

# The Role of Teachers and Parents in Utilizing Technology to Strengthen Student Literacy through a Practical Approach

M. Hulkin<sup>1</sup>, Muh. Asharif Suleman<sup>2</sup>, Basri<sup>3</sup>, Zulfi Idayanti<sup>4</sup>, Muhammad Fadhil<sup>5</sup>,  
Via Haiyun Karimah<sup>6</sup>

UIN Sunan Kalijaga Yogyakarta

[22204082021@student.uin-suka.ac.id](mailto:22204082021@student.uin-suka.ac.id)<sup>1</sup>, [asharifmuhammad2000@gmail.com](mailto:asharifmuhammad2000@gmail.com)<sup>2</sup>,  
[basribasyir862@gmail.com](mailto:basribasyir862@gmail.com)<sup>3</sup>, [zulfiidayanti1502@gmail.com](mailto:zulfiidayanti1502@gmail.com)<sup>4</sup>,  
[fadhyl.rasyd02@gmail.com](mailto:fadhyl.rasyd02@gmail.com)<sup>5</sup>, [vhaiyunkarimah04@gmail.com](mailto:vhaiyunkarimah04@gmail.com)<sup>6</sup>

**Abstract:** *The utilization of technology in education is believed to be one of the solutions that can help overcome this literacy problem. This study aims to identify the role of technology in strengthening students' literacy and the barriers faced in its utilization. The method used was a qualitative approach with in-depth interviews with teachers and parents. The results showed that strengthening students' literacy through technology is more effective with synergy between teachers and parents. Teachers provide creative technology-based materials, while parents accompany their children at home. Barriers found included limited equipment, lack of training and low communication between teachers and parents. In conclusion, collaboration between teachers and parents is essential to maximize the use of technology in student literacy. The implications of this study indicate the need for improved communication, training for parents, as well as facility support and training for teachers.*

**Keywords:** *Role of Teachers and Parents, Technology Utilization, Strengthening Student Literacy, Practical Approach.*

## INTRODUCTION

In the current era of globalization, information and communication technology has become an integral part of everyday life, including in the world of education<sup>1</sup>. The development of digital technology offers various conveniences and new potentials to support the learning process, especially in efforts to improve student literacy<sup>2</sup>. Literacy, in this context, is no longer limited to the ability to read

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<sup>1</sup> Hansen Imanuel Sumakul, Selina Valensia Tendean, dan Apeles Lexi Lonto, "Pemanfaatan Teknologi Informasi dan Komunikasi sebagai Media Pembelajaran," *Tumoutou Social Science Journal* 1, no. 1 (1 Januari 2024): 21–30, <https://doi.org/10.61476/xy1xwh12>.

<sup>2</sup> Abdul Latip, "Peran Literasi Teknologi Informasi Dan Komunikasi Pada Pembelajaran Jarak Jauh Di Masa Pandemi Covid-19," *EduTeach : Jurnal Edukasi dan Teknologi Pembelajaran* 1, no. 2 (1 Juni 2020): 108–16, <https://doi.org/10.37859/eduteach.vi12.1956>.

and write, but includes the ability to think critically, solve problems, understand complex information, and digital literacy skills. Good literacy skills are an important basis for students in following the development of science and technology and facing the challenges of life in the future<sup>3</sup>.

However, the reality on the ground shows that the literacy level of students in Indonesia is still relatively low compared to other countries. Based on data from the Program for International Student Assessment (PISA), Indonesia is ranked at the bottom in terms of literacy skills<sup>4</sup>. These results reflect students' low ability to understand and interpret text, analyze information and think critically. This condition indicates the need for more serious efforts to improve students' literacy from an early age, especially at the primary school level, which is an important phase in the formation of basic skills<sup>5</sup>.

The utilization of technology in education is believed to be one of the solutions that can help overcome this literacy problem<sup>6</sup>. Technology can provide access to interactive and engaging digital learning resources such as literacy apps, e-books, online learning platforms and other resources that support students' reading, writing and critical thinking skills<sup>7</sup>. However, the current challenge is that the use of technology in supporting literacy learning in primary schools is not yet optimal. Many teachers and parents still do not understand how to effectively utilize technology in the learning process, both at school and at home<sup>8</sup>.

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<sup>3</sup> Abd Azis, "Implementasi Gerakan Literasi Sekolah Pada Pembelajaran Bahasa Indonesia Di Sekolah Dasar," *Autentik : Jurnal Pengembangan Pendidikan Dasar* 2, No. 1 (21 November 2018): 57–64.

<sup>4</sup> Indah Pratiwi, "Efek Program Pisa Terhadap Kurikulum Di Indonesia," *Jurnal Pendidikan Dan Kebudayaan* 4, No. 1 (10 Juni 2019): 51–71, <https://doi.org/10.24832/jpnk.V4i1.1157>.

<sup>5</sup> Nurul Hayati Dan Deni Setiawan, "Dampak Rendahnya Kemampuan Berbahasa Dan Bernalar Terhadap Kemampuan Berpikir Kritis Siswa Sekolah Dasar," *Jurnal Basicedu* 6, No. 5 (20 Juli 2022): 8517–28, <https://doi.org/10.31004/basicedu.V6i5.3650>.

<sup>6</sup> Bambang Yuniarto Dan Rivo Panji Yudha, "Literasi Digital Sebagai Penguatan Pendidikan Karakter Menuju Era Society 5.0," *Eduksos Jurnal Pendidikan Sosial & Ekonomi* 10, No. 2 (31 Desember 2021), <https://doi.org/10.24235/edueksos.V10i2.8096>.

<sup>7</sup> Intan Tria Rahayu Dkk., "Analisis Hasil Pengaruh Perkembangan Iptek Terhadap Hasil Belajar Siswa Sd/Mi," *Hypothesis : Multidisciplinary Journal Of Social Sciences* 2, No. 01 (9 Juni 2023): 97–110, <https://doi.org/10.62668/Hypothesis.V2i01.645>.

<sup>8</sup> Erwin Sawitri, Made Sumiati Astiti, Dan Yessi Fitriani, "Hambatan Dan Tantangan Pembelajaran Berbasis Teknologi Informasi Dan Komunikasi," *Prosiding Seminar Nasional Program Pascasarjana Universitas Pgri Palembang*, 24 Juli 2019, <https://jurnal.univpgri-palembang.ac.id/index.php/prosidingpps/article/view/3026>.

The role of teachers in this regard is crucial, as they are directly responsible for implementing innovative and relevant learning methods for students<sup>9</sup>. Guru diharapkan tidak hanya mampu menguasai teknologi, tetapi juga dapat mengintegrasikan teknologi dalam pembelajaran literasi dengan cara yang kreatif dan praktis<sup>10</sup>. The application of learning methods that use technology allows students to learn literacy in a more interactive and fun way, thus increasing their interest and motivation in learning<sup>11</sup>. However, most teachers in primary schools are still limited in terms of understanding and technological skills, so strengthening literacy through technology cannot be implemented optimally<sup>12</sup>.

In addition to teachers, parents also have an important role in strengthening students' literacy through the use of technology. In the family environment, parents are expected to guide and support their children to use technology positively and productively, such as by providing access to digital reading materials, educational applications or games that support literacy<sup>13</sup>. However, in reality, there are still many parents who do not understand the importance of technology in their children's learning or find it difficult to assist their children due to limited knowledge and time. Some parents even worry that the use of technology will have a negative impact on their children, so they choose to limit their children's access to technology<sup>14</sup>.

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<sup>9</sup> Agistia Sari Dan Eneng Muslihah, "Peran Guru Pendidikan Agama Islam Dan Bimbingan Konseling Dalam Menangani Kasus Bullying: Studi Di Smk Negeri 2 Dan Smk Negeri 4 Kota Serang Provinsi Banten," *Qathrunâ* 7, No. 1 (2020): 201.

<sup>10</sup> Awalia Marwah Suhandi dan Fajriyatur Robi'ah, "Guru Dan Tantangan Kurikulum Baru: Analisis Peran Guru Dalam Kebijakan Kurikulum Baru," *Jurnal Basicedu* 6, no. 4 (16 Mei 2022): 5936–45, <https://doi.org/10.31004/basicedu.v6i4.3172>.

<sup>11</sup> Nurbaeti Nurbaeti, Annisa Mayasari, dan Opan Arifudin, "Penerapan Metode Bercerita Dalam Meningkatkan Literasi Anak Terhadap Mata Pelajaran Bahasa Indonesia," *Jurnal Tahsinia* 3, no. 2 (31 Oktober 2022): 98–106, <https://doi.org/10.57171/jt.v3i2.328>.

<sup>12</sup> Desy Damayanti dan Ahmad Khairul Nuzuli, "Evaluasi Efektivitas Penggunaan Teknologi Komunikasi Dalam Pengajaran Metode Pendidikan Tradisional di Sekolah Dasar," *Journal of Sciencetech Research and Development* 5, no. 1 (26 Mei 2023): 208–19, <https://doi.org/10.56670/jsrd.v5i1.130>.

<sup>13</sup> Aep Saefullah dkk., "Peran Orang Tua, Masyarakat Dan Guru Terhadap Motivasi Belajar Siswa SDN 03 Sukadana," *Journal on Education* 5, no. 4 (18 Maret 2023): 13057–66, <https://doi.org/10.31004/joe.v5i4.2305>.

<sup>14</sup> Ali Rachman dan Inuriya Vrawati, "Pentingnya Dukungan Orang Tua Dalam Penguatan Literasi Berbasis Pembiasaan Bagi Siswa Sekolah Dasar: The Importance of Parental Support in Strengthening Habit-Based Literacy for Elementary School Students," *Tunas: Jurnal Pendidikan Guru Sekolah Dasar* 8, no. 1 (28 Desember 2022): 67–76, <https://doi.org/10.33084/tunas.v8i1.3181>.

Previous research that is related to this study, that both of these studies examine the use of technology in education to improve literacy, but differ in terms of focus and age level. The first study focuses on the role of teachers and parents in optimizing technology to strengthen the basic literacy (reading and writing) of elementary school students. In contrast, the second study examined the influence of gadget use on early childhood social-emotional development in the context of digital literacy. Thus, the main difference is the focus on basic literacy in the first study and digital literacy and social-emotional impact in the second study<sup>15</sup>.

The other research is also related to this study in that both studies examine the use of digital literacy in primary school education, but with a different focus. The first study emphasized the role of teachers and parents in using technology to strengthen students' basic literacy skills (reading and writing), while the second study focused on the use of digital literacy to foster student character, such as responsibility and integrity. While the first study used a practical approach to improve academic literacy skills, the second study aimed to internalize moral values through digital literacy strategies. Thus, both studies utilized digital literacy but with different objectives: academic skill improvement in the first study and student character development in the second study<sup>16</sup>.

Both studies focus on the literacy of primary school students and the role of parents in supporting literacy development, but with different approaches. The first study emphasized the use of technology to strengthen students' literacy, with parents and teachers involved in the use of technology at home and school, while the second study focused more on the role of parents in improving students' reading skills through direct activities at home, such as reading together or providing reading materials. The first study covers literacy in a broader context, including digital literacy, while the second study only focuses on conventional reading literacy without specifically relying on technology<sup>17</sup>.

This study aims to examine the roles of teachers and parents in utilizing technology to strengthen students' literacy in primary schools and identify practical approaches that can be applied in technology-based literacy learning. By

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<sup>15</sup> Hilman Fauzi, "Pemanfaatan Teknologi Gadget Terhadap Pengaruh Sosial Emosi Aud Dalam Konsep Pembelajaran Literasi Digital," *Pedagogi: Jurnal Ilmu Pendidikan* 20, no. 1 (30 April 2020): 50, <https://doi.org/10.24036/pedagogi.v20i1.819>.

<sup>16</sup> Anita Candra Dewi dkk., "Peran Kemajuan Teknologi Dalam Dunia Pendidikan," *Journal on Education* 6, no. 1 (23 November 2023): 9725–34, <https://doi.org/10.31004/joe.v6i1.4588>.

<sup>17</sup> Fikriyah Fikriyah, Titi Rohaeti, dan Anri Solihati, "Peran Orang Tua dalam Meningkatkan Literasi Membaca Peserta Didik Sekolah Dasar," *DWIJA CENDEKIA: Jurnal Riset Pedagogik* 4, no. 1 (31 Agustus 2020): 94–107, <https://doi.org/10.20961/jdc.v4i1.43937>.

understanding how the roles of teachers and parents can complement each other in strengthening students' literacy through technology, it is hoped that this research can make a useful contribution to the development of more effective learning strategies. This research also aims to provide input for education stakeholders, especially in formulating policies that support the strengthening of student literacy in the digital era, so that Indonesian students can be better prepared to face global challenges in the future.

This research uses a descriptive qualitative approach. Qualitative method is a method that focuses on in-depth and detailed observations<sup>18</sup>. By using qualitative methods in research, analysis of a phenomenon can be done thoroughly.

The techniques used in collecting data were in-depth interviews and data analysis. The purpose of using this technique is to explore the views and experiences of respondents regarding the role of teachers and parents in utilizing technology for strengthening student literacy. The data collected will be analyzed using a descriptive approach, by identifying patterns and themes that emerge from the interviews and using relevant documents. This research was conducted at Sorogenen 2 Yogyakarta State Elementary School, by collecting data from resource persons, namely teachers and parents.

In the data analysis technique, there are three stages which include data collection, data reduction, and data presentation. In the data collection stage, researchers recorded data obtained through observation, interviews, and documentation. Furthermore, at the data reduction stage, researchers summarized and selected important things related to this research. The last stage is data presentation, where researchers make conclusions in the form of descriptions<sup>19</sup>.

## FIND AND DISCUSSION

This study aims to identify the roles of teachers and parents in utilizing technology to improve students' literacy in primary schools. Based on the results of interviews with several teachers and parents, there are important findings

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<sup>18</sup> Zuchri Abdussamad, "Buku Metode Penelitian Kualitatif," 11 Januari 2022, <https://doi.org/10.31219/osf.io/juwxn>.

<sup>19</sup> D. Sugiyono, "Metode penelitian kuantitatif, kualitatif dan R & D/Sugiyono," *Bandung: Alfabeta* 15, no. 2010 (2018).

related to the understanding, obstacles and roles of each party in using technology to support the strengthening of students' literacy.

### **Understanding Technology in Literacy Learning**

In the rapidly evolving digital era, technology plays a central role in education, especially in literacy learning<sup>20</sup>. Technology now provides greater access to learning resources and enables more dynamic interactions between students and subject matter. In literacy learning, technology supports reading, writing and critical thinking through various digital media, apps and interactive platforms. Therefore, understanding technology in this context is very important for both educators and learners<sup>21</sup>.

Educators need to understand how to utilize technology to achieve learning objectives, while students need to develop digital literacy skills to utilize digital information effectively. Literacy learning is evolving, not only for mastery of basic skills, but also for adaptation to changing technologies<sup>22</sup>. The interviews showed that most teachers already understand the importance of technology in literacy learning. Many teachers have used various literacy apps and online learning platforms, such as Google Classroom and educational apps, to improve students' reading and writing skills. Nevertheless, some teachers expressed the need for further training to maximize the use of technology in learning.

On the other hand, parents also realize the importance of technology in their children's education. Many parents support the use of educational apps at home to improve literacy, but they feel they don't know how to properly guide their children. Some parents are concerned that their children use technology more for playing than for learning.

"I already use literacy apps and Google Classroom, but I feel I need further training to optimize them." (Teacher A)

"We support our children using educational apps on their phones, but I'm worried that they will play more than read." (Parent A)

From the interview results above, the implementation of technology in literacy education holds significant potential to enhance students' literacy skills if

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<sup>20</sup> M Hulklin dan Andi Prastowo, "Media Pembelajaran Audio Visual untuk Meningkatkan Akhlak Sopan Santun Siswa Sekolah Dasar," *Edukatif : Jurnal Ilmu Pendidikan* 5, no. 3 (22 Juli 2023): 1553–62, <https://doi.org/10.31004/edukatif.v5i3.5027>.

<sup>21</sup> Eva Susanti Ginting, "Penguatan Literasi Di Era Digital," *Prosiding Seminar Nasional Pembelajaran Bahasa dan Sastra Indonesia (SemNas PBSI)* - 3, Januari 2021, 35–38.

<sup>22</sup> Arni Mahyudi, "Efektivitas Penggunaan Teknologi Dalam Pembelajaran Bahasa Indonesia," *Armada : Jurnal Penelitian Multidisiplin* 1, no. 2 (28 Februari 2023): 122–27, <https://doi.org/10.55681/armada.vii2.393>.

optimized with adequate training for educators. However, without proper supervision, technology can also become a distraction. This concern is shared by parents, who worry that children may end up spending more time playing rather than learning<sup>23</sup>. This aligns with digital literacy theory, which emphasizes the importance of supervision and guidance in the use of technology to maximize educational benefits<sup>24</sup>.

### **Barriers to Technology Utilization**

The use of technology in education offers numerous opportunities but is not without barriers that can reduce its effectiveness. Various factors, such as limited access to devices and networks, lack of training for educators, and low digital literacy among both students and teachers, present distinct challenges in the implementation of technology for learning<sup>25</sup>. These barriers have the potential to limit the optimal use of technology and may even turn it into a distraction rather than a learning support tool. In this context, it is crucial for educational institutions and educators to understand and address these challenges to maximize technology's potential as an effective learning aid<sup>26</sup>.

Both teachers and parents face challenges in utilizing technology. For teachers, limited facilities at schools are a primary obstacle. Some teachers mention that although they wish to use technology more in their teaching, the available equipment at school does not sufficiently support this. Additionally, many teachers feel they lack the skills to effectively integrate technology into the learning process. For parents, the main obstacle is a lack of knowledge about appropriate applications to support children's literacy. Additionally, many parents feel limited in the time they can dedicate to accompanying their children in using technology for educational purposes. Some parents also express concerns about the negative impacts of excessive technology use, such as dependency on digital devices.

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<sup>23</sup> Endang Sulasih, "Penggunaan Gadget Dalam Pembelajaran Siswa Kelas VIII SMP Negeri 8 Muaro Jambi" (other, Universitas Jambi, 2024), <https://repository.unja.ac.id/>.

<sup>24</sup> Pietter Tulaseket, "Sosialisasi Pentingnya Pemahaman Literasi Digital Oleh Orang Tua Kepada Anak di Desa Lilibooi," *Pattimura Mengabdi : Jurnal Pengabdian Kepada Masyarakat* 2, no. 2 (28 Juni 2024): 212–16, <https://doi.org/10.30598/pattimura-mengabdi.2.2.212-216>.

<sup>25</sup> Yose Indarta dkk., "Metaverse: Tantangan Dan Peluang Dalam Pendidikan," *Jurnal Basicedu* 6, no. 3 (18 Maret 2022): 3351–63, <https://doi.org/10.31004/basicedu.v6i3.2615>.

<sup>26</sup> Sigit Dwi Laksana, "Pentingnya Pendidikan Karakter Dalam Menghadapi Teknologi Pendidikan Abad 21," *Jurnal Teknologi Pembelajaran* 1, no. 01 (26 Februari 2021): 14–22, <https://doi.org/10.25217/jtep.v1i01.1289>.

"The limited availability of devices in schools often hinders the optimal use of technology." (Teacher B)

"I don't know of good apps for my child, and I'm concerned they use their phone too frequently." (Parent E)

The interview results above indicate that device limitations and low digital literacy are the main obstacles to optimizing technology use for education. Teacher B mentioned that limited devices in schools often hinder the more effective use of technology, highlighting the role of infrastructure availability in supporting technology-based learning.

On the other hand, Parent E admitted to having limited knowledge of suitable educational apps for their child and expressed concern that technology use might become excessive, potentially distracting the child. This aligns with digital literacy theory, which emphasizes the importance of adequate infrastructure and a solid understanding of technology to ensure its effective and responsible use in learning<sup>27</sup>.

### **The Role in Strengthening Student Literacy through Technology**

Technology plays a crucial role in strengthening student literacy in today's digital age. Literacy skills, which include reading, writing, and critical thinking, can be enhanced through the use of digital media and interactive, accessible educational apps. Technology allows educators to provide a variety of reading materials, learning methods, and literacy activities that cater to students' needs and interests<sup>28</sup>.

In addition, the use of technology also supports independent learning, where students can access materials anytime and continuously practice literacy skills. Therefore, technology has the potential to be an effective tool in strengthening student literacy, but it also requires the right strategies and guidance to ensure its use leads to optimal positive outcomes<sup>29</sup>.

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<sup>27</sup> Atikah Atsfa Sari dkk., "Tantangan dan Peluang Implementasi Teknologi Dalam Manajemen Pendidikan di Era Digital," *Cendikia: Jurnal Pendidikan Dan Pengajaran* 2, no. 6 (6 Juni 2024): 196–204, <https://doi.org/10.572349/cendikia.v2i6.1693>.

<sup>28</sup> Ricky Firmansyah, Nanang Hunaifi, dan Sugiyono Sugiyono, "Perancangan Sistem Informasi Literasi Berbasis Web Untuk Meningkatkan Minat Baca Siswa," *Just IT : Jurnal Sistem Informasi, Teknologi Informasi dan Komputer* 10, no. 1 (30 September 2019): 52–61, <https://doi.org/10.24853/justit.10.1.52-61>.

<sup>29</sup> Ni Ketut Erna Muliastri, "Penguatan Literasi Baru (Literasi Data, Teknologi, Dan SDM/Humanisme) Pada Guru - Guru Sekolah Dasar Dalam Menjawab Tantangan Era Revolusi Industri 4.0," *Ganaya : Jurnal Ilmu Sosial Dan Humaniora* 2, no. 2–1 (1 Desember 2019): 88–102.



Most teachers stated that the use of technology has helped increase students' motivation and interest in learning literacy. Interactive literacy apps and engaging educational videos make students more involved in the learning process. Teachers also feel that technology makes it easier to deliver lessons and enables students to learn independently. Parents, despite facing some challenges, strive to support their children in using technology productively. Some parents accompany their children in using literacy apps and help them access digital learning resources at home. However, many parents find it difficult due to limitations in time or knowledge about technology.

"Children are more enthusiastic about learning to read through engaging and easy-to-understand apps." (Teacher D)

"I always try to accompany my child in using literacy apps, although sometimes it's difficult due to my busy schedule." (Parent C)

The interview results above indicate that the use of interactive literacy apps can increase students' interest and enthusiasm in learning to read, as shared by Teacher D, who observed that children are more enthusiastic about learning to read through engaging and easy-to-understand apps. This highlights that apps designed to be interactive and user-friendly can serve as an effective tool in literacy education<sup>30</sup>.

However, parental guidance remains essential to ensure the optimal use of these apps. Parent C stated that they make an effort to accompany their child despite time constraints, which aligns with the theory of digital literacy learning, emphasizing the importance of adult guidance to direct the productive use of technology and prevent potential distractions<sup>31</sup>.

## CONCLUSION

The research findings indicate that strengthening student literacy through technology can be more effectively achieved with synergy between teachers and parents. Teachers can provide creative and engaging technology-based learning materials, while parents can accompany their children at home, ensuring the use of technology for educational purposes. However, to create optimal synergy, better

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<sup>30</sup> Lovandri Dwanda Putra dan Suci Zhinta Ananda Pratama, "Pemanfaatan Media dan Teknologi Digital Dalam Mengatasi Masalah Pembelajaran," *Journal Transformation of Mandalika* 4, no. 8 (2 Agustus 2023): 323–29.

<sup>31</sup> Lilis Arini, Nur Rahmi Rizqi, dan Yenni Novita Harahap, "Pentingnya Pembatasan Penggunaan Gadget Untuk Meningkatkan Minat Belajar Anak," *Jaliye: Jurnal Abdimas, Loyalitas, Dan Edukasi* 1, no. 1 (24 Juni 2022): 8–13, <https://doi.org/10.47662/jaliye.viii.247>.

communication between teachers and parents is necessary. Some parents feel assisted if the school organizes training or socialization on how to guide their children in using technology effectively. On the other hand, teachers also expect more support in the form of training and improved technological facilities in schools.

The implications of this research highlight the importance of collaboration between teachers and parents to optimize the use of technology in strengthening student literacy. Teachers can present engaging technology-based learning materials, while parents ensure its educational use at home. Schools should provide training for parents on guiding technology use and support teachers with training and adequate technological facilities. This collaboration is essential for ensuring that technology truly supports the effective development of student literacy.

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