

**BUILDING AN EARLY CHILDHOOD LITERACY ECOSYSTEM THROUGH
TEACHER AND PARENTAL SUPERVISION IN MEANINGFUL READING****Kamtini^{1*}, Salsabila Hasiana Tanjung², Dwi Maya Novitri³**¹⁻³Pendidikan Guru Pendidikan Anak Usia Dini, Universitas Negeri Medan

Email correspondence: kamtini@unimed.ac.id

Disubmit: 08 Juni 2026

Diterima: 26 Juni 2026

Diterbitkan: 01 Juli 2026

Doi: <https://doi.org/10.33024/jkpm.v9i7.26372>**ABSTRACT**

Basic literacy is an important foundation for the development of language, communication, and thinking skills in early childhood. However, literacy instillation efforts still face various challenges, such as low parental involvement, limited understanding of meaningful literacy among teachers and families, and a lack of synergy between the school and home environments. This community service activity aims to build an early childhood literacy ecosystem by mentoring teachers and parents in meaningful reading activities. The activity was carried out in Percut Sei Tuan District, Deli Serdang Regency, involving kindergarten teachers, parents, and school principals as participants. The methods used included counseling, training, interactive discussions, meaningful reading practices, and joint reflection. The material provided covered the concept of meaningful literacy, strategies for assisting children in reading, and the collaborative role of teachers and parents in building a culture of literacy from an early age. The results of the activity showed an increase in participants' understanding of the importance of meaningful literacy and the active role of families in supporting children's literacy development. Participants also demonstrated high enthusiasm through discussions, sharing experiences, and a commitment to implementing literacy practices at home and at school. This activity contributed to strengthening school-family partnerships, thus establishing a literacy ecosystem that supports optimal child development.

Keywords: Meaningful Literacy, Early Childhood, Literacy Ecosystem.**1. INTRODUCTION**

Literacy is a fundamental competency crucial to human life because it serves as the foundation for lifelong learning. Literacy skills are not only related to reading and writing skills but also encompass the ability to understand information, communicate, think critically, and interpret various experiences gained in daily life (Rahim, A., 2023). Therefore, literacy development needs to begin at an early age so that children are well prepared for the next level of education and can adapt to increasingly complex developments. Early childhood is a golden age, a developmental period crucial for the development of various aspects of a child's abilities (Amiliya, R., & Susanti, U. V., 2024). During this period, appropriate stimulation will positively influence a child's language, cognitive, socio-emotional, and character development (Kalland, M., & Linnavalli, T., 2023).

One form of stimulation is enjoyable literacy activities appropriate to the child's developmental stage. Literacy in early childhood should not be oriented towards mechanical reading skills, but rather towards learning experiences that help children understand meaning, build communication, and develop curiosity about their surroundings.

Despite its importance, literacy development in early childhood still faces various challenges. Some parents still view literacy as merely the ability to read and write, placing greater emphasis on academic achievement than on meaningful learning (Wilder, S., 2023). On the other hand, some teachers still need to strengthen their understanding of literacy strategies appropriate to the characteristics of early childhood. As a result, literacy activities are often conducted formally and provide limited opportunities for children to interact, discuss, explore, and connect reading experiences with real life.

Meaningful literacy presents an approach that positions children as active learners in building understanding of the information they receive. Through meaningful reading activities, children not only listen to stories but are also invited to engage in dialogue, express opinions, connect the reading content to personal experiences, and reflect on the values contained in the stories (Gasser, L., Dammert, Y., & Murphy, P. K., 2022). This approach is believed to increase children's interest in reading, language skills, critical thinking skills, and socio-emotional development. However, the success of implementing meaningful literacy cannot only rely on the role of schools, but requires the active involvement of families (Kong, C., & Yasmin, F., 2022) as the first and primary educational environment for children.

Collaboration between teachers and parents is an important factor in building a literacy ecosystem that supports optimal child development (Schwartz, M., 2024). Teachers play a role in designing and implementing literacy activities that are appropriate to children's needs, while parents play a role in providing guidance and fostering literacy habits at home. When schools and families have the same understanding and goals, children will gain consistent and sustainable literacy experiences (Hoang, A., Sanders, M. R., Turner, K. M., Morawska, A., Cobham, V., Chainey, C., & Simmons, E., 2024). Therefore, mentoring efforts are needed that can improve the knowledge and skills of teachers and parents in implementing meaningful reading activities as part of the process of instilling basic literacy in children. Based on these conditions, the Community Service team of the Early Childhood Education Teacher Education Study Program, Faculty of Education, State University of Medan carried out the activity "Building an Early Childhood Literacy Ecosystem through Teacher and Parent Assistance in Meaningful Reading." This activity aims to improve the understanding and skills of teachers and parents in implementing meaningful reading activities, strengthen synergy between schools and families, and support the development of basic literacy in early childhood in a sustainable manner. Therefore, this community service activity was conducted to improve teachers' and parents' understanding and skills in implementing meaningful reading activities, to strengthen school-family partnerships in building an early childhood literacy ecosystem, and to promote the sustainable development of children's foundational literacy skills.

2. PROBLEMS AND RESEARCH QUESTION

a. Problems

Basic literacy is an important foundation for supporting the development of language skills, communication, critical thinking, and learning readiness in early childhood. However, in practice, various problems still hamper the optimal development of children's literacy. One frequently encountered issue is the limited understanding of meaningful literacy among teachers and parents. Most literacy activities still focus on letter recognition, mechanical reading, and writing, thus not fully encouraging children to understand, connect, and interpret the information obtained from reading activities.

Furthermore, parental involvement in supporting children's literacy activities at home remains variable. Parents' busy schedules, limited knowledge of reading support strategies, and a lack of shared reading habits contribute to children's less than optimal literacy stimulation. The family is the primary educational environment and plays a significant role in shaping children's literacy habits from an early age. Furthermore, the synergy between schools and families in building a culture of literacy also needs to be strengthened. Literacy activities carried out at school are often not followed by consistent practices at home. As a result, children do not gain sustainable and meaningful literacy experiences in their daily lives. Based on observations and discussions with partners, it was discovered that teachers and parents need support regarding the concept of meaningful literacy, reading strategies appropriate to the characteristics of early childhood, and strengthening collaboration between schools and families. Therefore, mentoring activities are needed to help teachers and parents build a literacy ecosystem that optimally supports children's basic literacy development.

b. Research Questions

Based on these problems, the questions formulated in this community service activity are:

- 1) How do teachers and parents understand meaningful literacy in early childhood?
- 2) How can teachers and parents improve their ability to implement meaningful reading activities for children?
- 3) How can collaboration between schools and families be strengthened in building an early childhood literacy ecosystem?
- 4) How do teachers and parents respond to the implementation of the meaningful literacy mentoring program?
- 5) How do mentoring activities contribute to increasing teacher and parent awareness in instilling basic literacy in children?

c. Activity Location Map

The community service activity was held in Percut Sei Tuan, Deli Serdang Regency, North Sumatra. The location is 14.3 km from Medan State University.

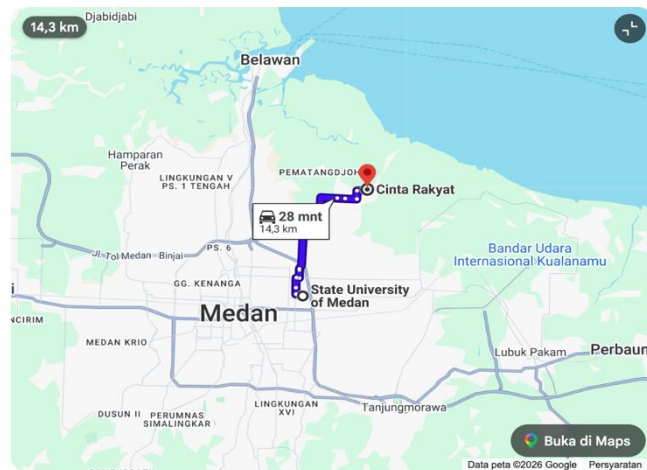


Figure 1. Map of the Location of Community Service Activities in Percut Sei Tuan District, Deli Serdang Regency, North Sumatra.

3. LITERATURE REVIEW

Literacy is one of the basic competencies that plays an important role in supporting a person's successful learning and life. UNESCO defines literacy as the ability to identify, understand, interpret, create, communicate and use various forms of information in various life contexts. In the context of early childhood education, literacy is not only understood as the ability to read and write, but also includes the ability to listen, speak, think, communicate, and build understanding of the various experiences that children gain (Yetti, E.: 2024). Therefore, developing literacy from an early age is an important foundation for the formation of lifelong learning abilities.

Literacy development in early childhood needs to be carried out through meaningful experiences and in accordance with the child's developmental characteristics. Children learn optimally when they have the opportunity to interact with the environment, dialogue with adults, and connect new information with the experiences they already have (Papathanasiou, M.: 2023). This view is in line with constructivism theory which states that knowledge is built actively through experience and social interaction. In this perspective, literacy activities do not only focus on recognizing symbols and letters, but also on the process of building meaning through communication, exploration and reflection on learning experiences (Waite-Stupiansky, S.: 2022). The application of meaningful learning experiences in literacy development is very important because young children have different learning characteristics from students at a higher level.

Children learn through concrete, enjoyable activities that are relevant to their daily lives (Dewi, S. L., 2022). Therefore, literacy activities need to be designed in an engaging format that is close to children's experiences so they can understand the meaning of the information they receive. Activities such as reading picture stories, discussing personal experiences, role-playing, and observing the surrounding environment can be effective ways to develop literacy skills naturally (Eliza, D., Erita, Y., Hasanah, A., Anisa,

N., & Dhanil, M., 2026). From a constructivist perspective, children are not viewed as passive recipients of information, but as individuals who actively construct their own knowledge. When children are given the opportunity to ask questions, express opinions, and connect new information with existing experiences, the learning process becomes more profound and meaningful (Gillies, R. M., 2023). Through these interactions, children not only understand the content of the information but are also able to develop the ability to think, reason, and solve simple problems according to their developmental level. Meaningful literacy activities also contribute to the development of other aspects, such as social-emotional and communication. When engaging in dialogue with teachers or parents, children learn to listen, respect others' opinions, and express their ideas confidently. This demonstrates that literacy is a process integrated with various aspects of child development (McBride, C., 2025). Therefore, literacy development in early childhood should not be solely oriented toward academic achievement, but rather should focus on creating learning experiences that help children understand the world around them more broadly and meaningfully.

One relevant approach to supporting early childhood literacy development is meaningful literacy. Meaningful literacy is a learning process that enables children to understand, connect, and make sense of information obtained from reading activities and everyday experiences (Miller, D., 2023). This approach positions children as active learners engaged in the process of thinking, asking questions, expressing opinions, and reflecting on their experiences (Speldewinde, C., 2025). Through meaningful reading activities, children not only listen to stories but are also invited to discuss the content of the reading, connect it to real life, and understand the values contained therein (Furbani, W., 2024). Thus, reading becomes an activity that not only improves language skills but also develops children's critical thinking skills, creativity, and social-emotional skills.

The success of developing meaningful literacy is inseparable from the role of the family as a child's first and primary educational environment. Bronfenbrenner's Ecological Theory of Development explains that a child's development is influenced by interactions within their immediate environment, particularly the family (Veiga, G.R.S., da Silva, G.A.P., Padilha, B.M., & de Carvalho Lima, M., 2023). Parents have greater opportunities to introduce literacy experiences into everyday life through shared reading, storytelling, dialogue, and exposure to various forms of writing found in the surrounding environment. Active parental involvement in literacy activities has been shown to improve children's language skills, reading interest, and communication confidence (Rahmadani, S., Siregar, R.G.M., Aulia, S., Andini, A., & Nurwani, N., 2025). Furthermore, shared reading activities can also strengthen the emotional bond between parents and children, creating a positive and enjoyable learning experience. On the other hand, teachers play a crucial role in creating a learning environment that supports children's literacy development (Ahmed, S., Khan, D. S., & Mehmood, A. S., 2023). They are tasked with designing learning activities that enable children to gain rich and meaningful literacy experiences. Through child-centered learning, teachers can integrate literacy into various play and learning activities, giving children the opportunity to develop language skills naturally. Teachers also act as facilitators, providing examples of effective literacy practices and building communication with

parents to ensure the continuity of literacy stimulation at home. The role of teachers in literacy development is becoming increasingly important because they are the ones who interact directly with children during the learning process. Teachers function not only as conveyors of information but also as companions, helping children build understanding through a variety of meaningful learning experiences (Ansari, A., Pianta, R. C., Whittaker, J. V., Vitiello, V. E., & Ruzek, E. A., 2022). In literacy activities, teachers can create a learning environment that encourages children to actively ask questions, express opinions, and express their ideas. Through this approach, children have the opportunity to develop language skills more optimally and build confidence in communication.

Furthermore, teachers play a role in providing a learning environment rich in literacy resources, such as storybooks, visual media, educational games, and various reading materials appropriate to the child's age and developmental needs. A literacy-supportive environment will help children develop an interest in reading and a curiosity about the various information around them. Teachers also need to continuously observe the development of children's literacy skills so they can provide stimulation tailored to each individual's needs (Forsling, K., & Tjernberg, C., 2023). Equally important, teachers play a role as a liaison between the school and the family. Effective communication with parents allows for strategic alignment in supporting children. Thus, the literacy experiences children gain at school can be reinforced through similar activities at home, ensuring a consistent and sustainable literacy development process.

The complementary roles of teachers and parents demonstrate that early childhood literacy development requires a strong literacy ecosystem. A literacy ecosystem is a system involving various elements, such as family, school, and community, to support the formation of a culture of literacy. Children will gain a more optimal learning experience if literacy activities at school are reinforced through consistent practice at home. Therefore, collaboration between teachers and parents is a key factor in creating an environment rich in literacy experiences and supporting children's sustainable development.

The concept of a literacy ecosystem emphasizes that the success of children's literacy development is not solely the responsibility of one party, but rather the result of the synergy of various environments that interact with the child (Fersari, T. P., & Muhammad, A., 2025). Within this ecosystem, the family serves as the initial foundation that shapes children's reading habits and attitudes, while schools contribute to enriching literacy experiences through various structured learning activities. Meanwhile, the community can provide additional support by providing access to reading materials, literacy activities, and cultural practices that encourage children's interest in learning. A strong literacy ecosystem enables children to gain continuous literacy experiences across a variety of situations and contexts.

Children not only encounter reading activities at school, but also observe and experience literacy practices in their daily lives at home and in their surroundings. These consistent experiences help children understand that literacy is an essential part of life, not just a requirement of formal learning. The more frequently children are exposed to positive literacy activities, the greater the opportunity for developing reading interests,

language skills, and critical thinking skills. Furthermore, collaboration between teachers and parents allows for the exchange of information on children's development, allowing stimulation strategies to be more tailored to individual needs. Teachers can provide parents with input on literacy activities that can be carried out at home, while parents can share information about their children's development and habits within the family environment. Continuous communication creates harmony in the provision of literacy stimulation, thus optimally and sustainably supporting children's development.

Based on this theoretical foundation, this community service program is designed to provide mentoring to teachers and parents through meaningful reading activities. The program uses a participatory approach that actively involves participants in the learning process. Activities include delivering material on meaningful literacy, training in reading strategies with children, interactive reading practice, group discussions, reflection on experiences, and developing follow-up plans that can be implemented at home and at school. In meaningful reading practice, participants are introduced to the pre-reading, during-reading, and post-reading stages, aimed at helping children build understanding and connect reading content to everyday experiences.

This program is highly significant because it addresses the need to strengthen basic literacy in early childhood through the involvement of two primary educational environments: schools and families. To date, various literacy programs have focused primarily on children as the primary target, while the involvement of teachers and parents as strategic partners has not been fully optimized. Through this mentoring, teachers and parents gain a better understanding of the concept of meaningful literacy and practical skills to assist children in reading activities. The program's contribution lies not only in increasing participants' knowledge but also in building sustainable partnerships between schools and families to support children's literacy development. This program is expected to serve as a model for strengthening the literacy ecosystem that can be applied to various early childhood education units. By establishing strong collaboration between teachers and parents, children will gain richer, more consistent, and more meaningful literacy experiences, supporting the development of language skills, communication, critical thinking, and readiness to learn at the next level of education.

4. METHOD

This Community Service (PKM) activity utilized counseling, training, mentoring, interactive discussions, and hands-on practice. The selection of these methods was based on the activity's objective, which was to improve teachers' and parents' understanding and skills in implementing meaningful literacy through reading activities with children. Through this combination of methods, participants gained not only theoretical knowledge but also practical experience that could be applied in their daily lives at home and at school. The activity took place on June 2, 2026, in Percut Sei Tuan District, Deli Serdang Regency, North Sumatra. Ninety participants participated, including parents/guardians of students, kindergarten and elementary school teachers, and school principals. The activity was

conducted by the Community Service Team of the Early Childhood Education Teacher Education Study Program (PG-PAUD), Faculty of Education, Medan State University. The PKM activity was implemented through several interconnected stages.

The first stage is preparation, which includes coordinating the implementation team, identifying partner needs, preparing materials, preparing evaluation instruments, and determining the schedule and location of the activity. During this stage, the team also communicates with schools and participants to ensure the smooth implementation of the activity. The second stage is the implementation of counseling, namely providing material on the concept of basic literacy for early childhood, meaningful literacy, and the important role of teachers and parents in building a culture of literacy from an early age. The material is delivered through interactive lectures that enable participants to understand the basic concepts that form the basis of the activity. The third stage is training and practice of meaningful reading. In this stage, participants are given examples of the implementation of interactive reading activities that are appropriate to the characteristics of early childhood. Participants are invited to understand the stages of meaningful reading, including pre-reading, during reading, and post-reading activities. In addition, participants are also trained to use open-ended questions, dialogue techniques, and simple reflection strategies that can help children understand the content of the reading more deeply. The fourth stage is mentoring and interactive discussion. In this activity, participants are given the opportunity to share experiences, discuss challenges faced in assisting children, and discuss various solutions that can be implemented. The implementation team provided direct guidance to enable participants to adapt meaningful literacy practices to the conditions and needs of children in their respective environments. The fifth stage was activity evaluation and reflection. Evaluation was conducted through question-and-answer sessions, reflective discussions, and gathering feedback from participants regarding the material and activity implementation. This stage aimed to determine participants' level of understanding and identify follow-up actions to strengthen literacy culture in families and schools.

In brief, the steps for implementing PKM include: (1) preparation and coordination, (2) meaningful literacy counseling, (3) meaningful reading training and practice, (4) mentoring and interactive discussions, and (5) activity evaluation and reflection. Through these stages, it is hoped that teachers and parents will gain knowledge, skills, and a stronger commitment to building a sustainable early childhood literacy ecosystem.

5. RESULTS AND DISCUSSION

a. Results

Community Service Activities (PKM) entitled "Building an Early Childhood Literacy Ecosystem through Assisting Teachers and Parents in Meaningful Reading" was carried out in Percut Sei Tuan District, Deli Serdang Regency. The activity was attended by 90 participants consisting of teachers, parents/guardians, and school principals. Implementation of activities includes counseling, training, meaningful reading practice, interactive discussions, and reflection.

1) Teachers' and Parents' Understanding of Meaningful Literacy

At the beginning of the activity, the implementation team found that most participants still understood literacy solely as the ability to read and write. After participating in the counseling and discussion sessions, participants gained an understanding that meaningful literacy relates not only to letter recognition and reading skills, but also to the ability to understand, connect, and interpret information acquired through everyday experiences. Participants demonstrated an increase in understanding, as evidenced by their ability to re-explain the concept of meaningful literacy and provide examples of its application in everyday life.

Furthermore, during the discussion sessions, participants began to realize that literacy activities can be implemented through various simple activities relevant to children's lives. Several participants provided examples of meaningful literacy practices, such as engaging children in discussions after listening to stories, asking children's opinions about an event, reading packaging labels together, and connecting book content to their own experiences. This shift in perspective demonstrates that participants no longer view literacy as an academic activity limited to letter and word recognition, but rather as a process of building understanding and communication in everyday life. These findings indicate that the mentoring activities successfully broadened participants' understanding of the importance of creating contextual and meaningful learning experiences to support the development of language, thinking, and social-emotional skills in early childhood.



Figure 1. Delivery of meaningful literacy material to participants

Description: The resource person delivered material on the concept of meaningful literacy and the importance of collaboration between teachers and parents in supporting the development of early childhood literacy.

2) Increasing the Ability of Teachers and Parents in Implementing Meaningful Reading

During the training session, participants practiced meaningful reading activities using children's storybooks. Participants were taught to ask open-ended questions, connect the story content to their children's experiences, and engage in simple reflection after reading. The results showed that participants were able to apply the stages of meaningful reading, consisting of pre-reading, during-reading, and post-reading activities. Teachers and parents also expressed greater confidence in assisting their children during reading activities.



Figure 2. Meaningful reading practice with participants

Description: Participants participated in meaningful reading practice and discussed strategies that can be applied when assisting children in reading at home and at school.

3) Strengthening School and Family Collaboration in Building a Literacy Ecosystem

Group discussions demonstrated participants' awareness of the importance of synergy between schools and families in building a culture of literacy. Teachers and parents jointly formulated possible forms of collaboration, such as promoting reading habits at home, regular communication about children's development, and implementing family literacy programs. Participants stated that this activity provided a forum for aligning perceptions about the importance of literacy and strengthening partnerships to support children's development.

4) Teacher and Parent Responses to Program Implementation

Throughout the activity, participants demonstrated high levels of enthusiasm. This was evident in their active participation in the Q&A session, sharing experiences, and providing testimonials. Several parents expressed their new insights into the importance of family involvement in literacy activities.

5) Program Contribution to Literacy Awareness

The reflection results showed that this activity was able to raise teachers' and parents' awareness of the importance of developing a culture of literacy from an early age. Participants committed to

implementing meaningful reading activities regularly, both at home and at school, as part of efforts to support children's literacy development.



Figure 3. Group photo of participants and the implementation team

Description: Group photo of participants, resource persons, and the implementing team as a form of joint commitment to building an early childhood literacy ecosystem.

b. Discussion

The results of the activity showed that participants' understanding of literacy changed after participating in the mentoring. Prior to the activity, most participants still viewed literacy as the ability to read and write. After receiving the material and participating in the discussion, participants understood that literacy is the ability to understand and interpret information in various life contexts. This finding aligns with UNESCO's view that literacy encompasses the ability to access, comprehend, evaluate, and use information for various life purposes (Martínez-Bravo, M. C., Sádaba Chalezquer, C., & Serrano-Puche, J., 2022). In addition to changes in conceptual understanding, the mentoring activity also encouraged participants to reflect on the literacy practices currently implemented with children.

Most participants recognized that previous reading activities were more oriented toward mastering technical reading skills, while aspects of comprehension and meaning-making had not received optimal attention. Through discussions and sharing experiences, participants began to understand that literacy can be developed through various activities relevant to children's lives, such as storytelling, dialogue, observing the environment, and expressing opinions (Webber, C., Wilkinson, K., Andries, V., & McGeown, S., 2022). This shift in perspective demonstrates that mentoring serves not only as a means of transferring knowledge but also as an effort to build critical awareness regarding the importance of literacy as a life skill. With this increased understanding, teachers and parents are expected to be able to create more meaningful learning

experiences so that children are not only able to read, but also understand, interpret, and use information in everyday life.

The participants' improved ability to apply meaningful reading demonstrates that the training provided was able to bridge the practical needs of teachers and parents. Participants not only gained theoretical knowledge but also direct experience in implementing interactive reading strategies. This finding aligns with constructivism theory, which emphasizes that learning will be more meaningful when individuals are actively involved in constructing knowledge through experience and social interaction. The strengthening of collaboration between schools and families that emerged during the training demonstrates the importance of a literacy ecosystem approach in early childhood education. According to Bronfenbrenner, a child's development is influenced by interactions within their immediate environment, particularly family and school. Therefore, the simultaneous involvement of both parties will provide more consistent stimulation and support optimal literacy development in children. In the context of early childhood literacy, family and school are the two primary environments that have a direct influence on the formation of reading habits, language skills, and learning interests. When teachers and parents share a shared understanding of the importance of meaningful literacy, children will experience a more integrated learning experience. Reading activities undertaken at school can be reinforced through similar habits at home, so that children receive continuous stimulation. This allows for a more effective learning process than if schools and families operated independently without adequate communication and coordination.

The results of the activity showed that discussion forums involving teachers and parents can be a means of establishing a common understanding of children's literacy development goals. Through these activities, participants realized that literacy success is determined not only by a child's academic ability, but also by the quality of interactions established during reading activities. This finding aligns with research showing that family involvement in literacy activities has a positive impact on vocabulary development, reading comprehension, and communication skills. Furthermore, the literacy ecosystem approach positions children as part of a broader learning environment. Children learn not only from books but also from interactions with parents, teachers, peers, and their surroundings. Therefore, efforts to build a culture of literacy need to be carried out collaboratively by creating an environment rich in language and reading experiences. With strong synergy between schools and families, literacy activities are no longer a one-time program but rather become a culture that grows and develops in children's daily lives.

Participants' positive responses to the program indicate a high demand for literacy mentoring programs from teachers and parents. Discussions, experience sharing, and hands-on practice provided participants with opportunities to reflect on their experiences mentoring their children. These findings suggest that participatory programs are more effective in increasing participant engagement than approaches solely focused on information delivery. The program's contribution to increasing literacy awareness also demonstrates that developing a culture

of literacy cannot be achieved by schools alone. Families play a crucial role in shaping children's reading and learning habits. Therefore, mentoring programs that involve teachers and parents together can be an effective strategy for building a sustainable literacy ecosystem.

The growing literacy awareness among teachers and parents after participating in this activity indicates that literacy needs to be viewed as part of children's daily lives, not just a classroom learning activity. Parents began to understand that various simple activities, such as reading bedtime stories, inviting children to discuss daily experiences, introducing writing in the surrounding environment, or involving children in meaningful conversations, are forms of literacy stimulation that can be done routinely at home. On the other hand, teachers increasingly recognize the importance of creating learning experiences that allow children to actively ask questions, express opinions, and construct meaning from each activity undertaken. This finding is in line with the concept of family literacy, which emphasizes that family involvement is a crucial factor in supporting children's literacy development from an early age (Ishak, N. I., Kamal, S. S. L. A., Hashim, N. H., & Uktamovich, G. I., 2025). Families with positive literacy habits tend to be able to create a conducive learning environment so that children are more motivated to read, communicate, and explore new knowledge. Therefore, strengthening parental capacity through mentoring programs is a strategic step to expand the impact of literacy development beyond the school environment. Furthermore, increased literacy awareness among teachers and parents is expected to provide the initial capital for building a sustainable literacy culture. When schools and families consistently implement meaningful literacy practices, children will gain richer learning experiences, allowing for optimal and sustainable development of basic literacy skills.

Overall, the results of the activity indicate that mentoring teachers and parents in meaningful reading can improve participants' understanding, skills, and commitment to supporting early childhood literacy development. These findings reinforce the importance of collaboration between schools and families as a key foundation for building a strong literacy culture from an early age.

6. CONCLUSION

Community service activities implemented through a program to mentor teachers and parents in meaningful reading demonstrate that meaningful literacy needs to be understood as a process of helping children build understanding, connect experiences, and interpret information obtained from various daily activities. This understanding forms a crucial foundation for instilling basic literacy in early childhood, as literacy is oriented not only toward reading and writing skills but also toward thinking, communicating, and understanding the surrounding environment. Improving the skills of teachers and parents in implementing meaningful reading activities can be achieved by providing conceptual understanding accompanied by hands-on practice. A reading approach that involves dialogue, open-ended questions, reflection, and linking reading content to children's experiences has proven to be a relevant strategy for supporting

early childhood literacy development. Thus, reading becomes not only an academic activity but also a means of building meaningful interactions and learning experiences for children.

Strengthening collaboration between schools and families is a crucial factor in building an early childhood literacy ecosystem. A shared understanding, ongoing communication, and a clear division of roles between teachers and parents enable children to gain consistent literacy experiences both at school and at home. Therefore, developing a culture of literacy requires the active involvement of both educational environments simultaneously. The positive responses from participants indicate that mentoring programs are a necessary intervention to enhance the capacity of teachers and parents to support children's literacy development. Participatory, interactive, and contextual activities provide a space for participants to understand problems, share experiences, and find solutions tailored to their needs. Overall, mentoring teachers and parents in meaningful reading can be an effective strategy for building an early childhood literacy ecosystem. By strengthening understanding, mentoring skills, and collaboration between schools and families, efforts to instill basic literacy can be carried out in a more targeted, sustainable, and appropriate manner to the developmental characteristics of early childhood.

Future studies are recommended to examine the effectiveness of meaningful reading mentoring programs using quantitative or mixed-method approaches to measure their impact on children's literacy development more comprehensively. Researchers may also involve larger and more diverse participant groups to improve the generalizability of findings. In addition, future research could explore the integration of digital technology in meaningful reading activities and investigate the long-term effects of teacher-parent collaboration on children's literacy outcomes. Developing and validating instruments to assess family-school literacy ecosystems may also provide valuable contributions to the field of early childhood literacy.

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