Optimizing Early Childhood Reading Abilities: Perceptions of Private Reading Needs Demands

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Article Info	ABSTRACT
	The optimization of reading skills in early childhood through private reading demands less need. Kindergarten teachers and intuition do not get demands regarding children's reading skills. The method of this research is quantitative research. The population includes 145 kindergarten and early childhood education students in Kendari City. However, 58% of teachers agree that private reading should be implemented in kindergarten / early childhood because the majority of respondents see positive potential in private reading programs and can provide benefits for children's early literacy development, children's reading skills, the potential to increase children's interest in reading, and have a positive effect on children's language development and knowledge.

1. INTRODUCTION

The ability of kindergarten children to communicate or speak and pay attention to language or phonological sounds are requirements to intervene in accelerating the development of children's reading skills; intervention will be effective if learning is part of an integrated system. (Verhoeven et al., 2020). Private reading is part of the intervention of children's literacy development, which is carried out with the condition of an integrated learning system supported by the development of curriculum, teachers, appropriate media, and the child's family environment. However, the intervention is hesitant to be implemented because, in Permendikbud No. 137 of 2014 concerning national standards for early childhood education, the level of child literacy development is focused on pre-reading activities.(Depdiknas, 2014).

The equalization of children's reading skills, namely Early Childhood Education or Kindergarten, is included in the prereading category, elementary school grade 1 in the early reader category, elementary school grade 2-3 in the early reader category, elementary school grade 4-6 in the fluent reader category, junior high school in the advanced reader category, high school in the advanced reader category, and universities in the category of creative readers (Dewayani, 2019). Private reading or reading lessons become a controversial pro and con, namely for the pros that reading does not interfere with children's

play, does not burden children, taking lessons is not necessarily forced to be able to, and as long as children take lessons, must be happy and happy. While the nature of giving tutoring is to force children, fast development will cause less motivation, and children will feel burdened. Thus, private reading can be done, provided that children are not burdened. Each child has a different development, so children should not be hindered if they want to learn to read. In private, the maximum time is one hour (Fahmi, 2017).

The controversy over private reading in early childhood, as doubts are applied, has an impact as research data by Purnomosari et al. (2022) states that Indonesian literacy is still relatively low, especially among children, which is around 99% who do not like to read and 1% say they like to read, children prefer online games. According to him, this problem needs to be considered by teachers as the principal agents in the development and change of Indonesian Education because literacy culture is not easy; it requires a process that the family, school, and community environment can start. Research by Pamularsih (2022) shows that Indonesian children's reading is still relatively low. The results of his research show that Indonesian female students are significantly better at reading than male students; his findings confirm that social interaction is very influential on children's reading performance. Children's reading skills in late childhood with socioeconomic disparities influence the risk of new reading outcomes; interventions to improve reading skills at home and preschool attendance can eliminate these gaps and improve reading skills (Goldfeld et al., 2021). Preschoolers may be at risk of inadequate emergency literacy skills, which can be addressed by meaning-focused interventions (dialogical reading) and code-focused interventions (phenological awareness and letter knowledge). However, code-focused interventions are relatively compact and can meet the needs of children in each domain (Lonigan et al., 2013).

Private reading is a form of literacy related to stimulating the development of letter knowledge skills and phonological awareness, including inviting people to read books, getting to know vocabulary through specific media, imitating written forms and vocabulary, and engaging in other activities related to reading and writing. According to Afnida and Suparno (2020), literacy must be appropriately implemented. It must require teacher knowledge, experience, and availability of time so that the pros and cons of early childhood literacy can be resolved with literacy activities through various activity designs. Implementing early childhood literacy is built through the leadership of PAUD or kindergarten and management with stages of planning, organizing, acting, and controlling programs through evaluation (Marmoah & Poerwanti; Suharno, 2022). Best practices in creating a classroom environment appropriate for child development emphasize two key aspects: providing activities that stimulate children's active involvement and responsive interaction with teachers (Bulotsky-Shearer & Fantuzzo,

2011). The role of teachers is vital, as research findings by Varghese et al. (2019) show that teacher-child relationships (TCRs) are related to children's literacy achievement, and TCRs can be a support or obstacle in the development of children's literacy performance. Teachers' emotional support positively affects preschoolers' reading learning outcomes and vocabulary (Hu et al., 2018). Research conducted by Grøver et al. (2022) found that the quality of teachers' speech during shared reading impacts children's language, mediating children's second language vocabulary and grammatical outcomes. The pedagogical beliefs of preschool teachers with an additional language support approach and a child's language-centered approach in the daily routine are essential in the professional development of teachers (Wieduwilt et al., 2021). Teachers need to be equipped with skills in developing early childhood literacy through in-service training on how the classroom environment is organized and the use of technology (Oncu & Unluer, 2015).

Acceleration of children's literacy skills through the role of teachers, as described in some of the research above, can also be done through interventions, namely preschool education, the use of influential media and methods, and the role of the family environment. Intervention through preschool education, proven through several research results, Hermawan (2015) found that PAUD and PNF services are significant enough to help children undergoing formal education. Preschool Social Emotional Learning (SEL) programs have a unique role in improving children's language skills (Rojas & Abenavoli, 2021). The association between preschool participation and child literacy outcomes was positive and significant (Kim, 2022). Intensive interventions in preschool and kindergarten environments support the development of children's reading skills when entering secondary school (Phillips et al., 2021). Basic reading skills in the first grade of primary school are constructed by preschool literacy, including phonological awareness and letter knowledge (Birgisdottir et al., 2020). In preschool, code-related skills (letter knowledge) and phonological awareness significantly influence reading comprehension (Hjetland et al., 2020). Children's literacy skills are further improved in the HeadsUp class! Reading (HUR) in preschool, of concern in this study is reading skills in children from disadvantaged neighborhoods or in conditions of poverty (Jackson et al., 2006). Although some of these studies show the contribution of preschool education in improving children's learning skills, research by Li et al. (2020) showed that preschool attendance does not have a significant impact on children's literacy; this is due to children's learning and development situations that are complicated and difficult to predict.

Research on the role of methods and media in improving early childhood literacy is mixed. Research by Puranik et al. (2011) found that literacy skills in writing names and writing letters contributed significantly to spelling prediction. However, the ability to write letters contributed more uniquely to preschoolers' literacy and spelling skills. Designing interventions

based on policies and practices can improve the quality characteristics of language and literacy institutions for dual language learning children (Jacoby & Lesaux, 2017). The initial reading ability of PAUD group B children can be improved by snake and ladder games. This media makes children learn to read faster and games that are close to children (Ningtyas, 2014). A whole language approach can improve children's early reading skills (Fahrurrozi, 2017). Motion animation and song-learning media can improve the literacy of children aged 5-6 years, especially recognizing symbols in shapes and pictures, writing, reading simple sentences, and understanding language (M, 2022). Short audiovisual interventions can improve reading skills (Lovio et al., 2012). Interventions in reading and writing words through digital games can provide benefits and effectiveness for early childhood education (Da Silva et al., 2022). Working with parents can promote print awareness, which is essential to early childhood literacy and reading development (Zivan & Horowitz-Kraus, 2020). Music perception skills contribute to phonological awareness and reading development (Anvari et al., 2002).

Family environment support is critical in the development of children's reading skills as research by Jarrett et al. (2015) found that almost all African-American mothers contribute to preschoolers' skills related to formal reading and writing development codes (alphabet, letter recognition and word recognition, spelling and writing names, words, and letters), which are developed through oral tradition, acting out the story read, Oral pronunciation along with handstrokes to help spell, and is supported by the social culture of relatives (adult family members). The literacy development of preschool children is related to the home environment in literacy learning (Naples & Purpura, 2018).

The results of several studies that have been described show the practices of child literacy intervention, which are all related to the main factors of education (teachers, children, environment, curriculum, facilities and infrastructure, methods, and media). Previous research did not emphasize controversial introversion and polemic perceptions when implementing the interventions. In addition, previous studies emphasized the development of pre-reading; there has been no study of accelerated skills or exceeded reading development in the category of early learners (Category for elementary school grade 1). As a follow-up, there needs to be a study of accelerating reading skills using private reading interventions. However, private reading is still a polemic and empiricism controversy, namely PAUD and TK in Kendari City, Southeast Sulawesi. This study was not conducted through trials but began with a study of the perceived demands of private reading needs. This intervention can be an influential factor if an analysis of the needs of the intervention to be carried out is carried out. This study aims to map the perception of private reading needs in assessing early childhood reading skills, which were studied in three specs: aspects of parents' needs, curriculum, and elementary school. Thus, the study of this problem will provide

recommendations as a meeting point for interested parties, such as parents, early childhood and kindergarten, secondary schools, and the government as policymakers.

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2.   METHODS

This study uses quantitative research with a descriptive statistical approach; that is, the research does not make generalizations about the population or the sample. The validity of the research is carried out objectively, namely by looking at the highest percentage of respondents' answers. The research design uses percentages, presenting the perceptions of kindergarten or early childhood education teachers on optimizing early childhood reading skills. The study population includes 145 kindergarten and early childhood education students in Kendari City, Sulawesi Tenggara. The research sample was determined using a proportionate random sampling technique in Kindergarten and Early Childhood Education in 11 sub-districts in Kendari City so that the research sample amounted to 92 kindergartens or Early Childhood Education (the sample of placement was 92 teachers from 92 different kindergartens or early childhood education). From 92 Kindergartens in Early Childhood Education, one teacher was taken from each representative institution.

Data collection techniques were carried out through questionnaires distributed through Google Forms. Research instruments compiled into Google Formular contain closed questions; respondents can choose one or answer based on the perception they experience of the research problem. The questions contained in the research instrument are the need for literacy curriculum development Preparation for Elementary School Entry, the ability provided

by Kindergarten and Early Childhood Education to support the development of early childhood literacy, the availability of private services or reading lessons, the type of reading skills implemented, the effectiveness of literacy media used, pros and cons of private or reading lessons, Pros and Cons of Private or Reading Lessons on Aspects of Child Development, and Teachers' Perceptions of Parents and Elementary Schools That Demand Reading Skills. Data analysis techniques are carried out by calculating the percentage of answers for each respondent based on three aspects: the needs of the kindergarten or early childhood curriculum, the needs of graduate users, and the needs of parents of students.

3.   RESULTS AND DISCUSSION

Results

3.1   Optimization of Early Childhood Reading Skills Based on Curriculum Needs

The results illustrate the significant needs of kindergarten and early childhood education in Kendari City related to developing a literacy curriculum for Elementary School Entrance Preparation, as shown in Figure 1. Based on these results, it can be seen that:

a.   High Need: A proportion of 96.20% of kindergartens and preschools in Kendari City stated that they needed the development of a literacy curriculum for Primary School Preparation. These figures show that most early childhood education institutions recognize the importance of preparing children to enter primary education with solid literacy skills. This heightened need may arise from an awareness of the role of early literacy in building a solid foundation for future reading, writing, and comprehension skills.

b.   Low Need: A proportion of 1.90% of kindergartens and preschools in Kendari City stated that they did not need to develop a literacy curriculum for Primary School Preparation. Although this figure is relatively small, the reasons behind this view can vary, such as the belief that literacy skills are better taught at a more advanced level or their focus on other aspects of early childhood education.

c.   Potential Needs: A proportion of 1.90% stated that they may need the development of a literacy curriculum for Primary School Preparation. This may indicate uncertainty or openness of these institutions to consider the need for Primary School Literacy Preparation literacy programs, depending on further information or more profound understanding.
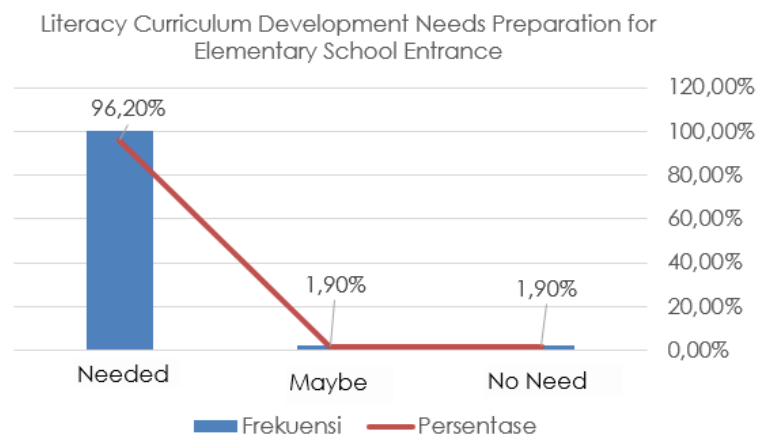
Literacy Curriculum Development Needs Preparation for
Elementary School Entrance

Figure 1. Perception of the Need for Kindergarten and Early Childhood Curriculum
Development in Kendari City

The capabilities provided by kindergartens and preschools in Kendari City in supporting early childhood literacy development are presented in Figure 2.
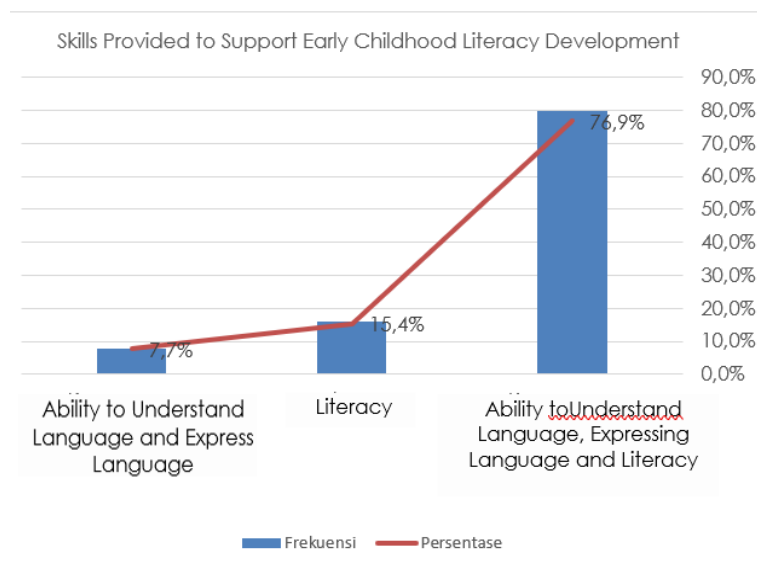
Skills Provided to Support Early Childhood Literacy Development

Figure 2. Skills that support Early Childhood Literacy Development

The study's results illustrate the various types of skills provided by kindergartens and early childhood preschools in Kendari City to support early childhood literacy development. Based on these results:

a.   Ability to Understand Language, Express Language, and Literacy (76.9%): Most early childhood education institutions, at around 76.9%, provide a holistic approach to developing children's literacy. They focus on three main aspects, namely the ability to understand language (such as understanding instructions or stories), express language (such as speaking or interacting well), and also provide an initial understanding of literacy, including recognizing letters or simple words.

b.   Literacy Skills (15.4%): As many as 15.4% of kindergartens and preschools in Kendari City focus on developing literacy skills more specifically. This indicates that these institutions may emphasize aspects of reading, writing, and other literacy skills without focusing too much on understanding and expressing language broadly.

c.   Ability to Understand Language and Express Language (7.7%): A small number of institutions, about 7.7%, direct their attention to developing children's ability to understand and express language. This suggests that their focus is on aspects of language that involve communication without going too deep into aspects of literacy specifically.

These results illustrate the variation of approaches applied by kindergartens and early childhood preschools in Kendari City to support the development of early childhood literacy. The most common approach covers all three main aspects, namely, the ability to understand language, express language, and literacy. It reflects an understanding of the importance of developing comprehensive skills in language and literacy in the early stages of child development.

Kindergartens and PAUD in Kendari City that provide private reading or reading lessons are presented in Figure 3.
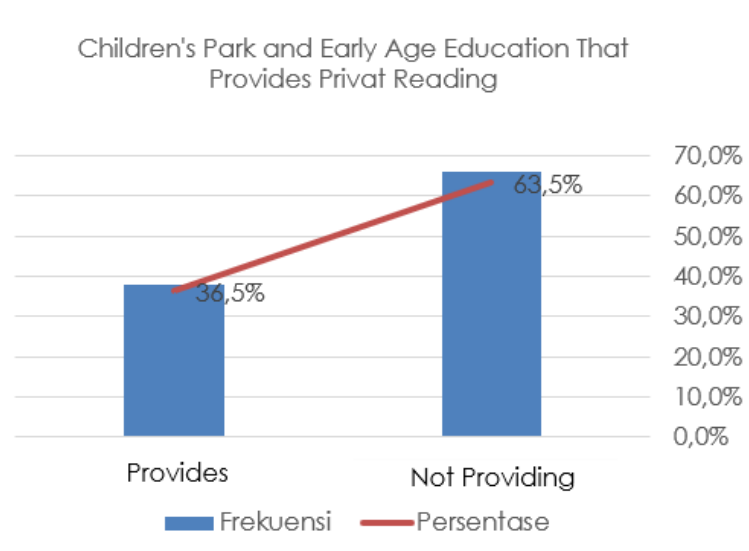

Figure 3. Private Reading Service for Kindergarten and Early Childhood Education in Kendari City

Based on the study results, it can be seen that of all kindergartens and preschools in Kendari City, as many as 36.5% of these institutions provide private reading services, while 63.5% do not. These results illustrate differences in the region's availability of private reading services among early childhood education institutions.

The proportion of 36.5% of kindergartens and preschools that provide private reading services indicates that several institutions pay special attention to developing reading skills in early childhood. Private reading services may include reading stories, helping children

recognize letters and words, and encouraging an interest in reading early on. This can be interpreted as a positive effort in improving early literacy and helping children build a strong foundation in reading. On the other hand, the results showed that the majority, namely 63.5% of kindergartens and preschools in Kendari City, did not provide private reading services. This can be due to several factors.

Reading skills implemented by kindergartens and preschools in Kendari City are presented in Figure 4.
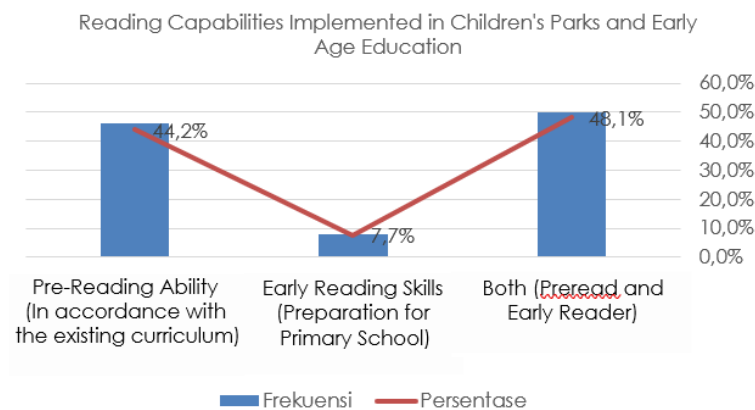

Figure 4. Types of Reading Skills implemented by Kindergarten and PAUD in Kendari City

Based on the results of research conducted in kindergarten and early childhood education in Kendari City, it was found that reading skills in early childhood have the following details:

a. Prereading Ability (44.2%): This refers to children's ability to recognize letters, understand phonemes (sounds in language), and build early skills in reading. Prereading skills involve recognizing letters, connecting letters to form words, and understanding basic concepts of how written language functions. According to the existing curriculum, the results showed that 44.2% of the children could read at this level.

b. Early Reading Skills (7.7%): Early reading skills are the initial steps to prepare children for primary education. It involves introducing words in a more complex manner, introducing simple sentence structures, and an initial understanding of the meaning and context of the reading. Only 7.7% of children showed early reading skills, indicating that their preparation for primary school still requires more attention.

c. Both (Prereading and Early Reading) 48.1%: This group includes children who have successfully developed pre-reading skills and have early reading skills. They may be able to identify several words, understand simple texts, and build a good foundation for further reading skills at the elementary school level. A total of 48.1% of children fall into this category.

The overall results show that most kindergarten and early childhood education children in Kendari City have reading skills at the pre-reading and early reading levels. Despite this,

about 7.7% of children still have not reached the level of early readership, indicating the potential to improve their preparation before entering primary education. The results of this study provide an overview of the distribution of reading skills in early childhood, which can be the foundation for developing more effective learning approaches at the kindergarten and early childhood levels in Kendari City.

The effectiveness of literacy media used by kindergartens and early childhood education in Kendari City is presented in Figure 5.
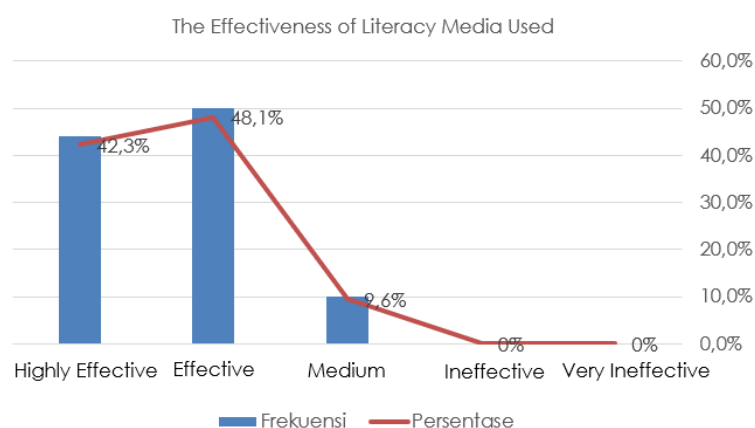

Figure 5. Effectiveness of Kindergarten and Early Childhood Literacy Media in Kendari City

Based on the results of research on the effectiveness of literacy media used in Kendari City, it was found that the media has varying levels of effectiveness, with the following details:

a. Highly Effective (42.3%): Media literacy literacy was categorized as "highly effective" by 42.3% of respondents. This indicates that most respondents consider the media used to have a significant positive impact in helping children develop literacy skills. These media may have been well designed, appropriate to the developmental characteristics of early childhood, and able to effectively facilitate the literacy learning process.

b. Effective (48.1%): The majority of respondents, namely 48.1%, stated that the literacy media used was effective. While it may not be considered highly significant as it is categorized as "highly effective," it is still capable of making a positive impact in helping children build literacy skills.

c. Moderate (9.6%): 9.6% of respondents consider media literacy to be in the "moderate-medium" category. This suggests that some respondents see the media as having a moderate impact in supporting children's literacy development. In this category, there may be some aspects that can be improved to increase their effectiveness further.

The results of this study provide an overview of public perceptions regarding the effectiveness of literacy media used in Kendari City. More than half of the respondents (90.4%) considered the media practical or very effective. This is a positive sign that literacy efforts in kindergarten and early childhood education in Kendari City have produced quite

good results. However, there is still room for improvement, primarily to address the respondents who consider the media to have only a moderate-moderate effect. This information can be the basis for further improvement or development of literacy strategies used in the region.

3.2 Pros and Cons of Private Reading

Pros and cons The teachers' opinions about providing private reading or reading lessons in Kendari are presented in Figures 6 and 7.
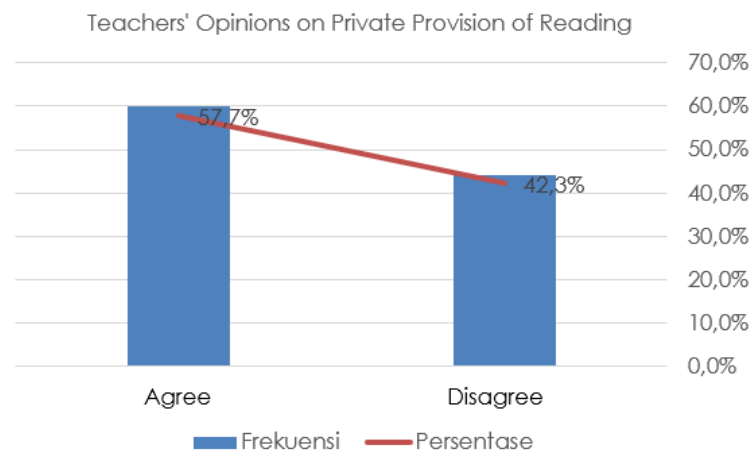

Figure 6. Pros and Cons of Private Reading

The results showed that of the teachers interviewed or who participated in the study, 57.7% agreed with the private reading program, while 42.3% disagreed. These results illustrate the views and opinions of teachers towards introducing private reading programs in the context of early childhood education.

The proportion of 57.7% of teachers who agreed with private reading programs showed that the majority of respondents saw positive potential in these programs. They may think private reading programs benefit children's early literacy development and reading skills. The reasons behind this agreement may include understanding the importance of reading at an early age, the potential to increase children's interest in reading, and the positive effects on language and knowledge development.

Meanwhile, 42.3% of teachers who disagreed with the private reading program indicated doubts or disagreements in implementing this program. The reasons behind this disagreement may vary, such as a feeling that other approaches are more effective, limited time or resources, or the view that early childhood education should focus more on other activities.

It is important to note that these results reflect the views of teachers interviewed in the study. Reactions to educational programs or changes are often influenced by factors such as the teacher's educational background, experience in teaching, understanding of child development, and views on specific educational methods.

In order to further understand why some teachers agree or disagree with private reading programs, further research can be conducted. In-depth interviews or additional surveys might help identify arguments and more profound perceptions of both groups. This information can help formulate policies and develop more effective educational programs based on teachers' needs and views.
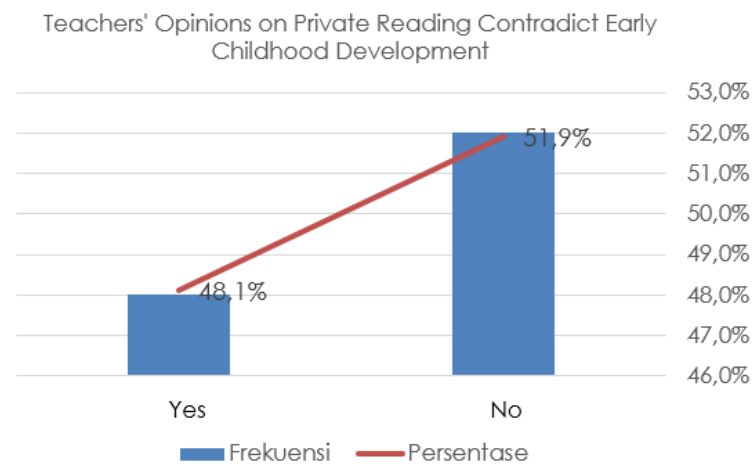

Figure 7. Pros and Cons of Private Reading on Aspects of Child Development

The study's results reflect teachers' opinions in kindergarten and early childhood education in Kendari City related to the extent to which private reading programs are related to early childhood development. Based on these results:

a. Not Contrary to Child Development (51.9%): Approximately 51.9% of teachers in kindergarten and early childhood stated that, in their view, private reading programs do not conflict with early childhood development. This view indicates that early introduction to reading through private reading programs can positively benefit children's language development, cognitive skills, and interest in learning. These teachers may see added value in providing earlier opportunities for children to engage in reading and literacy activities.

b. Contrary to Child Development (48.1%): In contrast, about 48.1% of teachers stated that, in their view, private reading programs could conflict with early childhood development. This view may have arisen out of concern that private reading programs may overstress children or burden them at a very young age. There may also be concerns related to other aspects of development, such as free play and social interaction, which can be affected by too much focus on reading.

These results reflect differing views and opinions among kindergarten and ECCE teachers on the impact and benefits of private reading programs on early childhood development. This difference can be due to various factors, including the teacher's

educational background, teaching experience, understanding of child development, and the educational approach applied at each institution.

To overcome these differences of views, open communication, and dialogue can be an essential step. Encouraging discussion between teachers and paying attention to both sides' arguments and concerns can help formulate a more balanced and practical approach to introducing private reading programs in early childhood.

3.3.   Optimization of Early Childhood Reading Skills Based on Parents' Needs

Figure 8 presents optimizing early childhood reading skills based on parental needs.
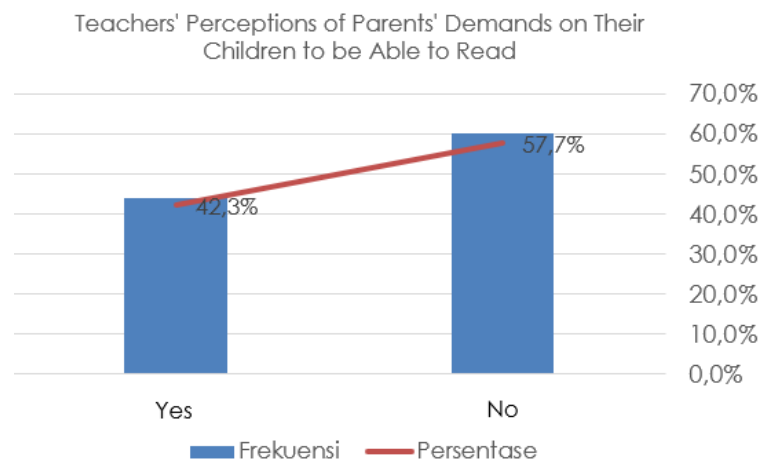

Figure 8. Teacher's Perception of Parents Who Demand Reading Skills

The study's results illustrate that teachers' perceptions of kindergarten and early childhood education in Kendari City relate to how much parents demand reading skills in early childhood. Based on these results:

a.   Reading Skills Are a Demand of Parents (42.3%): Approximately 42.3% of teachers in kindergarten and preschool consider that parents have high expectations of early childhood reading skills. They believe that parents tend to demand their children to be able to read at an early stage of development. This view may reflect parents' drive to ensure that their children have a strong literacy foundation to be better prepared for entry into higher levels of education.

b.   Reading skills are not demanded of parents (57.7%): In contrast, about 57.7% of teachers think parents are less demanding of reading skills in early childhood. They may notice that parents focus more on other aspects of a child's development, such as emotional, social, and creative well-being. This view may be based on their experience in interacting with parents and understanding that parental expectations are not always focused on academic achievement in the early stages.

These results reflect the variation in views among teachers about the extent to which parents have expectations for early childhood reading skills. This difference can be due to various factors, including parents' educational background, their understanding of the importance of early literacy, teachers' personal experiences and beliefs, and individual interactions with families.

To overcome these differences in views, it is essential to engage parents in an open dialogue about child development. Educating parents about the importance of early literacy and ways they can support it at home can help overcome expectations that may be unrealistic or inappropriate for early childhood development. With cooperation between teachers and parents, a balanced approach can be produced and support the holistic development of children.

3.4 Optimization of Early Childhood Reading Skills Based on Secondary School Needs

Figure 9 optimizes early childhood reading skills based on secondary or elementary school (SD) needs.
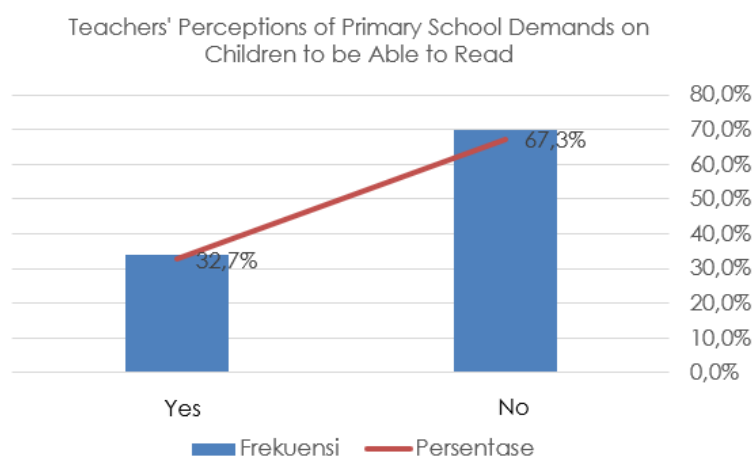

Figure 9. Percentage of Reading Ability as a Secondary School (SD) Requirement

The study's results reflect teachers' perceptions in kindergarten and early childhood education in Kendari City related to the extent to which secondary schools (SD) demand early childhood reading skills. Based on these results:

a. Reading skills are a demand of secondary schools (32.7%): About 32.7% of teachers in kindergarten and preschool believe that secondary schools have high expectations of early childhood reading skills. They consider that the ability to read in the early stages of development is essential to meet further education requirements. This view reflects the belief that preparing children with strong literacy skills early will help them overcome educational challenges at higher levels.

b. Reading skills are not a demand for secondary school (67.3%): In contrast, about 67.3% of teachers think that secondary school is less demanding in early childhood. They may believe that early childhood education should focus more on holistic developmental

aspects, such as social, creative, and emotional skills, rather than academic aspects, such as reading. This view may acknowledge the importance of reading but rather emphasize the importance of a holistic approach in early education.

These results reflect varying views among teachers about secondary school expectations of early childhood reading skills. These differences can be due to various factors, including education policies, teachers' educational backgrounds, their views on the relevance of early literacy in further education contexts, and personal experiences in teaching early childhood.

It is essential to approach this result with a balanced approach. Although continuing education may have certain expectations for early childhood reading skills, remember that early childhood education must also embrace a holistic approach that supports the child's full potential development. Cooperation between early and secondary education can help formulate a more effective and holistic approach to children's literacy and education development.

4.   DISCUSSION

The research findings are that optimizing reading skills in early childhood through private reading demands less need. Kindergarten or Early Childhood Education teachers and officials are not prosecuted regarding children's reading skills. However, teachers agree that private reading should be done in kindergarten or early childhood education because it is not considered contrary to child development. According to research by Verhoeven et al. (2020), intervention in accelerating the development of children's reading skills will be effective if learning is part of an integrated system and needs to pay attention to children's ability to sound language or phonology to intervene.

The findings of this study indicate that the optimization of reading skills in early childhood through private reading methods has not received adequate demands. Teachers and stakeholders in kindergartens or early childhood education do not generally feel any pressure or clear need to develop children's reading skills in their early education stages. This reflects that reading skills are not a primary focus in most early childhood education contexts. Kindergarten and Early Childhood Education teachers in Kendari City adhere to Permendikbud No. 137 of 2014 concerning national standards for early childhood education, which state that child literacy development is focused on pre-reading activities.

However, exciting aspects emerge from these findings. Although formal demands on reading may seem lacking, 58% of teachers agree that conducting private reading sessions in a kindergarten or early childhood education environment is a potentially effective step. The reason is that private reading methods are considered not to conflict with the natural developmental stages of children. Private reading can be adapted to accommodate children's needs and interests appropriately, thus providing a more personal and relevant

reading experience. Thus, these findings illustrate that while formal demands on early childhood reading skills are limited, there is potential for the use of private approaches to reading in kindergarten or early childhood education settings. This method might fill the gap between education demands and children's development by creating an environment that supports the exploration and understanding of literacy without neglecting children's individual characteristics and developmental stages. Similarly, the research results by Fahmi (2017) show that private reading can be done, provided children are not burdened. Each child has a different development, so children should not be hindered if they want to learn to read. During private time, the maximum time used is one hour.

5.   CONCLUSION

Optimization of reading skills in early childhood through private reading demands less needs. Kindergarten teachers and intuition do not get demands regarding children's reading skills. However, teachers agree that private reading should be done in kindergarten / early childhood because it is not considered contrary to child development. Optimization of reading skills in early childhood through private reading methods shows that there is currently a lack of recognition of the importance of demands related to reading skills in the early stages of education. Kindergarten teachers and institutions rarely get a significant boost to develop children's reading skills at an early age. However, most teachers think private kindergarten/early childhood reading sessions are feasible. This view arises because this method is considered not to contradict the natural stage of development of the child. Private reading can create an environment that supports and stimulates children's interest in literacy while still paying attention to their developmental characteristics. Through this approach, children can be invited to explore the world of reading in a way that suits their understanding and interest, providing a solid foundation for further learning.

6.   ACKNOWLEDGEMENTS

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