komunikasi," *Paud* 1, no. 4 (2024): 15, <https://doi.org/10.47134/paud.v1i4.641>; Novia S Hermawati and Sugito Sugito, "Peran Orang Tua Dalam Menyediakan Home Literacy Environment (HLE) Pada Anak Usia Dini," *Jurnal Obsesi Jurnal Pendidikan Anak Usia Dini* 6, no. 3 (2021): 1367–81, <https://doi.org/10.31004/obsesi.v6i3.1706>.

educational comics, and other reading materials that are easily accessible to children. Arranging bookshelves in places that are easily accessible to children will encourage them to take and read books independently. In addition, parents can also be role models in reading habits by showing their own interest in books and literacy activities. Children tend to imitate the behavior of adults around them, so seeing parents reading regularly can encourage them to do the same. In fact, parents can share their reading experiences with their children, tell why they like certain books, or discuss the lessons they learned from the reading.

Encouraging meaningful interactions during reading activities is also an effective strategy. Parents can ask open-ended questions about the content of the reading, have children retell the story in their own words, or discuss the characters and plot. For example, ask, "What do you think about this character's decision?" or "What if you were in the same situation?" These interactions not only help children improve their reading comprehension, but also stimulate their critical, analytical, and imaginative thinking skills. Additionally, connecting the content of the reading to children's personal experiences can make reading activities more relevant and interesting. For example, after reading a story about animals, parents can invite children to talk about their recent visit to the zoo.

Furthermore, involving children in choosing books to read can also increase their interest and motivation. Giving children the freedom to choose books they like, whether from the library, bookstore, or home collection, provides a sense of ownership of the reading activity. Parents can also use technology wisely, such as using interactive digital reading applications, listening to audiobooks together, or watching educational videos that support literacy development. In addition, integrating literacy activities into everyday life is also an effective strategy. Parents can invite their children to read recipes while cooking together, read signs while traveling, or write a shopping list together. These simple activities show children that literacy is not just about reading books, but also a skill that is used in various everyday situations. By implementing these strategies consistently and lovingly, parents can help form strong literacy habits in young children. These habits will be an important foundation for children's future academic, social, and personal development, as well as foster their love of lifelong learning.

3.5 Contextual Factors Influencing the Success of Shared Reading Activities

The family environment plays an important role in determining the success of reading activities together between parents and children. The availability of books at home is a major factor because children will be more interested in reading if books are easily accessible. In addition, parents' free time also influences, because busy parents tend to have limited time to spend reading with their children. The culture of reading at home also determines, where families who routinely read together create an atmosphere that supports this habit. Parents who are role models in reading will also encourage children to imitate the habit. An environment full of discussions about books will strengthen children's interest in reading from an early age. Positive interactions between parents and children when reading together can increase emotional attachment. Therefore, building a family environment that supports literacy is an important first step.

Socio-economic factors also play a significant role in shaping reading habits at home. Parents' educational background influences the extent to which they understand the

importance of reading with their children. Parents with higher education tend to be more aware of the benefits of early literacy. In addition, the family's economic condition determines the ability to buy books or access other reading resources. Families with economic constraints may have difficulty in providing a variety of reading materials. However, this can be overcome by utilizing public libraries or book donation programs. Government support in providing free reading facilities can also help low-income families. These differences in socio-economic factors indicate that adequate awareness and access are essential to encourage the habit of reading together. Literacy education for parents is key to reducing this gap.

The role of technology in supporting or inhibiting the habit of reading together has become a relevant issue in the digital era. On the one hand, technology provides various applications and digital books that can enrich children's reading experience. Parents can use e-books and audiobooks to make reading activities more interesting. However, on the other hand, uncontrolled use of gadgets can reduce children's interest in physical books. Children tend to be more interested in games or videos that are entertaining than reading. Therefore, parents need to regulate the time of technology use and ensure that the content accessed is educational. Technology should be a complement, not a substitute, in reading together. With the right approach, technology can be positively integrated into family literacy routines²⁰.

3.6 Challenges in Increasing Shared Reading Activities at Home

Internal obstacles such as lack of parental awareness are one of the main factors that hinder joint reading activities. Many parents do not understand the importance of their role in building children's literacy habits from an early age. In addition, limited time due to work is often the main reason for not having special time to read together. The low interest in reading of parents themselves also has an impact, because it is difficult for children to develop an interest in reading if there is no example from parents. Lack of knowledge about how to attract children's interest in reading is also an obstacle. Parents may feel they do not know how to make reading activities fun. This obstacle can be overcome by providing education to parents about the importance of reading together. Parenting training programs can help increase parental awareness and skills in supporting children's literacy²¹.

External barriers are also factors that cannot be ignored in efforts to increase reading activities together at home. Limited access to quality reading materials, especially in remote areas, is a major challenge. In addition, an unsupportive environment, such as a lack of public library facilities or literacy communities, also hinders the development of children's reading interests. A social environment that does not encourage reading habits, such as peers who are more interested in non-literacy activities, also has an influence. Lack of support from schools in integrating reading programs at home can worsen the situation. Family economic factors that limit book purchases are also a significant obstacle. Therefore, synergy is needed between families, schools, and communities to create an environment that supports literacy. This collaboration is important to overcome external barriers faced by families.

²⁰ Azzahrah Fatmawati, Adriani R Pudyaningtyas, and Nurul S Zuhro, "Hubungan Pola Asuh Orang Tua Demokratis Dengan Keterampilan Sosial Anak Usia 5-6 Tahun," *Kumara Cendekia* 9, no. 4 (2021): 218, <https://doi.org/10.20961/kc.v9i4.54791>.

²¹ Deborah B Deitcher, "Parents' Literacy Beliefs, Home Literacy Activities, and Children's Early Literacy Skills: Stability and Progress Approaching First Grade," *Behavioral Sciences* 14, no. 11 (2024): 1038, <https://doi.org/10.3390/bs14111038>; Cristian Ricci et al., "Association of Sleep Quality, Media Use and Book Reading With Behavioral Problems in Early Childhood. The Ulm SPATZ Health Study," *Sleep Advances* 3, no. 1 (2022), <https://doi.org/10.1093/sleepadvances/zpac020>.

Strategies to address these challenges involve an integrated approach between families, schools, and communities. Parents can be encouraged to be more active in literacy activities through training and workshops that discuss effective shared reading techniques. Schools can act as facilitators by providing structured and engaging home reading programs for children. In addition, the government and communities can help by providing easy access to quality reading materials, such as mobile libraries or book donation programs. Wise use of technology can also be a strategy to support reading activities, for example by accessing free e-books or literacy applications. Forming family or community reading groups can create an environment of mutual support and motivation. It is also important to reward children for their reading achievements to increase motivation. With the right strategies, internal and external barriers can be overcome to encourage sustainable shared reading habits.

4. CONCLUSION

Based on the results of the study, it can be concluded that reading activities with parents have a positive and significant influence on the development of early childhood literacy skills. This activity is not just an activity of listening to stories, but also an interactive moment that strengthens language comprehension, expands vocabulary, and fosters children's interest and motivation in reading. Children who are routinely involved in reading together show faster progress in recognizing letters, understanding the contents of the reading, and re-expressing the stories they hear in their own way. This study also found that active parental involvement in reading together can create a supportive and emotional learning environment for children. A warm and positive relationship between parents and children during reading together not only strengthens emotional bonds, but also provides a sense of security and comfort for children to learn. In many cases, children who receive this support tend to show higher self-confidence in speaking and reading skills, both at home and in the school environment. Overall, reading together with parents is a very effective strategy in developing the foundation of literacy from an early age. Therefore, parental involvement in children's literacy activities needs to be continuously encouraged and facilitated through collaboration between schools, teachers, and families. Programs that promote a culture of reading at home and educate parents about the importance of reading together need to be expanded so that the benefits of literacy can be felt equally by all children, without exception.

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