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LEARNING PRINCIPLES FOR ENHANCING EARLY CHILDHOOD LEARNERS' LITERACY SKILLS

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ABSTRACT

The learning pathway serves as a primary means for realizing predetermined educational goals. Its role is highly central, as it determines the direction and outcomes of students' development. Various learning models are implemented to achieve optimal educational objectives, considering that learning is an inseparable component of the overall education system. Within the framework of Islamic education, principles of teaching and learning are integrated to ensure effective instruction. These principles encompass several aspects that can serve as a foundation for comprehensively designing classroom learning strategies, particularly in the field of literacy for early childhood learners. In addition, repetition, feedback, reinforcement, and evaluation are emphasized to support students' mastery of learning materials and their overall progress. This study examines and describes in greater detail how the application of learning principles can enhance literacy skills among early childhood learners. Employing a library research method with a descriptive qualitative approach, this research synthesizes a wide range of national and international scholarly literature, including academic journals, books, and policy documents. The analysis focuses on identifying key concepts, implementation mechanisms, and their alignment with the Indonesian educational context. In the final section, the authors present several literacy learning strategies that can be implemented in accordance with teaching and learning principles, which may serve as references for designing classroom instruction to support the improvement of students' literacy skills. It is expected that this study will contribute to the field of education in general and early childhood education in particular.

Keywords: Learning principles; Students' competencies; Literacy

1. INTRODUCTION

The formation of an individual's character fundamentally begins with education as the primary factor. From as early as the prenatal stage, humans essentially receive educational influences that shape their development. In line with this perspective, an Islamic adage attributed to Hasan al-Basri states, "Seek knowledge from the womb until the grave," emphasizing that education is a lifelong process that begins even before birth and continues throughout one's

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entire life (Arifin Al Alamudi, 2024). This perspective illustrates that education is an obligation for all human beings throughout their lives, beginning from the earliest stage of existence (in the womb) and continuing until the end of life (the grave). Education can take place anywhere and through various means, whether within the family environment or the broader community, both of which serve as important spaces for learning and personal development.

One crucial aspect of education is the enhancement of literacy skills from early childhood. Early childhood literacy serves as a fundamental foundation for lifelong learning success. During this stage, children do not merely learn to read and write; they also develop essential skills in thinking, language, reasoning, and communication. Therefore, the application of appropriate teaching and learning principles becomes a key factor in empowering children's cognitive, social, and emotional potential in a holistic manner.

This issue has become a major concern, particularly in the field of education, as the level of literacy skills among students in Indonesia remains relatively low. One notable example is reading literacy, which fundamentally has the potential to sharpen analytical abilities and, ultimately, encourage children to develop into lifelong and self-directed learners (Hasanah, 2023).

As revealed by the Programme for International Student Assessment (PISA) conducted by the OECD, the reading literacy scores of Indonesian students are classified as low compared to the global average. The PISA 2022 results indicate that Indonesia's reading literacy score was 359 points, significantly below the global average of approximately 476 points. This score represents one of the lowest results since Indonesia first participated in the PISA assessment (Nur Bahja & Ari Metalin Ika Puspita, 2025). In addition, according to other reports based on PISA data, only around 25% of Indonesian students achieve Level 2 or higher in reading literacy, whereas the OECD average is approximately 74%.

The following figure illustrates the demographic distribution of reading literacy levels among Indonesian students, which remain relatively low across categories.

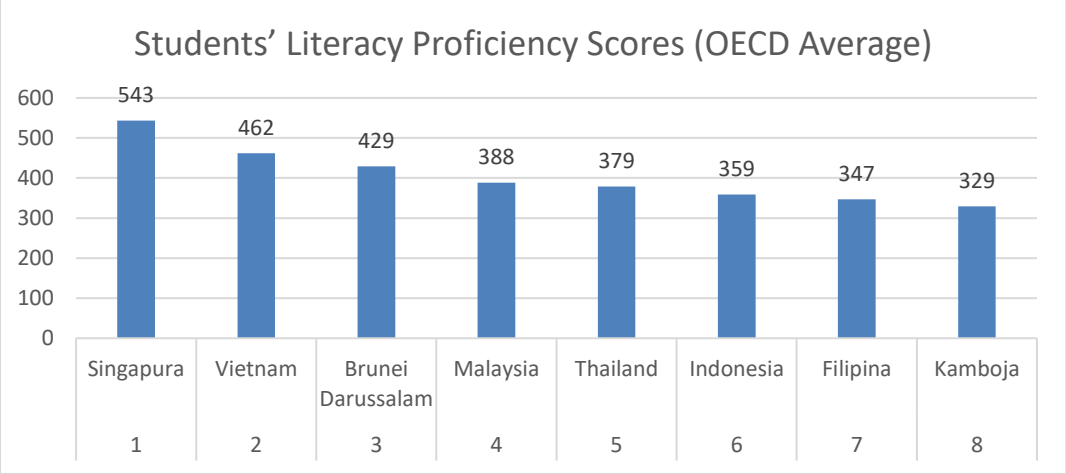


Figure 1. Demographics of Students' Reading Literacy Proficiency in ASEAN Countries Compared to the OECD Average (Source: Organizations for Economics Cooperation and Development (2023))

Based on the chart above, it can be seen that Indonesia ranks sixth, with a relatively low reading literacy score of 359, which is still far below the OECD average, ranging between 472 and 480 points.

Another study conducted by Wanda (2023) at SDN Inpres 2 Lasoani found that the average reading literacy ability of fifth-grade students was 48.72%, which falls into the low category. Factors contributing to this low level of reading literacy include limited reading activities at home, insufficient stimulation of reading interest, and the lack of available literacy resources (Wanda Ariska Putri & Nur Rahmah, 2023).

According to a study conducted by Central Connecticut State University, Indonesia ranks 60th out of 61 countries in terms of reading interest. This is particularly concerning given that, in terms of infrastructure, Indonesia has relatively adequate facilities to support literacy activities (Wilman Juniardi, 2023). In addition, based on the same source, the INAP (Indonesia National Assessment Program) released research findings on students' abilities in reading literacy, mathematics, and science, stating that reading proficiency in Indonesia is only 46.83%. This finding further demonstrates that students' literacy abilities in Indonesia remain at a very low level.

This raises an important question: what are the root causes of the low level of students' literacy skills in Indonesia, and how can these problems be addressed?

According to the Institute for Research and Development of North Sumatra (Lembaga Riset dan Pengembangan Sumatera Utara/LRPSU), which conducted a study focusing on four dimensions—skills, access, alternatives, and cultural dimensions—involving all fourth-grade elementary school students in North Sumatra, the results indicate that the reading literacy index of students in the province stands at 35.73%, categorized as low, with 49% of students identified as not proficient in reading (LRPSU, 2021).

In addition, the influence of an unsupportive family environment significantly affects children's literacy development. When parents do not cultivate reading habits at home and there is a lack of supporting facilities such as reading materials and books, children's reading habits are negatively impacted (Indrawan & Suharso, 2024).

Based on the data and facts presented above, there is a clear need for an appropriate approach to determine effective learning strategies in the instructional process. Learning strategies, or the lack of teachers' understanding of learning principles that should be implemented during instruction, greatly influence whether meaningful learning can be achieved. Effective learning is not merely aimed at fulfilling the obligation of completing the material outlined in textbooks; rather, it involves actively engaging students and enabling them to develop a deep and solid understanding of the content being taught. This, in turn, has a significant impact on the quality of student outcomes.

Therefore, clear principles of teaching and learning are required as guidelines for all teachers in designing effective learning strategies, which can then serve as benchmarks in the implementation of the learning process. To achieve optimal improvement in student achievement and to ensure that learning activities are more focused and purposeful, instruction must take into account learning principles that are grounded in students' needs. This is in line with Veronika's view, which emphasizes that the proper application of learning principles constitutes a deliberate effort to enhance students' competencies in a comprehensive manner (Veronika et al., n.d.).

This also applies to literacy learning, where the integration of knowledge and understanding of teaching and learning principles is essential for improving students' literacy

skills. A sound understanding of learning principles is believed to assist teachers in determining appropriate instructional strategies that align with students' characteristics. Furthermore, it enables teachers to develop supporting learning activities that enhance students' learning outcomes effectively and efficiently (Andi Abdul Muis, 2013).

An understanding of learning principles among teachers supports the improvement of literacy by emphasizing learning processes that are conscious, meaningful, and enjoyable. Such processes enable students to remain focused, connect learning materials with their own experiences, and develop strong motivation to achieve deep understanding. These principles are manifested through various strategies, such as the use of diverse texts, the application of concepts in real-life situations, collaborative learning among students, and providing opportunities for problem solving and reflective activities.

Understanding which learning principles should be applied and implementing them consistently in the instructional process is an essential responsibility of every teacher. Therefore, this study seeks to explain learning principles in greater detail and clarify their relevance to classroom practice. Consequently, this research offers a new contribution toward a more comprehensive and contextual understanding of learning principles for teachers in order to enhance students' literacy competencies. In addition, it presents various literacy learning strategies that can be integrated by teachers in classroom instruction for early childhood learners.

2. METHODS

This study employs a descriptive qualitative approach using a library research method. This approach was chosen to examine in depth the principles of teaching and learning in enhancing early childhood learners' literacy through theoretical and empirical analyses published in various scholarly sources.

Data validity is ensured through source triangulation, achieved by comparing findings from different academic journals and scientific references. In addition, the researcher ensures conceptual consistency and theoretical alignment so that the results of the analysis maintain strong academic validity.

All data used in this study are derived from official publications and are cited in accordance with academic referencing standards. The researcher upholds academic ethics by avoiding plagiarism and ensuring that every quotation and idea is accompanied by clear and appropriate references.

3. RESULTS AND DISCUSSION

The primary responsibility of a teacher is to teach, which must be carried out by applying appropriate teaching and learning principles so that the instructional process can take place in a more effective and well-directed manner. Within the overall educational process in schools, teachers occupy a frontline position as key agents in shaping and guiding students' learning experiences (Muh. Akib D., 2021). Therefore, as professional educators, teachers are expected to study and understand the principles of teaching and learning comprehensively, including the design, planning, and implementation of instructional activities. With a sound understanding of these principles, aspects such as learning readiness, individual attention, and learning motivation can be effectively addressed, all of which have a significant impact on students' learning outcomes. These constitute appropriate pedagogical actions for teachers in delivering effective instruction.

Conversely, when teachers lack an understanding of teaching and learning principles, fail to design appropriate lesson plans, and do not implement instruction effectively, the learning process will inevitably fall short of expectations (Andi Abdul Muis, 2013).

In the process of instructional planning, learning principles play a crucial role in defining the scope and limitations of both the learning process and teaching practices. An understanding of these principles helps teachers determine appropriate steps or strategies in instruction. Moreover, by mastering learning principles, teachers can develop and strengthen professional attitudes that support the optimization of students' learning processes in an effective and efficient manner.

Concept of Literacy

Thus far, the term *"literacy"* has often been perceived as something complex or "elite" within the field of education. In fact, literacy fundamentally refers to the ability to read, write, listen, and speak, and also includes numeracy and analytical skills that enable individuals to understand information and make informed decisions.

In the educational context, literacy is a common and essential concept. Students are expected to possess basic literacy competencies; therefore, these skills need to be nurtured and developed from an early age. A recurring contemplative question related to literacy concerns how students' literacy competencies are developed at the elementary school level and whether current approaches require re-examination. The competencies in question involve the ability to use language—including reading, speaking, writing, and listening—to communicate in various ways depending on one's purpose, which collectively defines literacy.

According to Wikipedia, the basic concept of literacy is the ability to read and write. These foundational skills represent a dynamic process of communication that occurs naturally as well as through formal instruction. More broadly, literacy refers to an individual's ability to understand, analyze, and utilize information, as well as to think critically in order to solve problems.

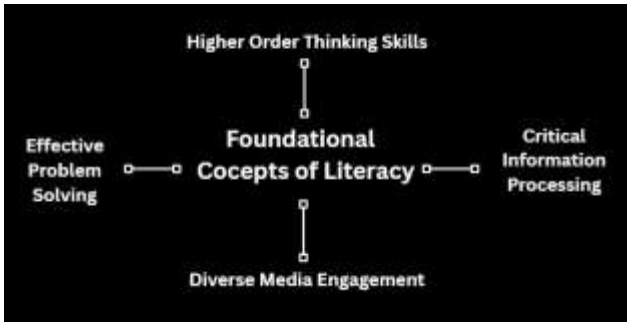


Figure 2. Foundational Concepts of Literacy Competencies

As illustrated in the chart, and in line with the view of Dispusip as cited in Asari, literacy extends beyond the mere ability to read and write. It also encompasses the capacity for critical thinking in examining and interpreting information by utilizing relevant sources, including print, visual, digital, and auditory media.(Andi Asari, Rina Juwita, 2023).

Empowering Children's Minds for Lifelong Learning.

Literacy in early childhood serves as an essential foundation for lifelong learning. At this stage, children are not only introduced to reading and writing skills but are also guided to develop thinking, language, reasoning, and communication abilities. Therefore, the application of appropriate learning and teaching principles plays a crucial role in optimizing children's cognitive, social, and emotional development in a holistic manner.

1. Child-Centered Learning Principle.

   Literacy learning should be based on children's needs, interests, and stages of development(John Piaget, 1964). Teachers act as facilitators who create a safe and enjoyable learning environment. Activities such as reading picture books, role-playing, and singing encourage children's active involvement in the literacy process in a natural way.

2. Learning Through Play Principle.

   Play is the primary means through which children understand the world(Vygotsky L.S. & M. Cole, 1978). This principle makes literacy a meaningful and enjoyable experience. Through symbolic play, letter puzzles, word cards, and storytelling games, children develop phonological awareness, vocabulary, and meaning-making skills without academic pressure.

3. Social and Language Interaction Principle.

   Verbal interaction between teachers and learners is essential in building literacy skills(Snow et al., n.d.). Activities such as dialogue, question-and-answer sessions, and simple discussions help children develop speaking and listening abilities. Social interaction also enriches children's understanding of language use in everyday contexts.

4. Meaningful Learning Principle.

   Literacy develops optimally when it is connected to children's real-life experiences. Ausubel emphasized that learning becomes meaningful when new information is connected to learners' existing experiences and cognitive structures(Ausubel, 1968). Activities such as reading texts relevant to their surroundings, writing about personal experiences, and listening to stories closely related to their lives strengthen comprehension and memory.

5. Habit Formation and Consistency Principle

   Early literacy habits, such as routine reading activities, listening to bedtime stories, and recognizing language symbols in the surrounding environment, help build a strong literacy culture. Consistency in these practices fosters children's interest in reading and their confidence in using language. The study results show that bedtime storytelling empirically enhances early childhood language development, including vocabulary, self-confidence, and creativity in responding to the stories they hear. This supports the view that habitual story listening contributes to literacy development(Priyantini,L.D.A & Yusuf A., 2020).

6. Literacy-Rich Environment Principle.

   A learning environment filled with texts, images, symbols, and visual media encourages children to explore literacy independently. Reading corners, word walls, and interactive media serve as stimuli that continuously strengthen children's literacy skills.

7. Emotional Support and Motivation Principle.

   Providing children with a sense of safety, appreciation, and emotional support enhances their readiness to learn. Appreciating children's efforts rather than focusing solely on outcomes nurtures intrinsic motivation and positive attitudes toward literacy activities.

The Matter of Effective Principles for Early Literacy

Effective learning principles are essential in the development of early childhood literacy because this period represents the *golden age* of brain development. In early life, children's brains grow rapidly and are highly responsive to appropriate stimulation. The application of suitable learning principles helps children build a strong literacy foundation—not merely technical reading and writing skills, but also meaning-making abilities, critical thinking, and language competence.

Effective learning principles also ensure that the literacy process is meaningful and enjoyable. Young children learn best through concrete experiences, play, social interaction, and environmental exploration. When teachers apply child-centered, contextual, and developmentally appropriate principles, children feel safe, motivated, and confident in learning. This directly contributes to increased reading interest and communication skills from an early age.

Furthermore, appropriate learning principles support children's social and emotional development. Literacy is closely related to children's ability to express feelings, understand others, and build social relationships. A responsive, inclusive, and diversity-respecting learning environment helps children develop empathy, emotional regulation, and social skills through literacy activities.

In general, it can be concluded why effective principles matter for early literacy:

- Literacy is essential as a primary foundation. The National Early Literacy Panel (NELP) concluded that early skills such as oral language, phonological awareness, print concepts, and alphabet knowledge strongly predict later reading success. This indicates that early literacy is not merely a basic skill, but a crucial foundation for children's learning development throughout their lives.
- Addressing Critical Gaps**.** Early literacy is a developmental process influenced by social interaction, exposure to print materials, and the learning environment. When these factors receive insufficient attention, they can create literacy gaps among children. It is undeniable that disparities in literacy readiness exist, primarily influenced by differences in socioeconomic background, school readiness, and language exposure at home. Consequently, effective instructional interventions are critically needed to bridge these gaps (Isiaka Olayinka Busari et al., 2025).
- Developmentally appropriate and meaningful literacy instruction enables children to engage actively, enhances motivation, and supports holistic literacy development. Based on reports from the National Early Literacy Panel (NELP) and subsequent studies, evidence-based instruction has been shown to improve children's phonological skills, vocabulary, and letter knowledge, which in turn influence their reading and writing abilities in elementary school (Sarah Herera et al., 2021).
- Preventing Deficiencies and Misconceptions in Literacy. Instructional approaches that are not evidence-based (such as unstructured three-cueing methods) tend to be less effective than systematic and explicit approaches, highlighting the need for sound learning principles to prevent deficiencies in literacy acquisition. Joseph Torgesen emphasized the importance of early identification and evidence-based intervention to prevent children from falling into

reading difficulties that may worsen if not addressed early, such as problems with phonemic awareness and decoding (Nurafni et al., 2025).

- Professional Imperative explains that effective literacy instruction requires well-trained teachers who are knowledgeable in evidence-based approaches, child development, and appropriate instructional strategies; therefore, teacher professionalism is a critical factor in the success of children's literacy development (Catherine B. Pulumbarit, 2025).

The application of effective learning principles is key to building a holistic and sustainable literacy foundation. This foundation not only prepares children for academic success in subsequent educational stages but also equips them with essential life skills for lifelong learning.

The Importance of Literacy in Early Literacy Development

The importance of early literacy is also evident in its influence on children's social and emotional development. Children who are accustomed to interacting with books and engaging in language activities tend to have higher self-confidence, are better able to express their feelings, and find it easier to interact with their surrounding environment. In addition, early literacy helps children develop critical thinking skills, problem-solving abilities, and expand their imagination.

1. Cognitive Growth

The first point emphasizes that early literacy drives cognitive development. When children engage in reading, storytelling, and language activities from an early age, they develop analytical capacity, critical thinking, memory, and information-processing skills(Panel, 2020). Literacy activities stimulate brain development, strengthen vocabulary acquisition, and improve comprehension abilities. According to cognitive development theories, meaningful language interaction and exposure to print accelerate neural connections in early childhood, making literacy a key foundation for intellectual growth(Whitehurst & Lonigan, 1998).

2. Lifelong Learning Catalyst

The second point explains that early literacy serves as a catalyst for lifelong learning. Children who develop strong literacy skills early tend to become autonomous and self-directed learners. Literacy enables individuals to access knowledge independently, explore new information, and adapt to continuous learning demands throughout life. This aligns with the concept that early reading and language proficiency predict later academic success and the ability to engage in lifelong education(UNESCO, 2020).

3. National Goals Alignment

The third point highlights literacy as a foundation for achieving national educational goals. In the Indonesian context, this aligns with the Kurikulum Merdeka, which aims to develop knowledgeable, creative, and responsible citizens. Early literacy supports national development by preparing children to participate effectively in society, communicate ideas, solve problems, and contribute productively to the nation's progress.

Overall, the image communicates that investing in early literacy is not only beneficial for individual children but also essential for long-term educational quality and national advancement.

Core Principles of Effective Learning

Core Principles of Effective Learning are fundamental principles that serve as guidelines for creating effective learning processes. These principles emphasize how learners acquire knowledge, skills, and attitudes optimally through meaningful learning experiences.

1. Readiness

Readiness is one of the important principles in the learning and teaching process. This principle emphasizes that learning success is greatly influenced by the learner's state of readiness, whether physically, mentally, emotionally, or cognitively. Learners will find it easier to receive and understand learning material when they are in a ready condition to learn (Thorndike, 1913).

In classroom practice, teachers need to identify students' levels of readiness before starting instruction. This can be done through apperception activities, guiding questions, pre-tests, or initial activities that build motivation. By paying attention to learning readiness, teachers can adjust teaching methods, media, and materials to match students' abilities.

2. Active Engagement

One of the important principles in learning and teaching is active engagement. This principle is based on the constructivist view, which states that knowledge is constructed through experience. When students are actively engaged, they connect new information with prior knowledge, making learning more meaningful and longer-lasting in memory. In addition, active engagement enhances motivation, concentration, as well as critical thinking and problem-solving skills.

In classroom practice, teachers can encourage active engagement through methods such as project-based learning, group discussions, experiments, simulations, educational games, and the use of open-ended questions. A classroom environment that supports participation makes students feel valued and confident in expressing their ideas. As a result, learning becomes more interactive, enjoyable, and effective (Prince, 2004).

3. Individual Differences

Each learner has unique characteristics in terms of ability, learning style, interests, pace of understanding, background experiences, as well as social and emotional conditions. Because of these differences, not all students can learn in the same way or at the same speed.

This principle requires teachers to understand the diversity of learners and to adjust teaching strategies so that every student has the opportunity to learn optimally. When learning is designed with individual differences in mind, students find it easier to understand the material, feel valued, and are motivated to learn (Slavin, 2018).

Individual differences also include aspects of intelligence, talents, language, culture, and special needs. Therefore, approaches such as differentiated instruction, adaptive learning, the use of various media, and diverse teaching methods become important. By taking individual differences into account, the learning process becomes more inclusive, equitable, and effective in achieving learning objectives.

4. Repetition

The principle of repetition is closely related to the process of memory reinforcement and the formation of learning habits. When learners review material through practice, discussion, rereading, or repeated exercises, they develop a deeper understanding of concepts and reduce the likelihood of forgetting. Repetition also helps improve accuracy and fluency in specific skills, such as reading, writing, or arithmetic.(Henry L. Roediger, 2006).

In classroom practice, teachers can implement repetition through activities such as material reviews, short quizzes, periodic exercises, summaries, and repetition of key concepts in

various learning contexts. Repetition designed with a variety of activities keeps students engaged and prevents boredom. Thus, repetition strengthens learning and significantly improves learning outcomes.

Literacy Learning Strategies Based On Learning Principles

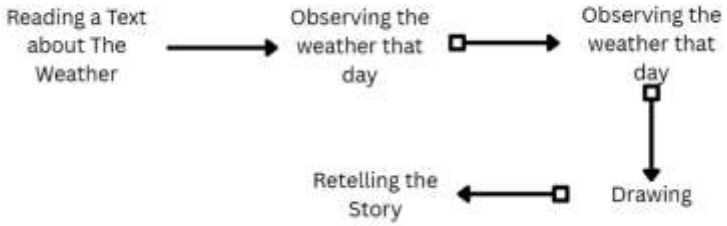
Literacy instruction is a foundational aspect that needs attention for every child from an early age, particularly during the first five years of development. Scott, cited in Afnida, states that children's literacy skills should be enhanced from the preschool age through engaging learning activities that relate to all domains of child development(Mutia Afnida, 2020). Meanwhile, Afnida emphasizes that children who are just entering kindergarten with delayed literacy skills are likely to continue falling behind compared to the development of their peers.

- Learning Strategy of The Utilization of Various Texts

The utilization of various texts refers to the use of different types of texts—both print and digital—to enrich students' literacy experiences. The aim is to help children become accustomed to understanding information from multiple forms of presentation, rather than from just a single type of text. Its implementation may include:

	Form of Presentation	Various Type of Text
1.	Using Various Text Genres	• Narrative texts: folktales, picture books, fables. • Informational texts: posters, brochures, short articles, simple reports. • Procedural texts: recipes, game instructions, step-by-step activity guides. • Descriptive texts: descriptions of places, animals, or objects. • Persuasive texts: simple advertisements, cleanliness campaigns, class campaign posters.
2.	Presenting Text From Different Media	• Picture books • Videos with subtitles • Comics • Infographics • Children's magazines • Digital worksheets • Audio stories accompanied by transcripts
3.	posing Two Types of Texts	Teachers can encourage students to compare: • Picture books vs. audio versions • Posters vs. longer informational texts • Short videos vs. simple articles This helps children understand that information can appear in different formats yet remain complementary.
4.	Exploratory Activities with Texts	Exploratory Activities with Texts • Shared reading • Turn-taking reading with short texts • Information search across different texts • Rewriting or illustrating the content of texts
5.	Exploratory Activities with Texts	• Shared reading • Turn-taking reading with short texts • Information search across different texts • Rewriting or illustrating the content of texts
6.	Connecting Texts to Children's Experiences	The Connecting Texts to Children's Experiences strategy is a reading learning approach that links the content of a text with children's personal experiences as shown in the picture

7. Teachers guide students to relate stories, information, or events in the text to their everyday lives. Its goal is to help children understand reading materials more easily, feel emotionally engaged, and improve their critical thinking and reading comprehension skills



- Learning Strategy of Applying Concepts in Real-Life Situations

Applying concepts in real-life situations involves connecting the material or concepts students are learning with their everyday experiences, conditions, or activities. The goal is for students not only to understand concepts theoretically but also to recognize their practical benefits, making learning more meaningful.

1. Relating Material to Daily Experiences.

   Teachers explain a concept while providing examples close to the children's everyday life.

Learning Topic	Learning Activity
When learning about numbers	students are asked to count fruits in the classroom or their toys.
When learning vocabulary about animals	the teacher brings pictures or videos of animals commonly seen by the children

2. Engaging Students in Real Activities

   Students participate directly in activities that reflect the concept being learned.

Learning Topic	Learning Activity
Learning procedures.	Students make simple juice while following step-by-step instructions
Learning descriptive texts	Children describe plants they observe in the school garden.

3. Connecting Concepts with Social Contexts.

   Students are guided to understand how concepts are used in social environments.

Learning Topic	Learning Activity
Learning about hygiene	Practicing handwashing according to instructions.
Learning about community roles	Mini-visit to the school library or security post.

Learning Topic	Learning Activity
Providing Real-Life Problem-Solving Tasks Children are given simple challenges relevant to daily life.	
Determining the fastest route to the library	Using a simple school map
Helping organize the reading corner	Arranging books according to categories.

5. Helping organize the reading corner

   Activity: Using Authentic Materials

   Materials come from the real world, not just textbooks.

Learning Topic	Learning Activity
Reading a supermarket brochure	Learning informational texts
Observing shopping receipts	Learning numbers and information.

From the explanation above, it is clear that applying concepts in real-life situations creates more meaningful and long-term learning.

4. CONCLUSION

Based on the discussion presented, it can be concluded that the application of teaching and learning principles plays a crucial role in enhancing early-grade students' literacy skills. Literacy is not merely the ability to read and write, but also involves critical thinking skills, information comprehension, and the ability to communicate ideas effectively. Therefore, literacy instruction must be systematically designed by considering children's developmental characteristics, learning needs, and social environments. Learning principles such as meaningful learning, social interaction, habit formation, and emotional support have been proven to create a conducive and enjoyable learning atmosphere. When children feel actively and emotionally engaged, understanding texts becomes easier and contributes to an increased interest in reading. In this context, teachers serve as facilitators who not only deliver content but also guide, motivate, and provide relevant learning experiences. With the proper implementation of learning principles, literacy no longer becomes an academic burden but rather a natural process integrated into children's everyday lives.

The implementation of literacy learning strategies, particularly Connecting Texts to Children's Experiences, provides significant contributions in helping students achieve deeper reading comprehension. By linking texts to children's personal experiences, learning becomes more contextual and meaningful. Children do not merely read words; they interpret meaning based on realities they have encountered. This process enhances memory retention, comprehension, and reflective thinking skills. Moreover, this strategy encourages students' active participation in discussions, experience-sharing, and the development of oral and written language abilities. The application of diverse literacy strategies, such as using various text types, visual media, and real-life activities, also enriches children's learning experiences. A literacy-rich classroom environment fosters curiosity, creativity, and confidence in interacting with texts. Therefore, successful literacy instruction is determined not only by teaching materials but also by teachers' creativity in designing strategies that align with children's world.

Ultimately, improving early-grade students' literacy skills is a long-term investment in future educational success. Strong early literacy foundations shape lifelong learning abilities, problem-solving skills, and readiness to face 21st-century challenges. Hence, all stakeholders—teachers, schools, parents, and the community—must collaborate in building a positive and sustainable literacy culture. Teachers are required to continuously enhance their professionalism in understanding learning principles and consistently applying them in classroom practice. Schools need to provide literacy-supportive facilities, such as reading corners, diverse reading materials, and engaging learning media. Meanwhile, parents play an essential role in cultivating reading habits at home as part of children's daily routines. With strong collaboration between school and home environments, literacy development can proceed more optimally. Through effective learning principles and appropriate literacy strategies, students are expected to grow into active, critical, and independent learners with strong literacy competence as a foundation for their academic and social lives in the future.

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