

## **The Effect of Reading One Picture Storybook Each Day Children's Language Skills and Character Growth**

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### ***Abstract***

This study aims to analyze the impact of daily habit of reading picture storybooks on the character formation and language development of young children. The research employs a qualitative method using the Systematic Literature Review (SLR) approach, analyzing 22 relevant articles. The study findings indicate that the habit of reading one picture storybook daily contributes positively to enriching vocabulary, enhancing communication skills, and shaping children's character through the moral and social values embedded in stories. Factors influencing the effectiveness of this habit include active interaction between parents and teachers in accompanying children during reading, consistent reading frequency, as well as family and school environments that support early literacy. Regular reading activities have been shown to support holistic child development, both in language and character aspects. Therefore, reading picture storybooks daily can be an effective strategy in early childhood education, as it not only enhances language skills but also builds positive and empathetic personalities in children. This research highlights the importance of the role of adults and the environment in fostering literacy habits.

**Keywords:** Picture Books; Character; Language Children's

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### ***History***

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## **INTRODUCTION**

Early childhood education (ECE) is critical in children's language and character development. The government views ECE as a strategic investment in HRD and the ware of social differentials. ECE programmes are undertaken in order to develop children's cognitive, social- emotional and moral skills and thus constitute a necessary baseline for their school learning and later social life (McLachlan et al., 2023).

One such promising yet underexplored practice is daily picture book reading. Picture books not just bring in new vocabulary but also oral moral values through interesting stories and drawings (Khalisha & Gustiana, 2024). There are, however, few experiments Adam et al. (2025), demonstrate that parental literacy interactions, including shared reading and talk, are powerful contributors to early child language and literacy development. Research by Guevara et al. (2020) also showed early literacy promotion at home, such as book-provision programs and parent training, can improve children's language development and augment the home reading environment. Gotlieb et al. (2022) describe how

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both children receiving emotional support and in a literacy environment -infused, would out-perform peers with a range of reading and socio- developmental scores. Further Şimşek & Erdoğan (2021) identified that interactive reading strategies yield higher return on investment than shared and independent reading. However, there is a lack of empirical research related to the effect of habits on character development based on daily reading habit among children in our context (Indonesia) which might provide different results.

Reading one picture storybook every day provides children with the opportunity to be introduced to new vocabulary and explore emotions and social situations. Picture storybooks often contain moral themes that can help children learn positive values, making it important to promote empathy and character building in line with character education efforts in State Preschool of Excellence. Moreover, enriching reading experiences with emotional aspects can optimize the learning process, where active reading and story discussions help children develop a better understanding of their world and enhance their language skills. Therefore, implementing a learning model that integrates various aspects of child development is crucial. In the context of State Preschool of Excellence, reading activities should be carried out routinely and include not only reading techniques but also group discussions and social interactions, which in turn support children's character development and language skills (Gotlieb et al., 2022).

Reading one picture storybook per day not only enhances a child's language skills by enriching their vocabulary from various sources but also instills moral values. This is consistent with Şimşek & Erdoğan (2021), who claim in their study that interactive reading experiences enrich character development. Reading is an interaction with stories and characters, and by reading all kinds of stories, children can understand different perspectives and situations. Therefore, by cultivating a habit of reading picture books daily throughout one's life, children not only learn language early on but also internally acquire good attitudes that they will carry into society. As a result, this educated new generation will have strong character and become resilient and trustworthy individuals. The development of language and character in young children has become one of the primary focuses in efforts to enhance the quality of early education (Rahiem et al., 2020; Muluk & Gustina, 2024). Reading activities have been proven to have a positive impact on children's learning process, especially through picture storybooks that combine engaging illustrations and vocabulary-rich texts (Guevara et al., 2020; Kucirkova & Bruheim Jensen, 2023).

According to (Alatalo et al., 2024), reading picture storybooks can significantly contribute to children's language (Sarimski et al., 2024). Previous studies indicate that through listening to stories, children are exposed to varied sentence structures, enrich their vocabulary, and enhance their speaking and listening abilities (Mahrus, 2015; Bulgarelli et al., 2022). Despite numerous studies highlighting the general benefits of reading, significant gaps still exist in understanding the impact of regularly reading a single picture storybook daily. Existing research tends to be broad and does not deeply

examine the effects of this daily interaction in the context of character education and language abilities (Lian et al., 2023; Melzi et al., 2023). The theories of Vygotsky and Piaget provide the foundation for the importance of social interaction and direct experiences in child development (Purnama & Jannah, 2020; Pramling, 2023). In this study, researchers will conduct a Systematic Literature Review (SLR) to synthesize findings related to reading a picture book daily and its influence on the language and character of young children.

The aim of this study is to achieve a comprehensive understanding of the impact of reading a picture book daily on the language and character of young children. This systematic literature review is guided by three research questions: (1) How does reading a picture storybook daily impact character formation in young children? (2) How does the habit of reading a single picture storybook daily affect the language development of young children? (3) What are the factors influencing the successful implementation of the habit of reading picture storybooks in enhancing the language skills and character of young children?

## **METHODS**

This study conducts a Systematic Literature Review (SLR) to explore and evaluate evidence regarding the influence of reading one picture storybook daily as a stimulus on language abilities and character development of young children, specifically for children aged 4 to 6 years. In the initial stage, the number of articles analyzed reached 29, but after the screening process, the articles used in this study amounted to 22 as the research topic lacks sufficient relevance to the current context. The aim of this research is to deepen the understanding of the impact of the habit of reading one picture storybook daily on the language abilities and character formation of young children. The methodology used in this research adheres to a transparent and rigorous SLR framework, as outlined by (McFadden et al., 2012). According to (Macdonald, 2003), systematic reviews provide a structured approach to synthesizing research findings, generating valuable insights to meet specific research needs. The methodology outlined in this study aims to provide a comprehensive overview of the impact of reading one picture storybook per day as a stimulus on language ability and character development in early childhood.

### ***Search Strategy***

Literature search was conducted using a systematic technique aiming to identify relevant studies on reading a picture book a day, language ability and character cultivation of early childhood. Two main databases were explored: Harzing's Publish or Perish Scopus and Google Scholar. This search process spanned five weeks, from March 15 to April 12, 2025. The search utilized keywords and search strings developed based on core concepts such as "Reading picture books," "Early childhood language development," "Character building in early childhood," and "Regulation" in early childhood education. Each keyword was tailored to align with the specific search requirements of each database, ensuring comprehensive coverage of all relevant aspects associated with the research topic. To further

enhance the search, manual searches were conducted to ensure no relevant research was missed. The systematic review technique applied by McFadden et al. (2012) across databases provided a consistent framework for identifying high-quality and pertinent literature.

### ***Inclusion and Exclusion Criteria***

Strict inclusion and exclusion criteria are applied to ensure the quality and relevance of selected studies by considering:

Table 1

#### *Inclusion and Exclusion Criteria*

| <b><i>Aspect</i></b>          | <b><i>Inclusion</i></b>                                                                                                                                                                                                                                  | <b><i>Exclusion</i></b>                                                                                          |
|-------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|
| <b>Publication Date</b>       | Articles published between 2021–2025, and books from 2015 onwards.                                                                                                                                                                                       | Articles published before 2021, and books published before 2015.                                                 |
| <b>Language</b>               | Articles published in English to ensure accessibility and relevance.                                                                                                                                                                                     | Articles published in languages other than English.                                                              |
| <b>Study Type</b>             | Peer-reviewed journal articles, including original research (quantitative, qualitative, and mixed-methods), meta-analyses, or review articles focusing on the impact of picture storybook reading on early childhood language and character development. | Books, dissertations, theses, or conference proceedings not included in peer-reviewed journals.                  |
| <b>Methodological Quality</b> | Articles demonstrating clear research design, strong data analysis, and adequate sample size.                                                                                                                                                            | Studies lacking rigorous methodology, unclear research design, limited data analysis, or inadequate sample size. |
| <b>Field of Study</b>         | Studies from psychology and education to ensure alignment with the review's focus.                                                                                                                                                                       | Studies from other fields not related to psychology or education.                                                |
| <b>Study Focus</b>            | Articles discussing picture storybook reading to stimulate early childhood language and character development.                                                                                                                                           | Articles discussing topics unrelated to the effect of picture storybook reading on early childhood.              |
| <b>Key Variables</b>          | Studies addressing at least one key variable: picture storybook reading, early childhood language development, early childhood character development.                                                                                                    | Studies that do not address any of the key variables.                                                            |
| <b>Population</b>             | Studies involving teachers, parents, and early childhood children (specifically focusing on ages 4–6 years old).                                                                                                                                         | Studies that do not focus on children aged 4–6 years or exclude teachers and parents.                            |
| <b>Geographical Scope</b>     | Global studies relevant to picture storybook reading's effect on early childhood language and character development, while excluding studies irrelevant to books suitable for ages 4–6 years.                                                            | Studies irrelevant to age-appropriate picture storybooks for children aged 4–6.                                  |

**Article Selection Process - Selection of articles using the PRISMA approach**

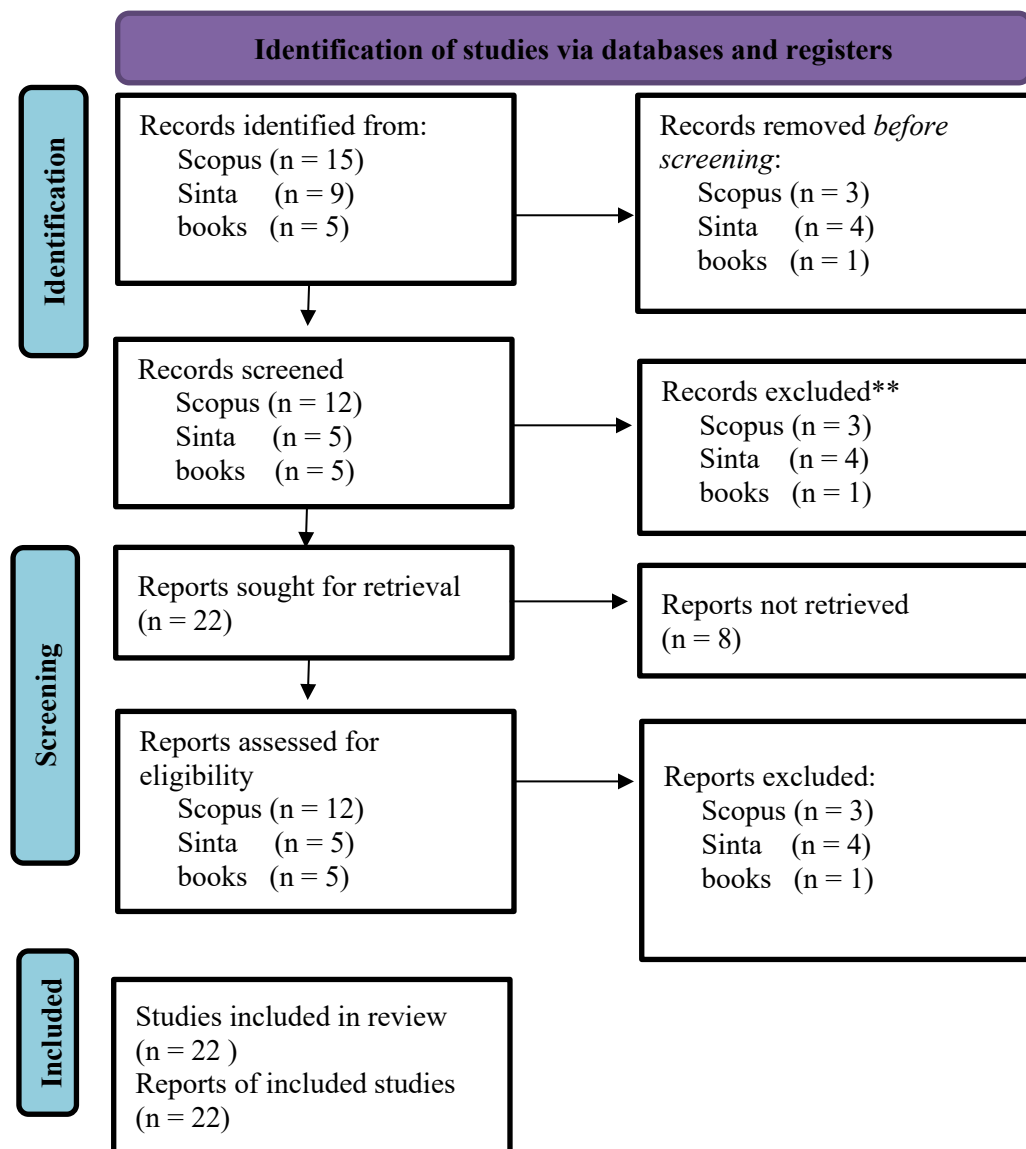


Figure 1. Prism Screening Process

## RESULTS AND DISCUSSION

**Research Question 1: How does reading a picture storybook daily impact character formation in young children?**

Table 2

*The Habit of Reading Picture Books*

| <i>Study</i>                   | <i>Focus</i>                   | <i>Key Findings</i>                                                    | <i>Context</i> | <i>Research Gaps</i>                 |
|--------------------------------|--------------------------------|------------------------------------------------------------------------|----------------|--------------------------------------|
| <b>Acer &amp; Gözen (2020)</b> | Interpretation of Art Elements | Children engage actively with art elements in picture books, enhancing | Turkey         | Limited focus on long-term character |

| <i>Study</i>                   | <i>Focus</i>                  | <i>Key Findings</i>                                                                                                    | <i>Context</i> | <i>Research Gaps</i>                                                                                          |
|--------------------------------|-------------------------------|------------------------------------------------------------------------------------------------------------------------|----------------|---------------------------------------------------------------------------------------------------------------|
|                                |                               | creativity and critical thinking.                                                                                      |                | development linked to artistic interpretation.                                                                |
| <b>Akyol (2021)</b>            | Value Acquisition             | Picture books serve as tools for instilling values such as empathy and respect in young children.                      | Turkey         | Lack of comparative studies across different cultures regarding value acquisition.                            |
| <b>Hui et al. (2020)</b>       | Positive Psychology           | Incorporating positive psychology elements in picture books aids in language learning and emotional resilience.        | Hong Kong      | Underexplored intersection between language acquisition and character formation.                              |
| <b>Rahiem et al. (2020)</b>    | Moral Education               | Storytelling is effective in imparting moral values, with teachers playing a crucial role in facilitating discussions. | Malaysia       | Insufficient research on the effectiveness of different storytelling methods in diverse educational settings. |
| <b>Sukmawati et al. (2024)</b> | Religious Character Education | Implementation of religious character education through picture books fosters moral development.                       | Indonesia      | Limited exploration of secular versus religious character education approaches.                               |
| <b>Syahputri (2024)</b>        | Tolerance Development         | Picture books can be instrumental in developing tolerance and social skills among young children.                      | Indonesia      | Need for more empirical studies on the effectiveness of specific narratives in promoting tolerance.           |

The information from the table above, picture books are instrumental in developing a child's language skills, moral values and social development: (1) Inspiring creativity and critical thinking; Picture books are full of illustrations that can engage children's activity, fostering their imagination and critical thinking skills. Drawing with attractive pictures, picture books catch children's hearts and let them fall in love with the stories before they realize. Therefore educators and parents need to insist on quality picture books as one of the best instruments for encouraging creative and cognitive potential in children early in life (Acer & Gözen, 2020). (2) Moral And Social values; Not only empathy, tolerance, and respect are the values that picture books are able to teach but also contributes to the socialization process in children. This is why picture books can influence good characters and better socialization among children (Akyol 2021; Syahputri, 2024). (3) Psychological and Emotional Approach; The positive psychological feature in picture books not only enhances linguistic learning for children, but also helps build children's emotional resilience. Using these proactive features, picture books can serve for the support of children's learning and coping with the emotions and feelings that can surface in their development. This emphasizes the need to include emotional and psychological factors in teaching materials, in order to promote the well-being of the children in such a way that learning is not a focus on its own but is embedded within a much fuller experience (Hui et al., 2020). (4) Moral and Religious Character Education; The importance of picture books in religious and moral learning. Teachers in this

context act as the mediating force that not only conveys information but also leads students to a comprehension of and an identification with these values. The use of picture books would also make the process of learning more effective and enjoyable, with these materials aiming to help students build good character based on the religious and moral values inculcated (Rahiem et al., 2020; Sukmawati et al., 2024).

There are a few strategic moves parents and teachers can make to develop our kids' characters out of the daily habit of reading picture books. For instance, they need to choose attractive storybooks that the kids would enjoy and which should have age-appropriate religious, social or moral lessons. Second, form of reading should be actively fostered as a daily habit at home and in school for promoting value-oriented education. Interactive reading strategies are, third, necessary; meaning that children should be asked questions and prompted to predict outcomes of stories as narratives are related to their own experiences. These approaches encourage critical thinking and emotional involvement. Creativity should also be promoted by post-reading exercises such as drawing characters, rewriting the stories or acting them out. Talking about the morals in stories and giving kids an opportunity to share their own feelings and opinions on the subject matter can help orient kids towards thinking about and using good judgment. What's more, selecting stories that deal with the psychological and emotional problems helps to develop empathy and breeding grounds for emotional resilience. Ultimately, adults should be role models for both literacy and character demonstrating excitement for reading highlighting how stories impart values worth following. It's a beautiful cycle of learning and character building that stretches beyond mere books and reading to touch at the heart of children's lives helping them grow into caring, empathetic people who hold themselves up against higher standards than those they see portrayed all around.

***Research Question 2: How does the habit of reading a single picture storybook daily affect the language development of young children?***

Table 3

*The habit of reading one picture storybook every day*

| <b><i>Study</i></b>                                                   | <b><i>Focus</i></b>                               | <b><i>Key Findings</i></b>                                                                                                                                                      | <b><i>Context</i></b>                                                                                        | <b><i>Research Gaps</i></b>                                                                   |
|-----------------------------------------------------------------------|---------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------|
| <b>Petrie, A.,<br/>Mayr, R.,<br/>Zhao, F., &amp;<br/>S. M. (2023)</b> | Parent-child interaction during storybook reading | The study found that wordless narrative books encourage more imaginative interactions between parents and children compared to text-based books, enhancing language engagement. | Conducted in various family settings, highlighting the importance of interaction styles in reading sessions. | Limited exploration of long-term language development outcomes from different types of books. |
| <b>Guevara, J. P.,</b>                                                | Effects of early literacy                         | This research demonstrated that                                                                                                                                                 | A randomised controlled trial                                                                                | Further studies needed to assess                                                              |

| <i>Study</i>                                     | <i>Focus</i>                                                             | <i>Key Findings</i>                                                                                                                                                        | <i>Context</i>                                                                                         | <i>Research Gaps</i>                                                                                                |
|--------------------------------------------------|--------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|
| <b>Erkoboni, D., Gerdes, M., et al. (2020)</b>   | promotion on child language development                                  | structured early literacy programs significantly improved children's vocabulary and language skills, especially in homes with supportive reading environments.             | involving diverse socioeconomic backgrounds to assess the effectiveness of interventions.              | the sustainability of language development improvements over time.                                                  |
| <b>Muluk, I. N., &amp; Gustina, A. D. (2024)</b> | Impact of the 'Sigap Child Home' programme on early language development | The study revealed that participation in structured home reading programmes led to significant improvements in children's language skills, particularly in rural settings. | Examined the role of community-based initiatives in promoting reading habits and language development. | Need for more extensive studies on the impact of cultural differences in reading practices on language development. |

The information from the table above indicates that structured reading interaction supported by family and community environments contributes to the language development of young children: 1) Wordless Books Encourage Imaginative Interactions; Picture books without text not only encourage richer imaginative interactions between parents and children but also make a significant contribution to language engagement. The interaction style during reading is a key factor in the effectiveness of language learning. Therefore, it is crucial to choose appropriate media to support children's communication and creativity development in the learning process (Petrie et al., 2023). 2) Early Literacy Programs Enhance Vocabulary and Language Skills; Structured literacy programs can improve children's language skills, especially in a home environment that supports reading activities. Structured literacy interventions are highly effective, particularly in environments that support reading activities, and these positive outcomes can be achieved across various socio-economic backgrounds, emphasizing the importance of environmental support in children's language skill development (Guevara et al., 2020). 3) Community-Based Initiatives; Home reading programs such as Sigap Child Home have a positive impact on children's language development, particularly in rural areas. Community-based approaches have proven to strengthen reading habits and language skills (Muluk & Gustina, 2024).

Selecting and recommending picture books in early childhood must consider several important factors. Wordless books encourage children's imagination and imagination is ultimately determined by how much one can fantasize. When to read: While reading, parents and teachers should promote interactive conversations by asking open-ended questions, looking at pictures and using body language for children to become more engaged learners as well as develop language. Books reflect aspects of a child's life and are adjusted to the stage of their language development so that reading can be more motivating. Post-reading drawing or role-playing as a follow-up activity are additional strategies to

promote learning.

Reading daily to your child has been proven to increase vocabulary, reading comprehension and expressive ability. The opportunity for an emotional connection and listening skills are developed while interacting during read-alouds. Home-based reading programs, such as Sigap Child Home should involve an active role from parents and teachers where they need to schedule when kids are going to read together, collaborate with the children during the reading process or even plan a community activity in the park or library for example. Further capacity building for these programs can be through training of reading strategies and local volunteers. Regular assessments and based on child's preferences lead the implementation of the programs to make children in rural areas passionate reader and active language learners.

**Research Question 3: What are the factors influencing the successful implementation of the habit of reading picture storybooks in enhancing the language skills and character of young children?**

Table 4

*Factors Influencing Children's Language Skills and Character Development*

| Study                        | Focus                                                                 | Key Findings                                                                                                                                                                    | Context                                                                    | Research Gaps                                                                        |
|------------------------------|-----------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------|--------------------------------------------------------------------------------------|
| <b>Adam et al. (2025)</b>    | Impact of parental language and literacy on children's early literacy | Found that parental language and literacy levels significantly influence early literacy skills in low SES Indonesian kindergartners, rather than the home literacy environment. | Focuses on low socioeconomic status (SES) contexts in Indonesia.           | Limited exploration of how cultural factors influence parental literacy practices.   |
| <b>Alatalo et al. (2024)</b> | Read-aloud and writing practices in Nordic preschools                 | Highlights the importance of structured read-aloud sessions and writing activities in enhancing children's language skills.                                                     | Nordic preschool settings with a strong emphasis on educational practices. | Lack of longitudinal studies to assess long-term impacts of these practices.         |
| <b>Guevara et al. (2020)</b> | Effects of early literacy promotion on child language development     | Demonstrated that early literacy interventions significantly improve language development and the home reading environment for children.                                        | Conducted in a diverse urban setting in the United States.                 | Insufficient focus on the role of socio-cultural diversity in literacy promotion.    |
| <b>Melzi et al. (2023)</b>   | Teacher storytelling as a literacy support                            | Found that storytelling by teachers effectively enhances children's literacy skills beyond traditional book reading.                                                            | Early childhood education settings in the United States.                   | Limited exploration of the specific storytelling techniques that are most effective. |
| <b>Rahiem et al. (2020)</b>  | Storytelling for moral education                                      | Identified best practices among kindergarten                                                                                                                                    | Focus on moral development in                                              | Under-researched area on the                                                         |

| Study                                       | Focus                                        | Key Findings                                                                                                                 | Context                                                       | Research Gaps                                                                                     |
|---------------------------------------------|----------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------|---------------------------------------------------------------------------------------------------|
|                                             |                                              | teachers for using stories to impart moral education.                                                                        | early childhood education.                                    | integration of moral education with language development through storytelling.                    |
| <b>Şimşek &amp; Işıkoğlu Erdoğan (2021)</b> | Effects of different book reading techniques | Compared various reading techniques, finding that interactive reading techniques yield better language development outcomes. | Study conducted in Turkey with a focus on preschool children. | More research needed on the effectiveness of these techniques across different cultural contexts. |

The information from the table above shows that the development of language skills and character in a child's early years is linked to a number of literacy practices employed by parents and teachers, as well as various reading methods, in different socio-cultural settings. 1) The Role of Parents; Parental language and literacy skills contribute to early childhood literacy, particularly within low socioeconomic status (SES) contexts. This highlights how the quality of interactions at home such as involving parents in reading activities is what matters rather than simply having access to reading materials. Positive interactions can help lay the groundwork for future literacy skills for children (Adam et al., 2025). 2) Reading Aloud and Writing Practices; That was appropriate coarse reading aloud and early literacy interventions should boost children's language skills. Illustrated storybooks can also add to children's vocabulary and understanding when parents produce a positive reading environment at home, which may increase children's participation in literacy activities (Guevara et al., 2020; Alatalo et al., 2024). 3) Storytelling; Reading picture books in storytelling by teachers and by parents: for literacy and character development Reading picture books in storytelling by teachers and by parents: for literacy and character development Reading picture books in storytelling by teachers and parents (Rahiem et al., 2020; Melzi et al., 2023) . 4) Interactive Reading Techniques; These interactive reading methods have been shown to be more effective for children's language development than other teaching manners. This study has highlighted the value of having children participate actively in the reading task, which can serve to enhance children's understanding and language abilities. It is assumed that children will like reading more and benefit more from language development if such techniques are used (Şimşek & Erdoğan, 2021).

The influence that parents have on their children's literacy abilities has increasingly become the focus of many recent studies, as evidenced by the findings of Adam et al. (2025), this research underscores the pivotal role that parental language proficiency and reading levels play in shaping youngsters' formative literacy expertise, particularly for families facing financial hardship. This developing emphasis mirrors a deepening acknowledgment of the significance of the household environment in nurturing reading habits and children's language growth. Simultaneously, the routine of

shared reading is also attracting substantial notice, as demonstrated in the work of (Guevara et al., 2020; Alatalo et al., 2024). Both investigations affirm that structured reading sessions in preschool settings not only enhance linguistic talents but also cultivate a positive reading atmosphere at home. The integration of shared reading activities into the curriculum embodies a more comprehensive commitment to literacy progression from a tender age.

Moreover, storytelling methods are increasingly perceived as powerful pedagogical instruments. Research by Melzi et al. (2023) and Rahiem et al. (2020) indicates that storytelling not only strengthens literacy abilities but also contributes to children's moral upbringing, providing dual benefits. This developing trend leads to a more holistic approach to early childhood education, where language progress is combined with character formation. Meanwhile, a study by Şimşek & Erdoğan (2021) compares various reading techniques and finds that interactive approaches yield better outcomes in language advancement. This comparative evaluation is crucial for comprehending the most effective methods in different educational contexts, serving as a guideline for establishing best practices in early childhood learning.

***The following is a matrix and relevant literature related to the literature review of the research conducted:***

Table 5

*Matrix and literature*

| <b>Reference<br/>s &amp; Titles</b>                                 | <b>Research<br/>Purposes</b>                                                                                                                  | <b>Study<br/>Design</b> | <b>Age<br/>Group &amp;<br/>Target</b> | <b>Research<br/>Methodol<br/>ogy</b>                       | <b>Research<br/>Variables</b>                                                | <b>Research<br/>Results</b>                                                          |
|---------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|---------------------------------------|------------------------------------------------------------|------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|
| <b>Petrie, A.,<br/>Mayr, R.,<br/>Zhao, F.,<br/>S. M.<br/>(2023)</b> | Examines<br>parent-child<br>interaction<br>during<br>storybook<br>reading with<br>wordless<br>narrative<br>books versus<br>books with<br>text | Comparative<br>study    | Parents<br>and young<br>children      | Observati<br>on and<br>interactio<br>n analysis            | Book type<br>(wordless<br>vs. text),<br>interactio<br>n quality              | Differences in<br>engagement<br>and<br>interaction<br>patterns based<br>on book type |
| <b>Acer, D.,<br/>&amp; Gözen,<br/>G. (2020)</b>                     | Investigates<br>how young<br>children<br>interpret art<br>elements in<br>picture books                                                        | Experimenta<br>l study  | Young<br>children                     | Observati<br>on and art<br>interpretat<br>ion<br>exercises | Types of<br>art<br>elements,<br>children's<br>interpretat<br>ion<br>behavior | Children<br>actively<br>interpret and<br>engage with<br>art elements in<br>books     |
| <b>Adam, P.,<br/>Droop,<br/>M.,<br/>Kleemans</b>                    | Examines<br>parental<br>language and<br>literacy on                                                                                           | Longitudinal<br>study   | Kindergart<br>en children             | Literacy<br>assessment<br>t and                            | Parental<br>language<br>ability,<br>literacy                                 | Parental<br>language and<br>literacy<br>strongly                                     |

| Reference<br>s & Titles             | Research<br>Purposes                                                                                                    | Study<br>Design                   | Age<br>Group &<br>Target                 | Research<br>Methodol<br>ogy                                 | Research<br>Variables                                                                 | Research<br>Results                                                                               |
|-------------------------------------|-------------------------------------------------------------------------------------------------------------------------|-----------------------------------|------------------------------------------|-------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|
| , T., &<br>Segers, E.<br>(2025)     | early literacy<br>development<br>in Indonesian<br>low SES<br>kindergarten<br>ers                                        |                                   |                                          | parental<br>surveys                                         | environm<br>ent, early<br>literacy<br>skills                                          | impact child<br>development                                                                       |
| Akyol, T.<br>(2021)                 | Studies value<br>acquisition<br>through<br>picture books                                                                | Case study                        | Young<br>children                        | Observati<br>onal and<br>qualitativ<br>e analysis           | Types of<br>values<br>presented,<br>children's<br>responses                           | Picture books<br>help reinforce<br>values in<br>children                                          |
| Alatalo,<br>T., et al.<br>(2024)    | Investigates<br>read-aloud<br>and writing<br>practices in<br>Nordic<br>preschools                                       | Mixed-<br>methods<br>study        | Preschool<br>children                    | Surveys<br>and<br>classroom<br>observatio<br>ns             | Read-<br>aloud<br>practices,<br>writing<br>exposure,<br>literacy<br>outcomes          | Literacy<br>development<br>benefits from<br>integrated<br>read-aloud<br>and writing<br>activities |
| Guevara,<br>J. P., et al.<br>(2020) | Explores<br>effects of<br>early literacy<br>promotion on<br>child<br>language<br>development                            | Randomized<br>controlled<br>trial | Young<br>children                        | Experime<br>ntal<br>literacy<br>program                     | Literacy<br>promotio<br>n, reading<br>environm<br>ent,<br>language<br>developm<br>ent | Positive<br>impact of<br>early literacy<br>promotion on<br>child language<br>skills               |
| Hui, A. N.<br>N., et al.<br>(2020)  | Examines<br>reading<br>picture books<br>with positive<br>psychology<br>elements for<br>enhancing<br>English<br>learning | Experimenta<br>l study            | Young<br>children<br>learning<br>English | Reading<br>interventi<br>ons and<br>behaviora<br>l analysis | Positive<br>psycholog<br>y<br>elements,<br>language<br>acquisitio<br>n                | Enhances<br>English<br>learning<br>through<br>picture books<br>with positive<br>psychology        |
| Isnain, W.<br>N., et al.<br>(2024)  | Develops<br>educational<br>videos for<br>introducing<br>ethical<br>vocabulary<br>to young<br>children                   | Developmen<br>tal study           | Early<br>childhood<br>students           | Video-<br>based<br>instructio<br>nal<br>interventi<br>on    | Ethical<br>vocabular<br>y<br>introducti<br>on, video<br>learning<br>effectiven<br>ess | Educational<br>videos<br>improve<br>vocabulary<br>acquisition                                     |
| Melzi, G.,<br>et al.<br>(2023)      | Investigates<br>how teacher<br>storytelling<br>supports<br>children's<br>literacy skills                                | Qualitative<br>study              | Preschool<br>children                    | Observati<br>onal and<br>interview<br>analysis              | Storytelli<br>ng<br>methods,<br>literacy<br>developm<br>ent                           | Teacher<br>storytelling<br>significantly<br>enhances<br>children's<br>literacy                    |
| Muluk, I.<br>N., &                  | Studies the<br>impact of                                                                                                | Case study                        | Preschool<br>children                    | Program<br>evaluation                                       | Literacy<br>program                                                                   | Positive<br>impact of the                                                                         |

| Reference<br>s & Titles                                    | Research<br>Purposes                                                                                                       | Study<br>Design      | Age<br>Group &<br>Target  | Research<br>Methodol<br>ogy                     | Research<br>Variables                                                                       | Research<br>Results                                                                                                    |
|------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|----------------------|---------------------------|-------------------------------------------------|---------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------|
| <b>Gustina,<br/>A. D.<br/>(2024)</b>                       | Rumah Anak<br>Sigap<br>program on<br>early<br>childhood<br>language<br>development                                         |                      |                           | , parental<br>and<br>teacher<br>surveys         | effectiven<br>ess,<br>language<br>skills<br>improvm<br>ent                                  | program on<br>child language<br>development                                                                            |
| <b>Rahiem,<br/>M. D. H.,<br/>et al.<br/>(2020)</b>         | Explores the<br>role of<br>storytelling<br>in moral<br>education                                                           | Qualitative<br>study | Kindergart<br>en children | Observati<br>onal and<br>thematic<br>analysis   | Storytelli<br>ng<br>technique<br>s, moral<br>education<br>outcomes                          | Storytelling is<br>effective in<br>instilling<br>moral values<br>in young<br>children                                  |
| <b>Şimşek,<br/>Z. C., &amp;<br/>Erdoğan,<br/>N. (2021)</b> | Compares<br>the effects of<br>different<br>book reading<br>techniques<br>on young<br>children's<br>language<br>development | Comparative<br>study | Young<br>children         | Experime<br>ntal<br>reading<br>interventi<br>on | Reading<br>technique<br>s,<br>language<br>developm<br>ent<br>outcomes                       | Different<br>reading<br>techniques<br>produce<br>varied impacts<br>on language<br>acquisition                          |
| <b>Sukmawa<br/>ti, E., et<br/>al. (2024)</b>               | Investigates<br>religious<br>character<br>education in<br>kindergarten<br>settings                                         | Case study           | Kindergart<br>en children | Observati<br>onal and<br>qualitativ<br>e study  | Religious<br>character<br>education<br>practices,<br>child<br>behavioral<br>developm<br>ent | Religious<br>education<br>fosters<br>character<br>development<br>in young<br>children                                  |
| <b>Syahputri<br/>, N. D.<br/>(2024)</b>                    | Explores<br>efforts to<br>develop<br>tolerance<br>behavior in<br>early<br>childhood<br>education                           | Case study           | Preschool<br>children     | Observati<br>onal and<br>behavioral<br>analysis | Tolerance<br>promotio<br>n<br>strategies,<br>social<br>behavior<br>outcomes                 | Promoting<br>tolerance<br>through early<br>childhood<br>education<br>leads to<br>positive<br>behavioral<br>development |

The information from the table above shows substantial evidence of a direct correlation between parental and teacher literacy practices and the reading methods used in a particular socio-cultural context, which contribute to the development of language and character competencies in early childhood. Parents play an important role, but merely having books is not enough; the quality of interactions matters, with book reading more important than simply owning it. Activities such as shared reading and early literacy intervention through Picture Storybooks have been found to increase

children's vocabulary and understanding. Teacher and Parent Storytelling Approaches also play a role in building a child's character as well as literacy. Notice that from those studies only interactive reading methods have been successful in improving language skills and understanding of story plot. Children like reading this way, and have more access to literacy-rich activities. As such, establishing a routine of reading at least one picture storybook daily can be a good way of promoting the overall development of children. These results are intended as a springboard from which educators, families and policy makers can build a literacy culture early in development bringing forth the generation that speaks eloquently and stands firmly.

## CONCLUSION

The review of literature points out that there is overwhelming evidence of the direct relationship between literacy parent and teacher practices and methods used by readers in specific socio-cultural contexts to the development of language competences, character in early childhood. Therefore, future researchers should consider Empirical Studies in Diverse Socio-Cultural Contexts. More research is recommended to investigate the effects of reading picture storybooks daily in varied local contexts or low socio-economic environments to consolidate existing literature claims with field studies. Researching pedagogical models (shared, literature) of teaching in combination with shared reading, storytelling and interactive read-alouds to evaluate their quantitative and qualitative impact on children's language/character development. Future research should determine how the quality of parent-child connections while reading works to predict children's literacy by examining communication characteristics, frequency of reads, and emotional support.

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