

Application of Phonics Method for Early Literacy Development of Preschool Children

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Abstract: Application of Phonics Method for Early Literacy Development of Preschool Children. Objectives: This study aims to analyze the effectiveness of the phonics method in improving early childhood early literacy in Indonesia and identify the role of collaboration between teachers and parents in supporting its successful implementation. Early literacy is an important foundation for children's reading and writing skills, particularly in understanding the relationship between letters and sounds. Literacy challenges in Indonesia include poor teacher training and adaptation of teaching methods to suit the local context. **Methods:** The research method used a systematic literature review (SLR) based on PRISMA guidelines to screen and analyze 20 relevant articles from various sources. Articles were analyzed in depth using the Rayyan app, identifying key themes, namely the effectiveness of phonics methods and the role of collaboration in supporting literacy. **Findings:** Shows that the phonics method significantly improves children's reading and spelling skills by teaching the systematic relationship between letters and sounds. Local research supports these results, for example the "CBI FONIK" method and audiovisual-based media are effective in improving early childhood literacy skills. Collaboration between teachers and parents plays an important role in creating a supportive literacy environment both at school and at home, accelerating children's learning progress. **Conclusion:** The phonics method is effective in improving children's early literacy with support from teacher training and adaptation to local needs. Teacher and parent collaboration is necessary for successful implementation, providing a strong foundation for future learning.

Keywords: early childhood literacy, phonics method, phonological awareness, teacher and parent collaboration.

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■ INTRODUCTION

Literacy is the first step in introducing the importance of reading and writing skills, especially for early childhood. The importance of attention to literacy is reflected in the results of PISA tahun 2022 which showed a decline in Indonesia's literacy score, from 371 points in 2018 to 359 points (OECD 2023b). In addition, UNESCO data reveals that the level of reading interest of the Indonesian people is only 0.001%, or only 1

in 1,000 people like to read. This condition confirms that literacy in Indonesia is still very low, so that the introduction of literacy from an early age is an urgent need. Preschoolers are at a critical developmental stage in understanding the relationship between sounds and symbols, which is the core of literacy skills. At this stage, children begin to recognize that written symbols represent specific sounds, which is an important foundation for learning to read and write. This ability, known

as phonological awareness, plays a critical role in early literacy development (Solihin 2021).

Indonesia has a variety of languages because each region has its own language called the first language or mother tongue (Aruwiyantoko 2023). This diversity is a challenge in teaching children phonological early literacy. When entering the school environment, children tend to use the mother tongue that is familiar to them, while the language of instruction at school is Indonesian. This language difference adds to the complexity of building phonological awareness as children have to learn the relationship between sounds and letters that may not match the phonemes in their mother tongue. This is often complicated by dialectal differences that affect phonetics, such as variations in the pronunciation of vowels and consonants, and the addition of words in sentences (Musdalifah dan Pratiwi 2024). For example, the vowel (e) is actually pronounced as (i) in some languages, which affects children's phonetics (Harahap dan Fatih 2025).

The process of introducing early literacy in early childhood is closely related to children's basic literacy skills. For example, children who can correctly name letter symbols, recognize initial letters, and understand the relationship between sounds and letters show good early literacy development (Novrani et al. 2021). Therefore, proper literacy provision is essential to support language development, foster a love of reading and have a long-term positive impact on children's lives (Pondiscio 2020). Providing a curriculum that supports early literacy is a key foundation for future literacy success. A well-designed curriculum can help children develop basic literacy skills, motivate them to explore written language and enrich their vocabulary. In addition, an environment that supports early childhood literacy activities, such as access to books and other supporting facilities, is essential for building early reading habits (Greenwood et al. 2015).

Countries like Singapore provide inspiring examples of early literacy development. PISA

results in 2022 showed Singapore to be one of the best performing countries in reading literacy, scoring above 500 points (OECD 2023). This success is supported by a collaborative approach between teachers and parents as key to supporting children's early literacy. In addition, teacher professional development in Singapore is continuous, intensive and relevant to curriculum needs (Bautista, Wong, dan Gopinathan 2015). Teacher training not only focuses on classroom learning strategies but also includes approaches to strengthen communication with parents, creating a rich literacy environment at home. Research shows that reading engagement, including reading enjoyment and a rich home literacy environment, such as parental investment in reading materials, have a significant impact on improving children's reading ability (Ho dan Lau 2018). By strengthening family engagement and building synergies between school and home, we can create a generation of learners who love reading more and are prepared for the future.

An environment that supports literacy, both at home and at school, plays a big role in building children's reading habits. In Indonesian schools, literacy can be introduced through simple steps such as introducing children to the library, which is one of the effective ways to build a love of books and reading (Campbell-Hicks 2016). In addition, teachers also need to optimally stimulate children's language development according to their developmental stages. This can be done by introducing letter sounds first, followed by letter symbols, and supported by reading methods and interesting learning media such as storybooks, picture cards, songs, or hand puppets (Danita dan Wirman 2023). Similarly, in Singapore, this activity is carried out as a way to facilitate children's early literacy (Tan dan Rao 2017).

The collaboration between parents and teachers has proven that it can make children's early literacy develop rapidly. Therefore, teachers and parents also need to create a fun and pressure-free learning atmosphere, so that

children feel enthusiastic and confident to learn. With a combination of emotional support, creative methods and access to literacy resources, children can develop into competent and curious readers, opening the door to greater educational opportunities in the future. Reading learning in early childhood should use methods that are directed and appropriate to the child's developmental stage, as the use of appropriate reading methods has a significant impact on improving their language and writing skills (Panjaitan et al. 2024).

One method that is highly recommended in providing basic literacy in early childhood is phonics. This is an approach that helps children understand the alphabetic principle, the relationship between letters (graphemes) and sounds (phonemes). With phonics, children are explicitly taught how letters represent sounds in a word, so their reading and spelling skills improve significantly (Campbell 2020). This phonic method has also been applied in countries with high literacy rates such as Finland, which uses the phonic method to teach language (Tyrer 2024).

The main advantage of this method is its ability to reduce reading errors. Children do not just memorize the whole word, but also learn the mechanism behind word formation. This makes it easier for them to apply their reading knowledge to new words, making the learning process more flexible, meaningful and in-depth (Nazarov dan Ismatulleva 2022). In addition, phonics provides a strong phonological foundation, so that children are not only able to read better, but also understand the content of the text in depth (Bowers 2020). However, the implementation of the phonics method in Indonesia still faces many challenges in the field, such as the lack of training and understanding among early childhood education teachers on how to teach phonics effectively. Whereas if teachers are given training on this phonic method, it will greatly help children in optimizing children's literacy, especially children

understand more about sounds and letters (Anastasia, Handayani, dan Damanik 2024).

This implementation challenge is also experienced by countries such as India because of the lack of teacher training, there are still many parents who are not aware of the importance of literacy, and there are still many who use traditional methods, making the phonic method not optimally implemented (Bora et al. 2024). Whereas research conducted in Mumbai shows that if phonic methods are provided then children have great potential to improve early literacy, as children who received phonics instruction for one or two years showed significant improvements in literacy skills, such as letter recognition, phoneme sounds, and word combining over those who did not receive phonics instruction (Shenoy, Iyer, dan Zahedi 2024).

Early literacy is an important foundation for the development of early childhood reading and writing skills, especially in understanding the relationship between letters and sounds. In the Indonesian context, low literacy levels and lack of teacher training in implementing the phonics method pose significant challenges. While the phonics method has been shown to be effective in reducing reading errors and improving spelling skills, adaptation to local needs is still needed.

Therefore, in-depth research is needed to explore how best to integrate phonics into the early childhood education curriculum. Two research questions that can be posed are: RQ1: What is the effectiveness of the phonics method in improving early childhood early literacy skills in Indonesia by considering the local context? and RQ2: What is the role of collaboration between teachers and parents in supporting the successful implementation of the phonics method to improve early childhood literacy? These questions are expected to understand the impact of the phonics method and be able to design sustainable collaborative strategies in supporting children's literacy development.

■ METHOD

Research Design

This study used a systematic literature review (SLR) methodology to analyze whether synthetic phonics has an important role in early childhood early literacy. The SLR approach offers a structured framework for collecting, evaluating and synthesizing relevant studies, thus ensuring a thorough understanding of the topic under study. This method allows researchers to identify patterns, gaps and trends in the existing literature, making it particularly appropriate for answering research questions in depth.

Search Strategy

The data sources used came from academic journals, research reports, and articles published on leading research platforms such as Google Scholar, Scopus, Pubmed, and ERIC (Education Resources Information Center). Using specific keywords, such as *early AND childhood OR education AND phonic AND reading OR literacy AND method*, resulted in 571 articles. Of these, selection using the automated tool Rayyan resulted in 295 articles. Furthermore, 257 articles were excluded because they did not meet the inclusion criteria, such as relevance based on title, year, abstract, age, and accessibility. This process left 38 articles. Of these 38 articles, 18 articles were eliminated due to irrelevant populations, interventions, and outcomes. Finally, 20 articles were analyzed further.

Inclusion and Exclusion Criteria

The SLR inclusion and exclusion criteria applied in this study were used to screen scientific articles relevant to the research topic (Amalia et al. 2023). These criteria include eight main aspects, which are:

1. The population of focus is early childhood, aged 0-8 years, while research that is not conducted on early childhood is excluded.
2. The interventions studied included phonics and early literacy, while studies that did not address these topics were excluded.
3. No comparisons were used as criteria in this study.
4. Included studies were those that addressed the phonic method for early literacy, while those that did not were excluded.
5. Accepted research designs included quantitative, qualitative, mixed methods and research and development (R&D) approaches, with no exclusions based on design.
6. Only documents in the form of research journals or articles indexed nationally or internationally are considered, while books, theses, dissertations, theses, and proceedings are excluded.
7. Only articles published between 2016 and 2024 are included, while publications prior to 2016 are excluded.
8. The languages of accepted articles are English and Indonesian, while articles in other languages are not considered.

Data Analysis

The research in this article followed the PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) guidelines, which is a set of evidence-based guidelines for reporting systematic reviews and meta-analyses (Simamora, Vanessa, dan Arief 2024). PRISMA includes four main stages: identification, screening, eligibility, and inclusion (Simamora et al. 2024). In this study, the article selection and analysis process was carried out in detail with the support of the online application Rayyan, developed by Qatar Computing Research Institute (QCRI) (Rahman et al. 2023, hlm. 21–34). The following is the process of PRISMA stages:

1. Identification At the identification stage, articles were searched from various relevant sources, using specific keywords related to phonics and

early literacy methods in early childhood (0-8 years). Articles found were screened based on inclusion criteria, such as relevant population, intervention and document type. The years 2016-2024 were selected to ensure relevance to recent developments in the field.

2. Screening the identified articles then went through an initial screening stage. Articles that were not relevant to the research topic or did not fit the inclusion criteria were excluded. For example, articles that did not address phonics methods or used inappropriate populations (other than early childhood) were eliminated. This process helped narrow down the number of articles that needed to be analyzed further.
3. Eligibility the eligibility stage includes an in-depth evaluation of the articles that have passed the screening. Each article was examined for quality, including research

methodology, appropriateness to the topic focus, and reported results. At this stage, data from the articles were analyzed using a coding approach (Excluded, Maybe, and Included) to identify key themes, such as the effectiveness of phonics methods in supporting early literacy. This process ensured that only high-quality articles were included in the final analysis.

4. Inclusion the inclusion stage is shown in the PRISMA flow chart, which provides a detailed overview of the number of articles at each stage of the selection process. For example, at the identification stage, 571 articles were found. After filtering, 229 articles were excluded because they were not relevant to the research topic. At the eligibility stage, 46 articles were eliminated for not meeting the quality criteria. Finally, 20 articles were included in the inclusion stage. More details can be seen in Figure 1.

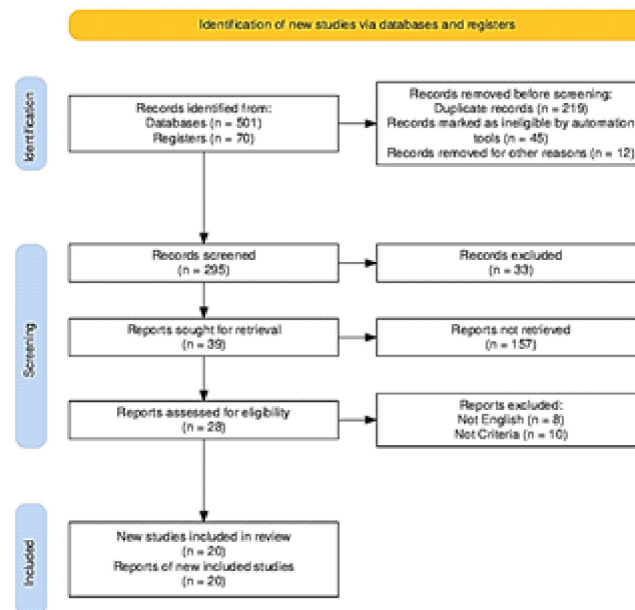


Figure 1. PRISMA flow diagram

■ RESULT AND DISCUSSION

RQ1: What is the effectiveness of the phonics method in improving early childhood early literacy skills in Indonesia by considering the local context?

The phonics method has long been used in several countries, namely in America, England,

Korea, Singapore, Australia and several other countries. The phonics method is used to help children learn the relationship between letters and sounds explicitly, which helps children understand the alphabetic principle better (Scliar-Cabral 2014). Children taught using phonics have better reading and spelling skills. Another advantage of

this method is its flexibility in teaching new words, so that children do not only rely on memorization, but are also able to apply their phonetic knowledge to understand new words (Møller, Mortensen, dan Elbro 2022).

Although the phonics method has been widely implemented in Indonesian elementary schools, its application at the kindergarten level is still limited. This is due to teachers' lack of understanding of effective phonics teaching methods for early childhood (Salamah, Ulfah 2018). Poorly trained teachers tend to be unable to teach grapheme-phoneme relationships effectively, so phonics methods are not optimally implemented in the classroom (Malik s. & Asif s. 2022). Teacher training is therefore necessary as without adequate training, teachers may not have sufficient understanding of the phonics method, resulting in its suboptimal implementation (Retnomurti, Hendrawaty, dan Nurhayati 2019). Region also affects training as there are constraints such as limited resources facing greater challenges, such as lack of access to teaching materials, quality training, and supporting technology (Faizi 2024).

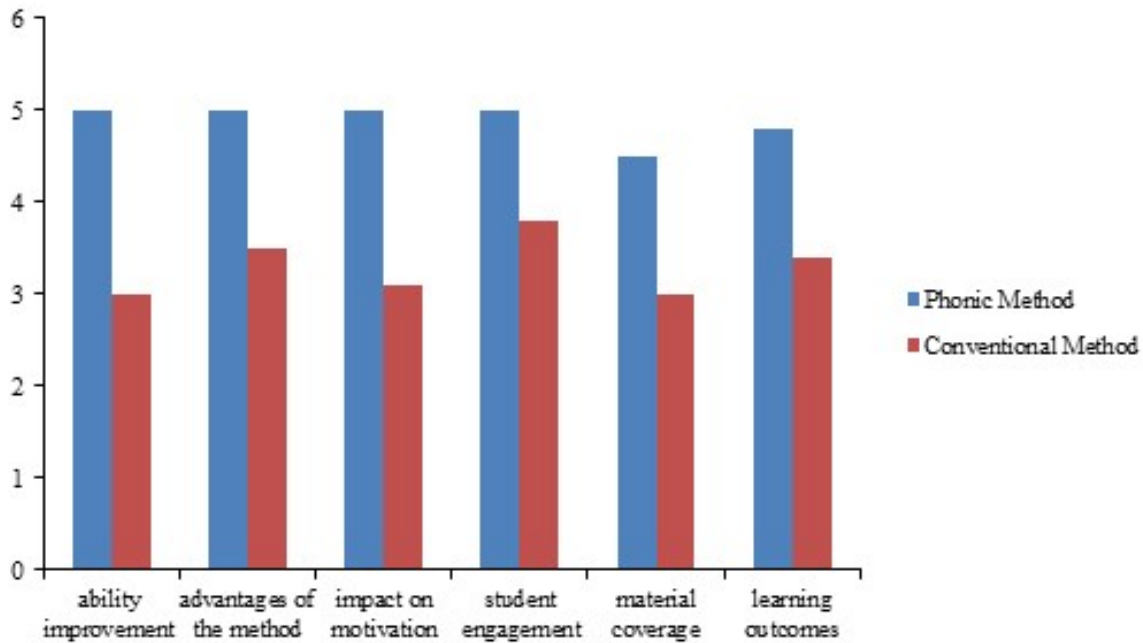
However, the phonics method has great potential to help Indonesian children recognize letters and sounds more easily. Relevant adaptation to local needs and language habits is the key to success, given that the learning environment in Indonesia is different from other countries (Nur et al. 2024). As an approach that connects letters (graphemes) with sounds (phonemes), the phonics method has proven effective in building early literacy. By teaching children how to analyze the sounds in words and connect them with written symbols, it strengthens phonological awareness, which is the foundation of reading and spelling skills (Bora et al. 2024).

A comparison of the effectiveness of the phonics method and the conventional method further strengthens this argument. This can be seen from the aspect of ability improvement and the aspect of learning motivation. The phonics method

is proven to be effective in improving students' reading skills, with pre-test scores increasing from 44.4% to 77.8% in the post-test (Anggraeni, Suyono, dan Kuswandi 2019). This approach helps students recognize letters, distinguish sounds, and read simple texts better than conventional methods. The advantage of phonics lies in the multisensory approach that involves visual, auditory, kinesthetic, and tactile, so learning becomes more interesting and fun (Hanum dan Abd 2024). In contrast, conventional methods tend to be monotonous, making students quickly bored and less engaged (Putri, Nasirun, dan Suprapti 2017). In addition, in the category of student engagement, the phonics method succeeded in creating an interactive learning atmosphere. Activities such as card games, songs, and movements make students more active and enthusiastic (Alisa Hildayanti et al. 2023).

Another advantage of the phonics method is its broader coverage of material. This approach trains students to recognize phonemes, combine letters, and understand words, while conventional methods focus more on recognizing letter symbols (Putri et al. 2017). As a result, students who learn with phonics are not only able to read better, but also better understand the meaning of what they read. Finally, the phonics method has a positive impact on additional learning outcomes, such as improved speaking, listening and writing skills. This emphasizes that the phonics approach is not only effective for reading, but also supports overall language development (Hanum dan Abd 2024). The above description can be seen in the following graph:

In summary, the phonics method effectively improves children's early literacy by systematically teaching the relationship between letters and sounds. Because phonics does influence early literacy by providing a foundation for children to understand the structure of language and the sound patterns on which reading skills are based. Early literacy according to Clay begins when children engage in the process of



connecting visual elements (graphemes) with auditory elements (phonemes), which helps them develop a cognitive working system for reading and writing (Doyle 2018). With adequate training, this method has great potential to sustainably

support children’s reading and spelling skills. The research data supporting this conclusion comes from a study of several literatures related to phonics methods and early childhood early literacy, which presented in detail in Table 3 below:

Table 1. Article review results

No	Author and Year	Title	Method	Results
1	(Lane, Contesse, dan Galligane 2023)	Phonics 101: Preparing Teachers to Provide Effective Intervention in Word Reading Skills	Descriptive-Analytic Research	This study shows that appropriate training can improve teachers' ability to provide reading interventions, so that students with learning difficulties can read more accurately and fluently.
2	(Quach et al. 2018)	Testing of a synthetic phonics-based targeted reading intervention for students with reading difficulties in Year 1: protocol for an efficacy randomised controlled trial	Randomized Controlled Trial (RCT)	The results showed that the MiniLit (phonics synthesis) program provided significant benefits on students' reading skills, especially on reading comprehension, basic literacy skills, and a reduction in the number of students in the bottom percentile of reading ability.

3	(Widyana et al. 2020)	The Effectiveness of Jolly Phonics and Multisensory Learning Methods in Improving Preschoolers PreReading Skills	True Experimental	The results showed that the Jolly Phonics and Multisensory methods significantly improved pre-reading skills in early childhood compared to the control group. There was no significant difference between the Jolly Phonics and Multisensory groups, meaning both methods were equally effective. In the control group, there was no significant improvement in pre-reading ability. This indicates that active and multisensory learning methods can effectively support children's early literacy development.
4	(Hulme et al. 2022)	Do family learning phonics courses improve parents' reading-related skills and ability to support their children's reading?	Experimental	Results showed that the phonics group had a significant increase in letter sound knowledge, with an average increase of 4-5 letters out of a total of 51 items. However, there was no significant improvement in phonological awareness, word reading, or word decoding compared to the control group. In addition, the phonics group reported supporting their children in literacy activities at home more often, indicating increased confidence in supporting their child's reading ability. These findings confirm that family phonics courses can improve basic reading skills in parents, although some skills require longer-term support.

5	(Almansoori, Ogdol, dan Alteneiji 2024)	The impact of integrating Jolly Phonics Lessons application into English literacy lessons on UAE preschoolers' phonics skills	Mixed Methods	The research showed that the use of the Jolly Phonics Lessons app in Group-A significantly improved phonics literacy skills, including letter sound recognition, letter formation, merging, and phoneme segmentation, compared to Group-B where the improvement was minimal. The interactive, visual and immediate feedback features of the app were shown to increase student engagement and comprehension, making it effective for children, especially those with learning difficulties.
6	(Nur Putri, Rahmawati, dan Kristiana 2022)	Implementation of the Cerdas Berbahasa Indonesia Fonik (CBI FONIK) Learning Model in Stimulating Early Childhood Listening Skills	Descriptive Qualitative	The results of this study indicate that the Cerdas Berbahasa Indonesia Fonik (CBI FONIK) learning model is effective in stimulating early childhood listening skills at Pelangi Alam Ponorogo Kindergarten. By using a pre-phonics level that utilizes single story posters and song techniques, children are able to improve their concentration and vocabulary. Activities were conducted not only in the classroom but also in the natural environment, creating a fun learning atmosphere. Most children were able to listen and mention the words they heard well, so this technique is considered to be able to support children's language development optimally.

7	(Pratiwi dan Eka 2023)	Development of Audiovisual Based Phonics Learning Media for Early Literacy Understanding in 5-6 Year Old Children	Research and Development (R&D)	This study produced an effective audiovisual-based phonics learning media to improve early literacy understanding in children aged 5-6 years. The media was declared feasible to use with the results of material expert validation of 93.75%, media experts of 90%, and user trials of 91.6%. Its effectiveness can be seen from the increase in children's understanding scores, where the pretest average of 49.5% increased to 75% in the posttest. This media contributes to introducing letters and sounds through objects around children, both online through YouTube and offline after being downloaded.
8	(Riska 2024)	Improving the Ability to Recognize Consonant Letters Through the Phonics Method in Children 5-6 Years of Age	Classroom Action Research	This research wants to make children aged 5-6 years more proficient in recognizing consonant letters. The trick is to use a learning method called "phonics" while playing letter cards. This research was conducted in several stages and the results were very good. The children found it easier to connect letter sounds with their shapes, their reading skills improved rapidly, and they enjoyed learning because the activities were fun and involved many senses. In conclusion, this phonics method is very suitable for teachers to use to teach reading to young children.

9	(Zhao et al. 2021)	DOLPHIN: Phonics based Detection of DGA Domain Names	Exsperimen	The results show that the DOLPHIN approach using phonics-based patterns significantly improves the accuracy of illegal domain name detection compared to previous methods, such as FANCI. DOLPHIN recorded an average accuracy improvement of 2.65% and a positive error rate reduction of 28.76% compared to FANCI. By adopting more precise vowel and consonant classification patterns, this method is able to better distinguish between legitimate domains and DGA-generated domains. In addition, the DOLPHIN method also shows stable performance when applied to larger datasets and with different types of machine learning algorithms.
10	(Fernández-Molina dan Cuevas 2023)	A Systematic Literature Review of the Research on Phonics in the English-speaking World and in Spain	Review Sistematis Literatur	The results show that the phonics method has an important role in English literacy learning, especially in the context of learning as a foreign language (EFL). Research in Spain, although still sparse compared to English-speaking countries, makes a positive contribution by pointing out the need to adapt phonics methods to the characteristics of non-native learners. It was found that adaptation of phonics for the Spanish context, teacher training and a more eclectic approach (incorporating other methods) can

				improve learning effectiveness. This study also highlights the need for further research to deepen the understanding of how phonics methods can be optimized in the education system in Spain.
11	(Mansoer dan Elis 2024)	Improving the Beginning Reading Skills of 3-4 Year Old Children Through the Phonics Method	Classroom Action Research	The results of this study indicate that the phonics method can improve the ability to read beginning in children aged 3-4 years at Kinderland Preschool Jakarta. Based on data analysis, at the pre-cycle stage the average class score reached 74 with a percentage of completeness of 33.33%. After the implementation of cycle 1, the average class score increased to 74.8 with a completion percentage of 53.33%. Furthermore, in cycle 2 there was a more significant increase with the average class score reaching 77.6 and 80% learning completeness.
12	(Alisa Hildayanti et al. 2023)	Assisting Children's Literacy Skills Through Phonics Learning	Descriptive Qualitative	Phonics learning is proven to be very effective in improving children's literacy skills. Children who learn with this method become more proficient in reading and writing. They can recognize letters and construct words better, and understand the meaning of words in a broader context. Other language skills such as listening and speaking are also developed. For this method to be successful, support from teachers and parents is essential.

13	(Cho, McBride, dan Kim 2020)	Effective teaching guidelines for Korean language learning in Korean kindergartens	Exsperimen	The results show that the effectiveness of teaching methods depends on the child's reading level. "Whole Gulja" instruction is more effective for beginning readers due to its visual and holistic approach. In contrast, analytic instructions such as "CV-coda" and "copying" are more beneficial for intermediate readers, who already have a basic knowledge of Gulja structure. There was no significant difference between the methods for advanced readers, who tended to show maximum performance regardless of the method used.
14	(Mustapha dan Hanife 2019)	Synthetic Phonics:An Evaluation of Pilot Training for Jolly Phonics Instructors in Nigeria	Experimental Research	The research found that the Jolly Phonics training significantly improved instructors' understanding of synthetic phonics and their ability to teach literacy. The pre-test showed that participants had a low initial understanding of letter sounds, consonant recognition and letter sound counting. However, the post-test recorded substantial improvements in all these aspects. The Jolly Phonics method proved effective in improving teachers' ability to teach reading and writing, thus supporting the adoption of this method in primary schools in Nigeria.
15	(Bowers 2020)	Reconsidering the Evidence That Systematic Phonics Is More Effective Than	Meta-Analyses and a Systematic Review of Meta-Analyses	This study found that claims that systematic phonics is more effective than alternative methods such as whole language or

		Alternative Methods of Reading Instruction		balanced literacy are not fully supported by empirical evidence. Although some meta-analyses show small positive effects in the short term, these findings are inconsistent, especially for children who are less able to read or above grade 1 level. Results also show that the long-term gains of systematic phonics, both in reading comprehension and spelling skills, are almost non-existent. Therefore, researchers suggest exploring more effective alternative approaches to improve early literacy.
16	(Santi Oktarina 2019)	Literacy Development with the Phonics Method for Early Childhood	Descriptive Qualitative	Research has shown that the phonics method is very helpful in helping young children learn to read and write. By teaching the relationship between letters and sounds in a clear and systematic way, children more easily understand how to read. This method also uses fun ways, such as reading books repeatedly and using learning aids, so that children are more interested in learning.
17	(Firdaus, Syamsuardi, dan Herlina 2019)	The Effect of Phonics Method on Literacy Skills of Group B Children at Bustanul Islamiyah Karuwisi Kindergarten	Pre-Eksperimen One Group Pretest-Posttest Design	The results showed that the use of the phonics method significantly improved children's literacy skills. Before the treatment, 52% of children were in the "Undeveloped" category and none were in the "Very Well Developed" category. After the treatment, there were no

				more children in the “Undeveloped” category, and 44% of children reached the “Very Well Developed” category. The paired sample t-test gave a significance value of 0.000 (<0.05), which proves the significant effect of the phonics method on improving children's literacy skills.
18	(Tsabitah dan Eva 2023)	Application of the Phonics Method to Early Reading Ability in Early Childhood at Sps Tabata Islamic Preschool Bekasi City	Descriptive Qualitative	This research shows that cooperation between teachers and parents is essential to teach preschoolers to read using the phonics method. Teachers play an active role in learning, using various fun ways such as songs and games. Parents also get involved by learning with their children at home. With this cooperation, children learn to read more easily and have fun doing it.
19	(Mantei, Kervin, dan Jones 2022)	Examining pedagogies for teaching phonics: lessons from early childhood classrooms	Qualitative	This research shows that the best way to teach young children about letter sounds (phonics) is to incorporate them into fun, reading-related play activities. In addition, phonics learning is no longer done in isolation, but becomes part of broader and more meaningful learning activities.
20	(Scull dan Lyons 2024)	Teaching phonics in context—stories of teachers' practice and students' outcomes	Mixed Methods	The study showed that the integration of phonics teaching in reading and writing significantly improved students' literacy. Prep students' reading scores increased from 0 to 9.92, while Year 1 and 2 students also recorded jumps from 8.84

to 21.62 and from 19.00 to 25.28. Students' writing skills also improved, including in text structure, sentences, vocabulary and spelling—for example, Prep students' spelling rose from 0.98 to 2.65. In addition, teachers became more reflective and confident using data to adjust instruction, which helped low-achieving students catch up. These results confirm the importance of integrated phonics teaching in rich contexts to support children's literacy.

The phonics method has been proven effective in improving early literacy skills in various countries, such as the United States, Singapore, Australia, the United Kingdom, Korea, and the United Arab Emirates. Research data shows that this method significantly improves children's reading, spelling and comprehension of new words through systematic teaching of letter-sound relationships. For example, the use of the Jolly Phonics Lessons app successfully improved students' phonics skills, including letter sound recognition, letter formation, and phoneme merging, as shown by research in the UAE.

In Indonesia, the implementation of phonics methods still faces challenges, especially in terms of the lack of teacher training and adaptation to local needs. However, some local studies using the phonics method show promising results. For example, the "CBI FONIK" method successfully improved children's listening and literacy skills in Ponorogo, while an audiovisual-based approach increased 5-6 year olds' literacy comprehension by 75%. With appropriate training and local adaptation, the phonics method has great potential to be implemented in Indonesia, supporting

improved literacy at the preschool level and providing a strong foundation for future learning.

RQ2: What is the role of collaboration between teachers and parents in supporting the successful implementation of the phonics method to improve early childhood literacy?

Collaboration between teachers and parents plays an important role in the successful implementation of the phonics method to improve early childhood literacy. Teachers are responsible for providing purposeful and fun phonics instruction at school through creative activities, such as songs, games and story reading (Tsabitah dan Eva 2023). On the other hand, parents support this learning by creating a literacy atmosphere at home, for example by reading with their children, introducing letters and sounds through daily activities, and involving children in game-based literacy activities (Campbell-Hicks 2016)

This collaboration can increase children's learning motivation and accelerate reading progress because guidance is provided in an integrated manner both at school and at home,

so children's learning becomes more focused. Based on research, collaboration between teachers and parents has been shown to help children more easily understand phonics and spell words well. Parents who are actively involved in the learning process also have a positive influence on children's confidence and interest in reading (Tsatitah dan Eva 2023) ; Fatonah, 2020). In addition, teachers and parents who share responsibility for children's learning can identify children's individual needs and design appropriate learning strategies to help overcome their difficulties.

■ CONCLUSION

This research highlights the importance of the phonics method in improving early literacy skills in young children. This method has been proven to be effective in helping children understand the relationship between letters (graphemes) and sounds (phonemes), improve their reading, spelling and comprehension of new words. However, the implementation of the phonics method in Indonesia still faces challenges, such as a lack of teacher training and adaptation to local needs. Studies show that collaboration between teachers and parents plays an important role in supporting the implementation of the phonics method. Through adequate training, contextual approaches and strong cooperation, the phonics method can be an important foundation in improving children's literacy in Indonesia.

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