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# COLLABORATIVE IMPLEMENTATION OF TEACHERS AND PARENTS IN DEVELOPING FIRST-GRADE STUDENTS' LITERACY

# IMPLEMENTASI KOLABORATIF GURU DAN ORANG TUA DALAM MENGEMBANGKAN LITERASI SISWA KELAS 1

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**Abstract**

This study aims to describe the implementation of collaboration between teachers and parents in developing the literacy skills of the first-grade students at SD Muhammadiyah Condongcatur through management functions (planning, organizing, actuating, and controlling). This study employed a descriptive qualitative approach. Data were collected through semi-structured interviews, participatory observation, and documentation. The results indicated that well-planned collaboration, executed by setting mutual targets, synchronizing literacy media between school and home, and maintaining intensive communication through communication books and digital media, effectively accelerated students' literacy development. Challenges such as parents' time constraints and the heterogeneity of students' initial abilities were mitigated through individualized mentoring and routine evaluations. This study contributes theoretically and practically by offering an integrative partnership management model (teachers as academic facilitators and parents as habituation mentors) that can be replicated to optimize early literacy programs in community-based elementary schools.

***Keywords:*** *Teacher and Parent Collaboration, Student Literacy, Fisrt-Grade Elementary School*

***Abstrak***

*Penelitian ini bertujuan untuk mendeskripsikan implementasi kolaborasi antara guru dan orang tua dalam mengembangkan literasi siswa kelas 1 SD Muhammadiyah Condongcatur melalui fungsi manajemen (perencanaan, pengorganisasian, pelaksanaan, dan pengawasan). Penelitian ini menggunakan pendekatan kualitatif deskriptif data dikumpulkan melalui wawancara semiterstruktur, observasi partisipatif, dan dokumentasi. Hasil penelitian menunjukkan bahwa kolaborasi yang terencana melalui penetapan target bersama, sinkronisasi media literasi antara sekolah dan rumah, serta komunikasi intensif melalui buku penghubung dan media digital efektif mempercepat kemampuan literasi siswa. Tantangan berupa keterbatasan waktu orang tua dan heterogenitas kemampuan awal siswa dapat diatasi melalui pendampingan individual serta evaluasi rutin. Penelitian ini memberikan kontribusi teoretis dan praktis mengenai model manajemen kemitraan integratif (guru sebagai fasilitator akademis dan orang tua sebagai pendamping habituasi) yang dapat direplikasi untuk mengoptimalkan program literasi dini di sekolah dasar berbasis komunitas*.

***Kata Kunci:*** *Kolaborasi Guru dan Orang Tua, Literasi Siswa, Kelas 1 SD*

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## 1. Introduction

Literacy is not merely the ability to read and write, it is a fundamental competency that enables individuals to understand, interpret, and utilize information effectively throughout their lives. In elementary education, particularly in first grade, literacy development is a critical stage because children begin to acquire foundational reading skills that strongly influence their future academic achievement. At this stage, students not only learn to recognize letters and decode words but also begin to develop reading habits and motivation that support long-term learning (Saadati & Sadli, 2019). Therefore, ensuring that children engage in meaningful literacy activities that develop phonological awareness, vocabulary, and early reading skills is essential for their cognitive and academic growth (Ismawati & Puspita, 2024; Yestiani & Zahwa, 2020). However, literacy development in lower grades remains a significant challenge because students enter school with diverse levels of readiness and literacy experiences.

In practice, teachers often face various obstacles in supporting students' literacy development, including limited instructional time, large class sizes, and the heterogeneity of students' initial reading abilities. These challenges make it difficult for classroom instruction alone to address individual learning needs fully. Consequently, some first-grade students continue to experience delays in reading fluency, word recognition, and text comprehension. Such conditions indicate that literacy development cannot rely solely on school-based instruction but requires support from other learning environments, particularly the family environment. This statement is consistent with the view that children's literacy achievement is shaped by the interaction of educational experiences both inside and outside school (Ismawati & Puspita, 2024).

Parents play an equally important role as teachers in supporting children's literacy development. Parents' ability to guide and educate their children significantly influences the success of literacy learning and the formation of reading habits (Sholikha, 2022). Through communicative interactions, parents can enrich children's language experiences, understand their emotional needs, strengthen family relationships, and provide positive stimulation for literacy development. Recent studies further emphasize that family involvement is one of the most influential factors affecting children's educational outcomes and strengthening connections between home and school learning environments (Mayer, Benito, Rozas, & Casas, 2026). In addition, parent-involved reading activities have been shown to significantly improve students' reading skills and literacy engagement (Çalışkan & Ulaş, 2022). These findings suggest that literacy development is more effective when consistent home literacy practices reinforce school learning experiences.

The importance of parental involvement highlights the need for effective collaboration between schools and families. Collaboration between teachers and parents serves as a bridge connecting the two primary environments in which children learn and develop. Teachers function as facilitators of formal learning by designing systematic instruction aligned with curriculum objectives, while parents act as primary educators who reinforce literacy habits and learning routines at home (Sabrina, Hairani, & Syahrial, 2024). According to Epstein & Sheldon (2022), successful school-family partnerships involve shared responsibility, effective communication, learning support at home, and collaborative decision-making. Therefore, literacy development should be viewed as a shared responsibility requiring active participation from both teachers and parents. Various collaborative initiatives, such as shared reading programs, communication books, digital communication platforms, and literacy workshops for parents, have been

implemented to strengthen literacy support across school and home settings (Akmalina, Pahrul, & Hidayat, 2025). Furthermore, evidence from family-school-community partnership programs demonstrates positive effects on students' reading achievement and literacy engagement (Jones, 2018).

Although the importance of teacher-parent collaboration has been widely recognized, challenges related to managing collaborative programs remain prevalent in educational practice. Many school-home literacy initiatives are implemented inconsistently and rely heavily on individual teachers rather than on systematic institutional management. As a result, collaborative activities often become incidental, fragmented, and difficult to sustain over time. Previous studies on early literacy development have primarily focused on classroom instructional approaches, literacy learning media, reading interventions, and the role of teachers in supporting literacy acquisition (Ismawati & Puspita, 2024; Saadati & Sadli, 2019). Meanwhile, studies examining parental involvement have largely emphasized sociological and correlational aspects, such as the relationship between family background and children's literacy achievement (Sholikha, 2022). Partnerships between schools and families are frequently discussed as important educational practices; however, limited attention has been given to how these partnerships are systematically managed within educational institutions.

This condition reveals a significant research gap in the literature. Existing studies tend to focus on literacy outcomes, instructional effectiveness, and levels of parental participation while overlooking the managerial processes that sustain collaboration. In practice, school-home partnerships often lack standardized governance mechanisms, resulting in unclear planning, poorly defined responsibilities, inconsistent implementation, and limited monitoring systems (Kurniawati & Pardimin, 2021). Consequently, little is known about how collaborative literacy programs are managed through systematic planning, organizing, implementation, and evaluation processes to ensure sustainability and effectiveness, particularly in elementary school settings.

To address this gap, this study adopts the Planning, Organizing, Actuating, and Controlling (POAC) framework as an analytical lens for examining teacher-parent collaboration in literacy development. The POAC framework provides a comprehensive perspective for understanding how collaborative programs are planned, coordinated, implemented, and evaluated within educational organizations. Through this framework, collaboration is viewed not merely as parental participation but as a structured management process that requires clear objectives, role allocation, coordinated implementation, and continuous monitoring (Bush, 2020). Previous research has highlighted that successful literacy development is influenced not only by instructional quality but also by effective literacy management practices within schools (Marmoah, Poerwanti, & Suharno, 2022). However, challenges frequently arise in the controlling function, particularly in monitoring students' literacy progress and maintaining consistent communication between teachers and parents. Therefore, examining literacy collaboration through the POAC framework offers an opportunity to understand better how collaborative governance can support sustainable literacy development.

This study aims to analyze and describe the implementation of teacher-parent collaboration in supporting first-grade students' literacy development through the POAC management framework. Specifically, the study explores: (1) how planning and organizing functions are implemented, (2) how actuating and controlling functions are carried out, and (3) what managerial challenges and solutions emerge in optimizing collaborative literacy programs. By focusing on the managerial dimensions of literacy

partnerships, this study contributes to the development of an effective, integrative, and replicable model of school-home collaboration for literacy development in elementary education.

## 2. Research Method

This study employed a qualitative case study design to explore in depth the implementation of teacher-parent collaboration in supporting literacy development among first-grade students at SD Muhammadiyah Condongcatur. A qualitative case study was considered appropriate because the research focused on understanding a contemporary phenomenon within its real-life context and examining the managerial processes underlying literacy collaboration between teachers and parents.

Informants were selected using purposive criterion sampling, whereby participants were chosen based on predetermined criteria relevant to the research objectives. The criteria for selecting parent informants were that they be parents or guardians of first-grade students identified as experiencing literacy difficulties based on the school's initial diagnostic assessment. Based on field data, only one student in each first-grade class was identified as having significant difficulties in reading and writing. Therefore, four informants were selected, consisting of two first-grade homeroom teachers and two parents or guardians of students who had not yet achieved reading fluency. These participants were considered information-rich cases because they were directly involved in literacy collaboration activities and possessed detailed knowledge of literacy support at both the school and home levels.

Primary data were collected through semi-structured interviews, observations, and documentation studies. The interview protocol was developed based on the Planning, Organizing, Actuating, and Controlling (POAC) management framework to examine the planning, implementation, and evaluation of literacy collaboration between teachers and parents. Observations were conducted using a passive participant-observation approach focused on communication practices and literacy-support activities by teachers and parents. Meanwhile, documentation studies were conducted to strengthen and verify findings obtained from interviews and observations. Documents analyzed included literacy teaching modules, students' reading progress records, liaison books, literacy program documentation, and supporting documents related to student learning outcomes.

The study was conducted during the first semester of the 2025/2026 academic year. Data collection was carried out over a period of three months to capture the consistency of literacy collaboration practices between school and home. Before data collection, ethical procedures were implemented to protect participants' rights and confidentiality. The researcher obtained formal permission from the school, provided informed consent forms to all participants, and guaranteed anonymity by using coded identifiers in interview transcripts and research reports.

Data were analyzed using the interactive model proposed by Miles, consisting of data reduction, data display, and conclusion drawing/verification. During the data reduction stage, interview transcripts, observation notes, and documents were reviewed, organized, and coded according to the four dimensions of the POAC framework. Similar codes were subsequently grouped into broader categories and themes to identify patterns of teacher-parent collaboration in literacy development. The data display stage involved presenting findings through descriptive narratives and matrices illustrating relationships among the planning, organizing, actuating, and controlling processes. Finally,

conclusions were drawn and continuously verified by comparing emerging findings across multiple data sources to ensure consistency and credibility.

To ensure the trustworthiness of the findings, several validation strategies were employed. Credibility was established through source triangulation, technique triangulation, and member checking. Source triangulation involved comparing information obtained from teachers and parents to examine the consistency of literacy collaboration practices across school and home contexts. Technique triangulation was conducted by comparing interview data with observation findings and documentary evidence. Member checking was carried out by returning interview transcripts and preliminary interpretations to participants for confirmation and clarification. Furthermore, dependability and confirmability were supported by maintaining an audit trail that documented data collection procedures, coding processes, analytical decisions, and the development of interpretations. These procedures ensured that the findings accurately reflected participants' experiences and could be systematically traced throughout the research process.

## 3. Results and Discussion

### 3.1 Results

The collaborative implementation between teachers and parents to develop literacy in first-grade students at SD Muhammadiyah Condongcatur is managed through four main functions: planning, organizing, implementing, and monitoring.

#### 3.1.1 Planning Stages

The planning stage at SD Muhammadiyah Condongcatur is not merely an administrative activity, but rather a strategic tool for aligning academic visions and expectations between the school (formal mentors) and the home (habituation assistants). A map of the interconnectedness of these planning elements can be seen in the following data network visualization:

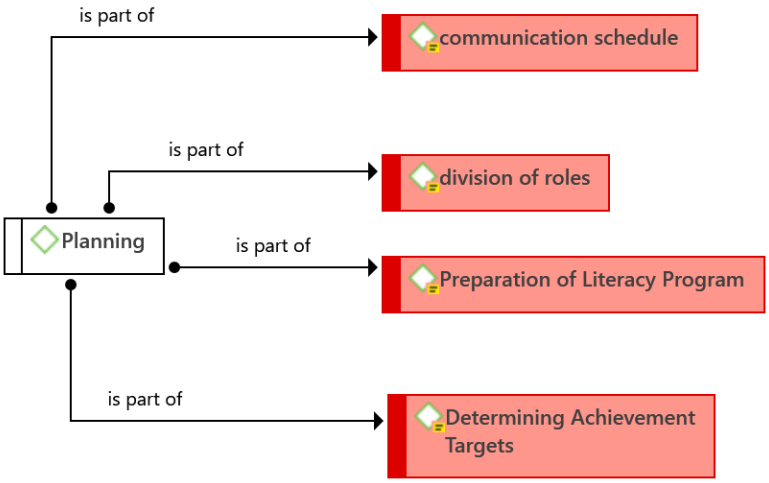



Figure 1. Collaborative Planning Stage between Teachers and Parents in Developing Literacy in the First-Grade Students

Data analysis revealed four key planning components that support teacher-parent collaboration in literacy development: communication, scheduling, role allocation,

literacy program development, and literacy target setting (figure 1). These components function as the foundation for establishing a shared understanding between teachers and parents regarding literacy support for the first-grade students.

The findings indicate that both teachers and parents emphasized the importance of establishing a regular communication schedule to ensure continuity between literacy instruction at school and literacy support at home. Communication was designed as a two-way, continuous process, allowing teachers to provide information on students' literacy progress while enabling parents to report learning experiences and challenges encountered at home. As explained by one teacher (N2):

> "*Communication mechanisms between teachers and parents regarding literacy development must be planned, ongoing, and two-way. The goal is not simply to provide reports, but to ensure that school strategies are continued at home.*"

Parents also reported setting aside a specific time for literacy activities at home, generally 15-20 minutes each evening, to reinforce literacy practices introduced at school. N3 explained:

> "*Have a specific schedule, usually in the evening after your child has finished their homework and before bed. The time allocated is around 15–20 minutes, so your child doesn't get bored*."

These findings suggest that communication scheduling serves as an important mechanism for maintaining consistency in literacy support across school and home environments.

A clear division of roles emerged as another important planning component. Teachers were responsible for providing formal literacy instruction and additional reading support at school, while parents were responsible for reinforcing literacy habits and reading practice at home. One teacher (N2) explained:

> "*The agreement between parents and teachers for this program is that teachers will provide literacy coaching at school, which will then be continued by parents at home. This program lasts approximately 30 minutes.*"

The findings demonstrate that clearly defined responsibilities helped establish mutual expectations and facilitated coordinated literacy support for students.

The development of literacy programs was preceded by an initial assessment conducted by teachers to identify students' literacy abilities. Assessment results were subsequently communicated to parents and used to design literacy interventions, including reading corners, guided reading activities, and read-aloud programs. N1, as a teacher, stated:

> "*At the beginning of the semester, the teacher observes the students' literacy skills, then communicates with parents about the literacy program at the school, especially for the first-grade*."

The findings indicate that literacy program planning was data-driven and responsive to students' literacy needs.

The final planning component involved establishing literacy achievement targets. Both teachers and parents shared the understanding that first-grade literacy mastery was essential to supporting future academic success. Teachers emphasized reading and writing proficiency as prerequisites for understanding content in other subjects, whereas parents viewed literacy as a foundation for developing children's confidence in learning. According to one teacher (N2):

> "*To complete first-grade students' literacy skills, enabling them to follow lessons more effectively. Furthermore, this program aims to improve children's long-term ability to understand, process, and use the information they gain from reading."*

Similarly, N3 as a parent stated:

> "*Reading is crucial for early elementary school-aged children because it lays the foundation for understanding other subjects. If children's reading skills are strong by the first grade, they will be more confident, grasp material easily, and stay on track with their learning.*"

Overall, the planning stage was characterized by shared literacy goals, structured communication, clearly defined responsibilities, and literacy programs designed based on students' learning needs. These elements formed the foundation for subsequent organizing, implementation, and monitoring activities.

### 3.1.2 Organizing Stages

The organizing stage focused on establishing the structures and resources necessary to support literacy collaboration between teachers and parents. Data analysis identified three main organizing components: communication structures, literacy media, and literacy facilities (figure 2).

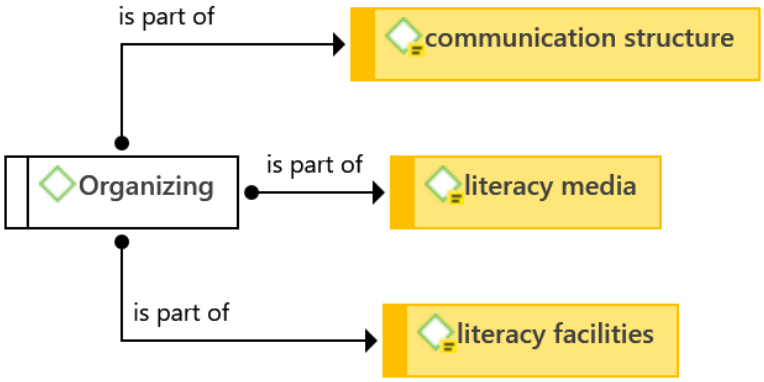



Figure 2. Collaborative Organizing Stage of Teachers and Parents in Developing Literacy of the First-Grade Students

A conceptual analysis of figure 2 reveals an effort to synchronize the children's learning environment structurally. The organization here is not rigidly hierarchical, but rather networked. The academic significance of this organizational network is that the physical facilities at school (such as reading corners or extra hours) will not function optimally unless they are organized in conjunction with daily support media at home.

Organizing to ensure each component of collaboration has a clear structure and support. Based on research results, organizing collaboration at SD Muhammadiyah Condongcatur includes three main elements.

The findings indicate that literacy collaboration was supported through multiple communication channels, including face-to-face meetings, WhatsApp groups, and student liaison books. These channels enabled continuous information exchange regarding students' literacy progress and learning needs. N2 explained:

> "*There are several types of communication mechanisms, namely directly with parents when meeting on various occasions, via WA media, and through notes in the student activity book*."

The use of multiple communication channels allowed teachers and parents to maintain regular coordination and respond quickly to students' literacy challenges. Another organizing component involved the preparation and utilization of literacy media. Teachers introduced parents to learning materials and instructional tools used at school, including textbooks, word cards, and teaching aids. This helped ensure consistency between literacy instruction at school and literacy support at home. N2, as stated by one teacher:

> *"Teachers also explain to parents the methods used and the tools used to help students complete their literacy, such as textbooks, teaching aids, and other resources."*

Parents reported extending the use of literacy media beyond school materials by incorporating picture storybooks, posters, calendars, product packaging, and other environmental print resources into daily literacy activities. N3 stated:

> *"The media we use include picture story books, school textbooks, word cards, and simple reading materials like letter posters and calendars."*

These findings suggest that literacy media functioned as an important resource for creating consistent literacy experiences across learning environments. The final organizing component concerned the provision of literacy facilities. At school, literacy support was facilitated through reading corners and additional literacy sessions. At home, parents were encouraged to create simple reading spaces that encouraged regular reading. A teacher explained (N1):

> *"The literacy program at school is carried out by providing additional hours after children come home from school for approximately 30 minutes."*

The findings indicate that the availability of literacy facilities in both school and home settings helped create a supportive environment for literacy development. Overall, the organizing stage established the structural foundation for literacy collaboration through communication systems, literacy resources, and supportive learning facilities.

### 3.1.3 Actuating Stage

The actuating stage involved implementing collaborative literacy practices between teachers and parents. Five key components emerged from the data analysis: feedback exchange, individual mentoring, student motivation, collaborative benefits, and parental initiative (figure 3).

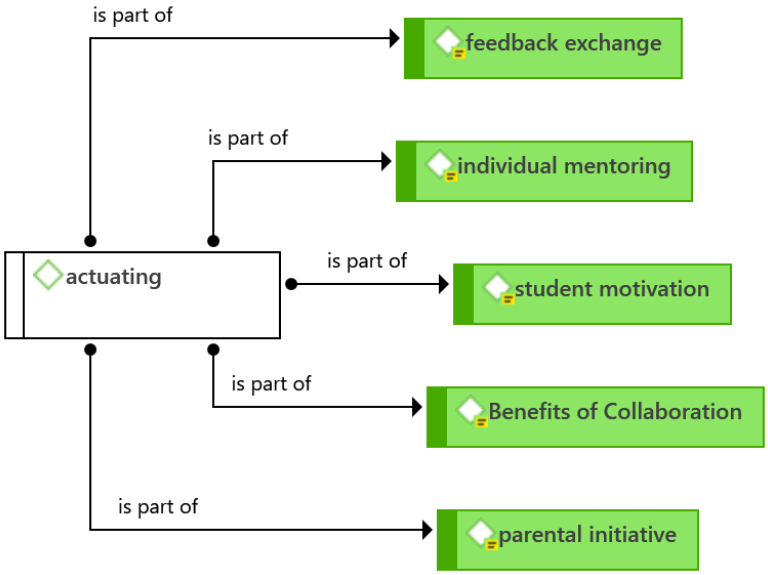



Figure 3. Collaborative Implementation Stage between Teachers and Parents in Developing Literacy in the First-Grade Students

The pattern formed by these five nodes indicates that collaboration does not proceed in a linear, one-way fashion, but rather forms a cycle of partnership that adapts to students' daily responses. Based on the research findings, collaboration implementation at SD Muhammadiyah Condongcatur encompasses five main elements:

Regular feedback exchange was identified as an essential component of collaboration. Teachers shared information regarding students' literacy progress, while parents reported developments and challenges experienced during literacy activities at home. N1, as a teacher, stated:

> *"Building communication between teachers and parents via WhatsApp or by communicating face to face and conveying the child's literacy development, then parents provide feedback on the child's development."*

Similarly, parents actively communicated concerns and sought guidance when difficulties arose. N3 stated:

> *"I quite often take the initiative to contact teachers, especially when I see that my child is having difficulty reading."*

The findings indicate that literacy support was implemented through individualized assistance tailored to students' literacy needs. Teachers focused on developing letter-sound recognition and basic reading skills, while parents reinforced these skills through daily reading activities at home. N1, as a teacher explained:

"*The main focus is on recognizing letter sounds, not just memorizing, so that parents can apply the same method at home consistently.*"

Parents described accompanying children during reading sessions and providing immediate guidance when difficulties occurred. N4 stated:

*"I sit beside him and encourage him to read slowly. If he's wrong, I correct him."*

Both teachers and parents contributed to maintaining students' motivation during literacy learning. Teachers used games and rewards, while parents provided encouragement, praise, and emotional support. N1 explained:

*"Create a pleasant learning atmosphere so that children are more enthusiastic about learning."*

Parents also highlighted the emotional benefits of shared reading activities. N4 stated:

*"When we read together, my kids become closer, talk more often, and sometimes share little things with me."*

The collaboration generated several positive outcomes. Parents reported greater confidence in supporting literacy learning at home, while students demonstrated improvements in reading skills, vocabulary development, and confidence in learning. A parent, N3, explained:

*"The teacher's guidance helps me be more focused in supporting my child's learning process."*

The implementation process also encouraged parents to become more proactive in supporting literacy development. Parents sought additional reading resources and consulted teachers regarding appropriate literacy strategies. One parent, N4, stated:

*"I don't hesitate to ask the teacher if my child seems to be having difficulty."*

Overall, the actuating stage demonstrated active collaboration characterized by continuous communication, individualized literacy support, motivational strategies, and increasing parental engagement.

### 3.1.4 Controlling Stage

The controlling stage focused on monitoring literacy progress, identifying obstacles, and implementing follow-up actions to improve literacy outcomes. Three main components emerged from the analysis: literacy assessment, obstacle evaluation, and follow-up actions (figure 4).

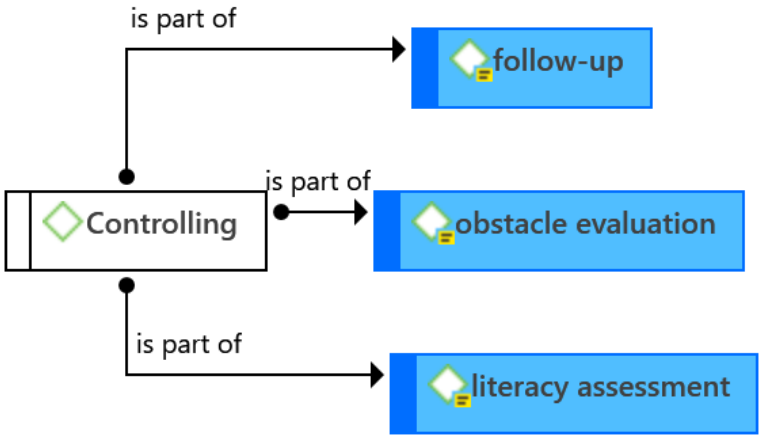



Figure 4. Collaborative Supervision Stage between Teachers and Parents in Developing Literacy in the First-Grade Students

The literacy assessment was conducted collaboratively through school observations and parent reports. Teachers monitored students' reading performance, while parents provided information regarding literacy activities outside school. One teacher, N2, explained:

> *"There is a significant difference in the speed and depth of letter comprehension between students who receive intensive support at home and those who rely solely on school hours."*

Parents also observed positive changes in children's literacy development. N3 stated:

> *"Children have become more interested in reading, are more likely to pick up books on their own, and their ability to recognize letters and read simple words has also improved."*

The monitoring process also revealed several challenges affecting literacy development. Teachers identified differences in teaching methods between home and school, limited literacy resources, and parents' time constraints. Parents reported children's boredom, fatigue, and fluctuating motivation as common obstacles. A teacher, N2, stated:

> "*The methods used at school differ from those used at home. Furthermore, parents' limited time to teach their children to read and write is also a barrier. Literacy resources at home (such as textbooks or reading materials) are limited, making literacy instruction at home less than optimal*."

Similarly, N3 as a parent explained:

> *"The main obstacles are limited time due to work, as well as children's moods, which can sometimes get bored or tired easily."*

The final monitoring component involved implementing follow-up actions based on evaluation findings. Teachers provided reading guides, individualized recommendations, and suggestions for literacy support strategies that could be applied at home. A parent, N4, explained:

> *"Reading guides that are appropriate to children's abilities and examples of how to accompany reading at home, so that parents are not confused."*

These follow-up actions helped teachers and parents address identified challenges and strengthen literacy support practices. Overall, the controlling stage served as a continuous monitoring mechanism, enabling teachers and parents to evaluate students' literacy progress, identify challenges, and implement appropriate interventions to support literacy development.

Overall, the findings indicate that teacher-parent collaboration in literacy development at SD Muhammadiyah Condongcatur operates through an integrated POAC management cycle. The planning stage establishes shared literacy goals and responsibilities; the organizing stage provides communication systems and learning resources; the actuating stage facilitates collaborative literacy practices; and the controlling stage ensures continuous monitoring and improvement. Together, these four management functions create a structured partnership that supports literacy development among first-grade students.

### 3.2 Discussion

The findings indicate that teacher-parent collaboration in literacy development operates through an integrated cycle of POAC. Rather than functioning as separate activities, these four management functions interact dynamically to support students' literacy development. Planning establishes shared literacy goals and role expectations; organizing provides communication structures and learning resources; actuating facilitates the implementation of collaborative literacy practices; and controlling ensures continuous monitoring and improvement.

The findings support Bus's (2020) argument that management functions can be effectively applied at the micro level of educational organizations to ensure that educational programs move beyond formal planning and become sustainable practices. In the present study, the POAC framework enabled consistent implementation of literacy support across school and home environments. This finding also extends the work of Marmoah, Poerwanti, & Suharno (2022), who emphasized the importance of literacy management in schools. While previous studies focused primarily on school-based literacy management, the present study demonstrates that literacy governance can be expanded beyond school boundaries through structured collaboration with families. Similar findings have been reported by Ariyani, Marmoah, & Winarno (2025), who found that literacy success is strongly influenced by systematic management, leadership commitment, teacher involvement, and community support.

Figure 5 illustrates the proposed POAC-based integrative partnership model. The model demonstrates that literacy development is supported by a cyclical management process in which planning influences organizing, organizing facilitates implementation, implementation generates monitoring data, and monitoring outcomes inform subsequent planning decisions. This continuous cycle enables literacy interventions to remain adaptive to students' needs while maintaining consistency across learning environments.




Figure 5. Collaborative Management Function of Teachers and Parents in Developing Literacy in the First-Grade Students

Furthermore, the findings reinforce the notion that collaborative literacy management is not limited to administrative coordination but involves shared decision-making and strategic communication among stakeholders. This result aligns with Setyowati, Wuryandini, & Muhtarom (2025), who argued that a sustainable literacy culture is developed through collaborative management practices involving communication, collective commitment, and continuous coordination among educational actors.

Another important finding concerns the role of school-family partnerships in supporting literacy development. The results reveal that literacy progress was facilitated not only by formal instruction at school but also by consistent literacy reinforcement at home. Teachers and parents shared responsibilities through regular communication, coordinated literacy activities, and mutual monitoring of students' progress. This finding is consistent with Epstein & Sheldon's (2022) theory of school-family partnerships, which emphasizes shared responsibility and collaborative engagement between schools and families. The study further supports Mayer, Benito, Rozas, & Casas (2026), who identified family involvement as a significant factor influencing children's educational outcomes. In the present study, parental involvement extended beyond school meetings and was evident in daily literacy practices, reading assistance, and communication with teachers.

The findings also support Garbacz, Minch, Jordan, Young, & Weist (2020), who emphasized that family-school partnerships are most effective when families and educators function as equal partners in supporting children's development. Rather than positioning parents solely as recipients of information, the present study demonstrates that parents actively participated in planning, implementing, and monitoring literacy activities. The results corroborate previous evidence reported by Çalışkan & Ulaş (2022) and Jones (2018), who found that literacy outcomes improve when parents actively participate in reading-related activities. However, the current study contributes a new perspective by demonstrating that parental involvement becomes more effective when supported by clear management structures, communication systems, and monitoring mechanisms. Thus, literacy collaboration should be viewed not only as parental participation but also as a structured governance process.

Another noteworthy finding concerns the role of digital communication in sustaining collaboration. The use of WhatsApp groups and liaison books enabled teachers and parents to exchange information continuously regarding students' literacy development. This finding aligns with Hardianto (2025), who reported that digital-based school-family partnerships can strengthen parental engagement and facilitate more responsive communication between schools and families. Furthermore, the findings provide a broader perspective on parental involvement than Sholikha (2022), whose study primarily examined family factors from a sociological perspective. The present study suggests that parental involvement is not merely influenced by family background but can also be strengthened through systematic school management and supportive partnership structures.

Theoretically, this study contributes to the literature on educational management by extending the application of the POAC framework to school-family literacy partnerships. The findings suggest that literacy development is influenced not only by instructional factors and teacher competencies but also by the quality of collaborative governance between schools and families. This perspective broadens existing discussions on literacy development by incorporating management dimensions that have received limited attention in previous studies. The proposed POAC-based integrative partnership model contributes to the growing body of literature on family engagement and educational governance by conceptualizing literacy collaboration as a managed and cyclical process rather than a series of isolated parental involvement activities. The findings suggest that effective literacy development emerges from the interaction between educational management, family engagement, and continuous monitoring systems.

In practical terms, the findings provide an operational framework for elementary schools seeking to strengthen literacy collaboration with families. Schools can establish structured communication channels, develop shared literacy targets, provide literacy resources for parents, and implement regular monitoring systems to support literacy development. The findings also highlight the importance of designing literacy activities that are feasible for working parents, such as short but consistent daily reading sessions. For policymakers, the proposed model offers insights into how school-family partnerships can be integrated into literacy improvement programs. Establishing management standards for collaboration between schools and families may help strengthen early literacy initiatives and support sustainable literacy development at the primary education level.

## 4. Conclusion

This study concludes that teacher-parent collaboration in supporting first-grade students' literacy development can be effectively managed through an integrated cycle of POAC. The findings indicate that literacy development is strengthened when schools and families share common literacy goals, establish clear role allocations, maintain continuous communication, implement coordinated literacy support practices, and conduct regular monitoring of students' progress. Through these interconnected management functions, literacy support is provided consistently across school and home environments, creating a more sustainable literacy ecosystem for young learners. A key contribution of this study is the development of a POAC-based integrative partnership model, which conceptualizes literacy collaboration as a structured governance process rather than merely a form of parental involvement. The model demonstrates that effective literacy development is influenced not only by instructional practices within schools but also by the quality of collaborative management between teachers and parents. This finding extends existing literature on educational management and school-family partnerships by highlighting the importance of integrating management functions into literacy support programs. This study is limited to a qualitative case study conducted in a single elementary school with a small number of participants. Therefore, the findings should be interpreted within the context of the study. Future research may examine the applicability of the proposed model in different educational settings, involve a larger range of participants, or employ mixed-methods approaches to further investigate the relationship between collaborative management practices and students' literacy outcomes.

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