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THE EFFECTIVENESS OF PARENTAL AND TEACHER INVOLVEMENT IN PROMOTING CHILDREN'S EARLY LITERACY THROUGH THE BOOK OF EMERGENT LITERACY (BELi)

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Abstrak

The role of families and Early Childhood Education institutions in stimulating early literacy skills represents two main environments that complement each other. The use of a guidebook also strongly supports the smooth implementation of the early literacy stimulation process in children. This study was conducted at TK Kumara Kepakisan, Gianyar Regency. The research data were obtained from children aged 4–6 years. The data sources included: 1) teacher and parent involvement in improving early literacy skills; 2) teachers' assessments of children using pre-test and post-test observation sheets; and 3) early childhood learners who served as the subjects of assessment. Data were collected using teacher and parent response questionnaires, as well as early literacy assessment instruments administered through pre-tests and post-tests. During the implementation stage, teachers used BELi as a guide for literacy activities at school, while parents applied the same literacy activities at home, allowing literacy stimulation to take place continuously. Quantitative data were analyzed using inferential statistics through a paired-sample t-test at a significance level of 0.05, as well as N-Gain Score analysis to determine differences in children's early literacy skills before and after teacher and parent involvement. The results of this study showed an N-Gain Score of 0.766, which falls into the effective category. Therefore, it can be concluded that there was an improvement in the early literacy skills of children aged 4–6 years through the involvement of teachers and parents using the "Book of Emergent Literacy (BELi)."

Keyword: Teacher Involvement, Parental Involvement, Book of Emergent Literacy (BELi), Early Literacy Skills, Early Childhood.

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INTRODUCTION

Early literacy is a crucial foundation for children's language, cognitive, communication, and school-readiness development for the next level of education. At the ages of 4–6, children are in a developmental phase that is highly sensitive to various forms of stimulation; therefore, the learning experiences they receive will influence the formation of cognitive networks, thinking skills, and language development (Hapsari et al., 2017; Hinggis et al., 2025). Therefore, the development of early literacy in early childhood education does not mean teaching children to read and write formally, but rather building language comprehension, symbol recognition, vocabulary development, and interest in literacy activities through meaningful play-based experiences.

Several studies have shown that literacy stimulation through play-based activities has a positive role in improving children's language skills, critical thinking, problem-solving abilities, and learning readiness (Kusuma et al., 2022; Rahayu, 2021). Play activities provide children with enjoyable learning experiences, allowing knowledge to be constructed naturally according to their early childhood developmental stage (Farikha & Agustanti, 2024; Yuliantin, 2019). According to Piaget's constructivist theory, children in the preoperational stage construct knowledge through symbolic activities and direct interaction with their environment. Meanwhile, Vygotsky's sociocultural theory states that the development of thinking and literacy occurs through social interaction with adults who provide scaffolding according to the child's zone of proximal development (Fisher et al., 2013; Pyle et al., 2018). Thus, early literacy stimulation requires a language-rich and contextual learning environment, supported by the active involvement of both teachers and parents.

The role of the family and Early Childhood Education institutions in stimulating early literacy represents two primary environments that complement each other. According to Bronfenbrenner's ecological systems theory of development, children's development is influenced by interactions among environmental systems, particularly the family and school, which must establish a sustainable partnership. Parental involvement in shared reading activities, discussions, and the provision of a literacy-rich environment has been proven to contribute to children's vocabulary development, language skills, and reading interest (Epstein, 2018; Hinggis et al., 2025; Ristiany & Gustiana, 2025). Therefore, the optimization of early literacy skills cannot be assigned solely to teachers but requires synergy between schools and families through consistent stimulation strategies.

Based on the results of the needs analysis involving teachers and parents, it was found that the participation of both parties is essential in determining the success of literacy stimulation for early childhood. Almost all respondents stated that basic literacy skills are very important to be introduced from an early age because they serve as the foundation for the development of language, communication, thinking skills, and children's readiness to enter the next level of education. In addition, most teachers and parents reported that they had implemented several strategies to stimulate early reading and writing skills, such as reading stories aloud, playing with letter cards, engaging in conversations with children, introducing signs and the names of objects in the surrounding environment, and providing direct assistance in daily activities. However, the level of implementation of these activities varied, indicating that literacy activities have not been carried out consistently by all parents and teachers (survey results via Google Forms).

These findings indicate that early reading and writing skills cannot develop optimally if they are supported only by schools or only by families. Early childhood children generally spend a great deal of time with their families, while teachers play a role in facilitating the learning process by providing structured and organized learning experiences. Therefore, continuous stimulation at home and at school is an important requirement to ensure that children receive meaningful, repeated, and developmentally appropriate literacy learning experiences. A language-rich environment that includes oral communication, shared reading activities, symbolic play, and positive interactions between parents and teachers will help strengthen children's speaking skills,

understanding of language sounds, communication abilities, and interest in reading and writing activities.

These findings indicate that positive outcomes in early reading and writing learning greatly depend on effective collaboration between teachers and parents. Teachers are responsible for creating learning experiences that are appropriate to children's growth and development, while parents help reinforce these experiences through habits practiced at home. Collaboration between the two allows children to receive continuous literacy stimulation in various everyday life situations, so that their language skills, thinking abilities, and learning readiness can develop optimally.

METHODOLOGY

This study was conducted at TK Kumara Kepakisan, Gianyar Regency. The research data were obtained from children aged 4–6 years, as well as from teacher and parent involvement with the assistance of the "Book of Emergent Literacy (BELi)". The data sources included: (1) teacher and parent involvement in improving early literacy skills; (2) teachers' assessments of children using pre-test and post-test observation sheets; and (3) early childhood learners who served as the subjects of assessment.

Data were collected using teacher and parent response questionnaires, as well as early literacy assessment instruments administered through pre-tests and post-tests. During the implementation stage, teachers used BELi as a guide for literacy activities at school, while parents implemented the same literacy activities at home, allowing literacy stimulation to take place continuously. Quantitative data were analyzed using inferential statistics through a paired-sample t-test at a significance level of 0.05, as well as N-Gain Score analysis to determine differences in children's early literacy skills before and after teacher and parent involvement. Meanwhile, qualitative data in the form of input from validators, teachers, and parents were analyzed descriptively as evaluation material. The assessment instrument used to measure the level of early literacy skills in early childhood is presented in Table 1.

Table 1. Assessment Instrument for Early Childhood in Early Literacy Skills

Number	Aspect	Indicator	Item question
1	Oral Language	The child is able to answer simple questions.	1,2
		The child is able to retell a simple story.	3,4
2	Phonological Awareness	The child is able to recognize the initial sounds of words.	5,6
		The child is able to group words based on sounds.	7,8
3	Letter Recognition	The child is able to name the letters of the alphabet.	9,10
		The child is able to recognize the letter symbols shown.	11,12
4	Concepts of Print	The child knows the direction of reading from left to right.	13,14
		The child understands the function of books.	15,16
5	Reading Interest	The child shows interest in books.	17,18
		The child actively participates in literacy activities.	19,20
6	Emergent	The child is able to write simple	21,22

Writing	symbols/letters.	
	The child is able to write simple letters.	23,24

Instrument testing was conducted to determine the feasibility of the instrument used in the study. The instrument testing included validity and reliability tests using Aiken's V formula. The instrument test in this study involved three experts who had expertise in early literacy skills for young children. The assessment was carried out on each statement item in the instrument to ensure that the instrument met the aspects of content suitability, construction, and measurability in relation to the variables being studied. The assessment results from the experts for each statement item were then analyzed using a tabulation formula to obtain the level of instrument validity. The results of the analysis were then interpreted based on the categories of instrument validity as presented in the following table.

Table 2. Categories of Instrument Validity

Interval	Category
0,8-1	Very high validity
0,6-0,79	High validity
0,40-0,59	Moderate validity
0,20-0,39	Low validity
0,00-0,19	Very low validity

RESULT AND DISCUSSION

1. RESULT

The following stages were carried out to evaluate the effectiveness of teacher and parent involvement through the use of the "Book of Emergent Literacy (BELi)" in improving early literacy skills in early childhood. Product effectiveness was assessed based on the implementation of BELi, which involved collaboration between teachers and parents in providing literacy stimulation through play-based activities at school and at home. Before the effectiveness test was conducted on Group B children as the research subjects using a one-group pretest–posttest design, the researcher first validated the early literacy skills instrument to determine its validity and reliability using Aiken's V formula. Data analysis was conducted using a paired-sample t-test to determine differences in children's early literacy skills before and after teacher and parent involvement in stimulating early literacy skills. Before hypothesis testing was carried out, a prerequisite test in the form of a data normality test was conducted.

a. Validation Test of the Early Literacy Skills Instrument

The validation of the early literacy skills instrument was conducted to ensure that each item had an adequate level of validity in measuring early literacy skills in young children. The validation involved two experts with relevant competence in the field of early childhood literacy and instrument development. The experts' assessment of each item was analyzed using Aiken's V formula, resulting in a validity value for each item. The results of the analysis indicated the level of instrument validity as presented in Table 3.

Table 3. Results of the Validity Test Using Aiken's V Formula

Butir	I	II	III	S1	S2	S3	∑ s	n(c-1)	V	Description
1	4	4	4	3	3	3	9	9	1.000	Very High
2	4	4	4	3	3	3	9	9	1.000	Very High
3	4	4	3	3	3	2	8	9	0.889	Very High
4	4	4	3	3	3	2	8	9	0.889	Very High
5	4	4	4	3	3	3	9	9	1.000	Very High

6	4	4	4	3	3	3	9	9	1.000	Very High
7	4	4	4	3	3	3	9	9	1.000	Very High
8	4	4	4	3	3	3	9	9	1.000	Very High
9	3	4	4	2	3	3	8	9	0.889	Very High
10	4	3	4	3	2	3	8	9	0.889	Very High
11	4	4	4	3	3	3	9	9	1.000	Very High
12	3	4	4	2	3	3	8	9	0.889	Very High
13	3	4	4	2	3	3	8	9	0.889	Very High
14	3	4	4	2	3	3	8	9	0.889	Very High
15	3	4	4	2	3	3	8	9	0.889	Very High
16	3	3	4	2	2	3	7	9	0.778	High
17	3	4	4	2	3	3	8	9	0.889	Very High
18	3	4	4	2	3	3	8	9	0.889	Very High
19	3	4	4	2	3	3	8	9	0.889	Very High
20	3	4	4	2	3	3	8	9	0.889	Very High
21	3	3	4	2	2	3	7	9	0.778	High
22	3	3	4	2	2	3	7	9	0.778	High
23	3	3	4	2	2	3	7	9	0.778	High
24	3	3	4	2	2	3	7	9	0.778	High

Based on Table 3, the expert validation results for the early literacy skills instrument, consisting of 24 assessment items, show that the Aiken's V validity coefficient ranged from 0.778 to 1.000. A total of 19 items were categorized as very high, with V values ranging from 0.889 to 1.000, while 5 items were categorized as high, with a V value of 0.778. These results indicate that the instrument items were well developed and demonstrated a strong alignment with the concept of early childhood literacy, although revisions were made to the wording of several indicators and statement items.

Table 4. Summary of Expert Validation Results

Item	I	II	III	S1	S2	S3	∑s	n(c-1)	V	Description
Item 1-24	82	90	94	58	66	70	194	216	0.898	Very High

Based on the expert validation results for the early literacy skills instrument presented in Table 4, the assessment of the 24 instrument items showed very high results. The score obtained from the first validator was 82 out of a maximum score of 96, while the second validator obtained a score of 90 and the third validator obtained a score of 94. The analysis results showed an S1 value of 58, an S2 value of 66, and an S3 value of 70, with an N(c−1) value of 216 out of a maximum total score of 288. Furthermore, the validity coefficient value (V) was 0.898, which falls into the very high category. These results indicate that the statement items in the early childhood literacy skills assessment instrument have a very good level of validity based on expert judgment. Therefore, the instrument is appropriate for measuring early literacy skills in early childhood at TK Kumara Kepakisan, Gianyar.

b. Normality Test

The normality test was conducted as a prerequisite before analysis using the paired-sample t-test. Normality testing was carried out using the Shapiro–Wilk Test at a significance level of 0.05.

The data were considered normally distributed if the significance value (Sig.) was greater than 0.05. The results of the normality test on the pretest and posttest scores showed that all data had significance values greater than 0.05. Therefore, it can be concluded that the data were normally distributed and met the assumptions for analysis using the paired-sample t-test.

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
pretest	.176	13	.200*	.917	13	.227
posttest	.219	13	.089	.812	13	.009

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Gambar 1. Result of Normality Test

c. Analysis of Differences in Early Literacy Skills Before and After Teacher and Parent Involvement Through the Use of BELi

The analysis of differences in children's early literacy skills was conducted using a paired-sample t-test to compare the pretest and posttest scores. The results of the analysis showed that the significance value was less than 0.05 ($p < 0.05$), indicating a significant difference in children's early literacy skills before and after teacher and parent involvement using the Book of Emergent Literacy (BELi). These results indicate that the implementation of BELi, carried out collaboratively by teachers at school and parents at home, was effective in improving early literacy skills in early childhood.

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference Lower	Upper			
Pair 1	pretest - posttest	-48.84615	5.97001	1.65578	-52.45380	-45.23851	-29.500	12	.000

Gambar 2. Result of Dependent T-Test

d. Analysis of Improvement in Early Literacy Skills

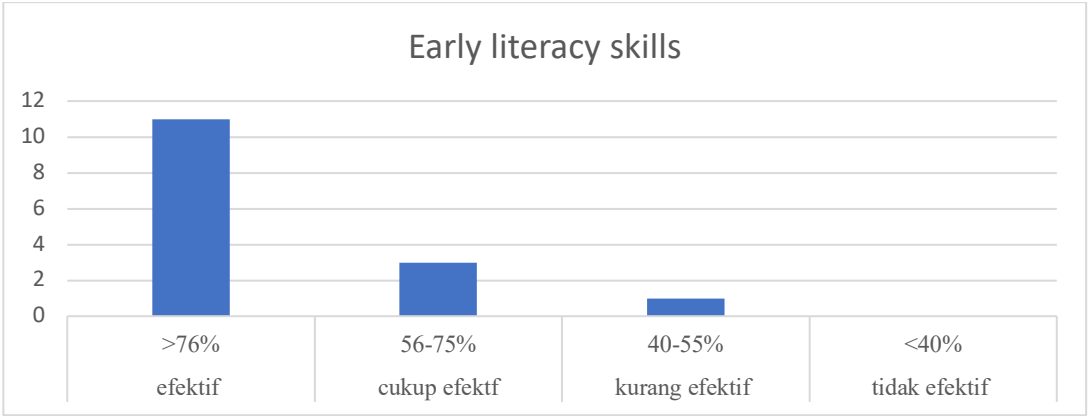
To determine the level of improvement in children's early literacy skills after the use of BELi, an analysis was conducted using the N-Gain Score. The N-Gain value was used to measure the magnitude of improvement in early literacy skills based on the difference between pretest and posttest scores. The interpretation of the N-Gain value referred to the categories of low improvement ($g < 0.30$), moderate improvement ($0.30 \leq g < 0.70$), and high improvement ($g \geq 0.70$). The results of the N-Gain analysis provided information regarding the level of effectiveness of BELi in improving early literacy skills in early childhood.

Table 5. Calculation of the Pretest–Posttest N-Gain Score

Number	Pretest	Posttest	Posttest-Pretest	Ideal score - Pretest	Gain Score	Gain (%)	Criteria
1	45	96	51	59	0,864	86,441	effective
2	34	67	33	70	0,471	47,143	Less effective

3	49	96	47	55	0,855	85,455	effective
4	39	89	50	65	0,769	76,923	effective
5	36	78	42	68	0,618	61,765	Moderately effective
6	38	90	52	66	0,788	78,788	effective
7	38	89	51	66	0,773	77,273	effective
8	40	94	54	64	0,844	84,375	effective
9	42	90	48	62	0,774	77,419	effective
10	38	86	48	66	0,727	72,727	Moderately effective
11	41	95	54	63	0,857	85,714	effective
12	38	87	49	66	0,742	74,242	Moderately effective
13	40	96	56	64	0,875	87,500	effective
Average					**0,766**	**76,597**	effective

The N-Gain Score test was used to determine the level of improvement in early literacy skills in young children after the implementation of the Book of Emergent Literacy (BELi). The analysis was conducted by comparing the pretest and posttest scores to determine the extent of improvement in early literacy skills achieved by the children after participating in literacy stimulation activities using BELi. The results of the analysis showed that the average N-Gain Score was 0.766, or 76.597%, which falls into the effective category. These results indicate that the use of BELi was able to provide a high level of improvement in early childhood early literacy skills.



Gambar 3. Effectivity early literacy skills

Based on Figure 1, it is known that 7 children obtained gain scores greater than 76%, which falls into the effective category. Furthermore, 2 children obtained gain scores between 56% and 75%, which falls into the moderately effective category. Another 2 children obtained gain scores between 40% and 55%, which falls into the less effective category. Meanwhile, 1 child obtained a gain score of less than 40%, which falls into the ineffective category. This occurred because the child required special attention and needed more time to learn. Based on information obtained from the teacher, the child required more guidance and assistance compared to the other children. Nevertheless, the pretest and posttest scores showed an improvement in the score obtained.

2. DISCUSSION

The study shows that teacher and parent involvement through the use of the Book of Emergent Literacy (BELi) can serve as a guide for providing literacy stimulation to young children. The improvement in children's early literacy skills after using BELi was evident from the pretest and posttest results, which showed a highly significant difference. This finding is in line with emergent literacy theory, which explains that reading and writing skills develop gradually through children's experiences in playing and interacting with language, symbols, print, and an environment that supports early reading development (Bahuguna, 2022; Clay, 2001; Rifqiyah et al., 2025). Thus, BELi can serve as a medium that helps children gain meaningful reading experiences through play-based activities and daily interactions.



(a)



(b)

Figure 1. The Teacher Engages Children in Literacy Stimulation Through Storytelling (a)(b)

The effectiveness of BELi increases because teachers are involved in implementing early literacy learning activities. Teachers act as facilitators who design, provide directions, and guide children in various literacy activities, such as storytelling, discussing, recognizing symbols and print in the surrounding environment, and playing with language. The teacher's role in helping create a language-rich learning environment is very important in supporting the development of children's early literacy skills (Jiménez et al., 2025; Muis et al., 2026; Sadaruddin et al., 2025). In addition, the scaffolding approach applied by teachers is consistent with Vygotsky's social constructivist theory, in which children learn with the assistance of more experienced adults within their zone of proximal development (Etnawati, 2022; Kusuma et al., 2022; Zhou, 2020).

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(a)



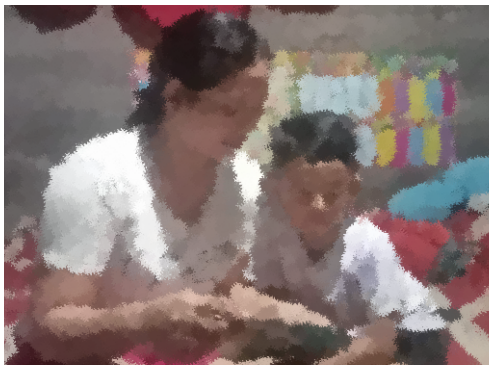
(b)

Figure 2. The Teacher's Role in Creating a Literacy-Rich Play Environment (a)(b)

Parental involvement in using BELi is also an important factor that helps improve children's early literacy skills. Parents continuously develop literacy habits at home through shared reading, conversation, symbol recognition, and opportunities for children to explore language. The home literacy environment, or the learning-to-read environment at home, greatly influences the development of language skills, word knowledge, phonological awareness, and children's readiness to read (Papadopoulos et al., 2026; Penderi et al., 2023; Solichah & Fardana, 2023). Therefore, collaboration between teachers and parents through the use of BELi can help children receive consistent literacy learning support both at school and at home.



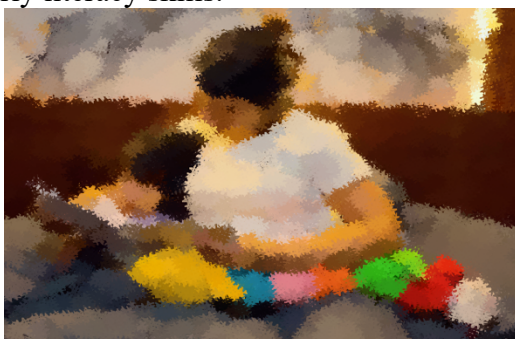
(a)



(b)

Figure 3. Parents Provide Literacy Support at Home (a)(b)

Collaboration between school and home in implementing BELi demonstrates the importance of cooperation between teachers and parents in early childhood education. Bronfenbrenner (1979) explained that children's growth and development are influenced by the way they interact with various environments around them, such as the family and school (Crawford, 2020; Feyza Soyer, 2019; Sadownik, 2023). When teachers and parents share the same goal in stimulating early reading skills, children receive more continuous learning experiences (Fono & Ngura, 2026; Kabate, 2025; Muis et al., 2026). The results of this study show that the use of BELi can improve communication and collaboration between schools and parents, thereby helping to enhance children's early literacy skills.



(a)



(b)

Figure 4. Parents Collaborate to Provide Various Experiences in a Literacy Rich Environment (a)(b)

The activities in BELi are designed using a play-based approach, making them appropriate for the growth and development of young children. Play is a natural way for children to learn

because, through play, children can develop language skills, thinking abilities, social interaction, emotional regulation, and motor skills in a balanced manner (Etnawati, 2022; Pyle et al., 2017). In the context of early reading and writing instruction, play activities such as storytelling, role-playing, using letter cards, and recognizing symbols in the surrounding environment can make children more interested in participating in reading and writing activities (Sadaruddin et al., 2025; Sari & Suryana, 2019). Thus, the play-based approach in BELi helps young children learn in an enjoyable and meaningful way.

The concept of emergent literacy emphasizes that early literacy is not only about formal reading and writing skills but also includes the development of speaking skills, understanding of word sounds, knowledge of printed books, vocabulary, and the ability to understand symbols (Daffa, 2024; Sari & Suryana, 2019). BELi provides children with diverse experiences to develop these various aspects through simple activities that are relevant to everyday contexts. Therefore, the improvement in children's literacy skills after using BELi can be interpreted as the result of continuous, consistent stimulation that is appropriate to children's developmental levels.

The results of the t-test and N-Gain analysis in this study show that the use of BELi provided a significant improvement in children's early literacy skills. This improvement can be explained through social learning theory and constructivism, which state that children learn through interaction with adults, peers, and their surrounding environment (Devi et al., 2017; Etnawati, 2022; Kusuma et al., 2022). Teachers and parents act as role models, partners, and companions who provide support in children's learning processes. When children receive positive and enjoyable reading-learning experiences, their learning motivation and reading readiness develop more effectively.

Thus, teacher and parent involvement through the use of the Book of Emergent Literacy (BELi) serves not only as a guidebook for literacy activities but also as a tool that helps teachers and parents become more active in developing early childhood literacy skills. Continuous collaboration between schools and families through the use of BELi can create a learning environment rich in language experiences, which helps improve children's communication skills, vocabulary, phonological awareness, symbol understanding, and learning readiness for the next level of education.

CONCLUSION

Based on the research findings, the Book of Emergent Literacy (BELi), implemented through the involvement of teachers and parents, was effective in improving early literacy skills in young children. This was demonstrated by differences in literacy skills before and after the use of BELi, as supported by the results of the paired-sample t-test and N-Gain analysis. This effectiveness was supported by play-based literacy activities, scaffolding provided by teachers, and the reinforcement of literacy experiences by parents in the family environment. Collaboration between schools and families through BELi created literacy experiences that were consistent, contextual, and appropriate to children's developmental stages, thereby contributing to the development of children's language skills, vocabulary, phonological awareness, understanding of symbols and print, and literacy readiness for entering the next level of education.

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