

**Literary Works for Early-Age Students:
Knitting Social Class, Literacy, & Culture in Parenting Blockades**

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ARTICLE

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ABSTRACT

This research discusses the challenges of teachers in implementing learning by using literature for early childhood. The concepts used in this research are literary works, parenting, and challenges. The approach in this research is ethno-narrative. The data used in this study are snippets of statements obtained from interview transcripts. The type of interview conducted is a non-structured interview that explores the teachers' narrative experiences. 2 teachers in early age school are used as resource persons in this study. The analysis technique uses narrative. The results of the analysis explain that: 1) The parents are working class, meaning that their social class is lower middle class; 2) lower middle class indicates a lack of literacy related to parenting, 3) lack of literacy creates a culture which blockades the learning for children using literary works.

INTRODUCTION

Literature has the most sublime role; it is an instrument to impart lessons, convey moral messages, and escalate literacy levels. The fundamental question is, when do we require to familiarise children with literature? The answer is as early as possible. The problem is, that many children today are left alone with gadgets and contents that are not, in point of fact, educational, but instead revamp problems to some jeopardizing consequences, such as speech delay, tantrums, lack of socialization, and even stunting. Therefore, when children enter the early childhood education stage, the role of the teacher becomes crucial to getting children used to learning many things as well as providing learning. This is where literature plays an important role (Lukaš & Begović, 2021; Sapanti et al., 2021). Nevertheless, the problem that occurs is, when teachers at school have strived hard to immerse literature in a sort of learning tool for early childhood, but at home, the parents cease this effort, such as giving gadgets and tuning YouTube channels containing cartoon videos or even reluctant to invite children to read tales or stories, then there becomes a vicious circle; a cultural parenting problem.

Early-age students learn in a variety of ways and it is important to understand how to best support their development. Early childhood education is aimed at children below the age of 5 or 6 when compulsory schooling begins. In organized educational programs, they enrol kindergarten children,

mainly 5-year-olds. Pre-kindergarten and preschool start at about age 3. Early age education is essential for building a strong foundation for future outcomes in school and life. During this phase, children thrive when they get personalised, attentive, and excellent care, as well as engaging experiences that take place within the framework of strong connections and are integrated into daily routines. Therefore, throughout the initial 5 years of a child's existence, their brain undergoes rapid development. As an additional-inserted note, using visuality can accelerate their process in immersing the knowledge (Khittahira & Tyas, 2022). It has been demonstrated that high-quality early childhood education plays a crucial role in establishing a solid basis for future academic and life achievements. Moreover, critical thinking, attention skills, literacy and math skills, expressive and receptive language proficiency, and better decision-making skills are all important areas of learning for early-age students. They can also learn about culture, sex education, moral values, religiosity, and other things (İslamoğlu, 2018; Masyitoh, 2020; Pergar & Hadela, 2020; Putri et al., 2023; Tabroni et al., 2021; Tirtawinata, 2016) because their brain is set up to be a fast learner. Of course, it is important to support the children's development by providing them with opportunities to learn and explore the world around them (Suryadin & Wahyuningsih, 2023; Hendratno et al., 2022; Sandala, 2023).

Regrettably, not many parents comprehend the significance of providing their children with support at this phase and allowing them to explore the world to the fullest extent. Children possess exceptional listening skills, and it is gratifying to observe how promptly your endeavours are acknowledged. It is intriguing to witness young children as they become acquainted with the world, acquiring numerous vital insights through activities such as taking a stroll or exploring their home. Children in this age bracket provide immense value, as they possess the capacity to not only acquire new knowledge but also comprehend the most effective methods of learning and cultivate a genuine passion for education, a quality that is often lacking among teenagers in contemporary society. Conclusively, early-age students learn through individualized care, quality learning experiences, and support from parents and educators.

Literary works are an essential part of teaching and learning. They offer numerous benefits that go beyond just reading and writing. It is generally known that reading literature is an excellent way to develop cognitive and linguistic skills. It helps students to understand the meaning of a text, analyze its content, and develop critical thinking skills (Subhash et al., 2022). Literature also offers a solution to the tediousness of reading, especially for younger people. It can help students to develop a love for reading and improve their reading skills. Besides that, literature can promote moralities by teaching valuable lessons. Literature, through literary works, can serve as a reflection of the real world, allowing it to function as a lens through which the reader can gather a better understanding of human nature and society. It can help students to be more curious and critical, and to gain a better understanding of different perspectives. It means that literature supplements other fields of study, such as history, science, and social studies. This multidisciplinary can help students to understand multifaceted concepts and ideas and to advance a deeper appreciation for different cultures and traditions. With all due respect, of course, literature is necessary for children because it helps them to start learning how to read and write at a young age (Baihaqi et al., 2019; Rahayu, 2022; Rafida et al., 2013). It can improve reading fluency through the expansion of vocabulary and increase children's reading comprehension skills (Guetatlia & Hamane, 2022; Noviadi et al., 2023). It can also help students develop better writing skills by exposing them to different writing styles and techniques. Implicitly, it provides a sort of gateway to life experiences. In simpler words, literature provides a gateway to teach the reader about life experiences from even the most miserable stories to the most jubilant ones that can touch their hearts. It can help students to understand the world around them and to develop empathy and compassion for others; ethical value (Hairi, 2019).

In conclusion, literary works are an essential part of teaching and learning. They offer numerous benefits that go beyond just reading and writing. They can distribute a sort of assistance to the students to escalate cognitive and linguistic skills, promote tolerance, supplement other fields of study, improve reading and writing skills, and provide a gateway to life experiences. Therefore, it is important to

continue teaching literature in schools. However, many parents have no integration in supporting the school in maturing the children's growth.

There is a widespread misunderstanding that parents are obligated to instruct their children in all matters. Nevertheless, excessive parental involvement might result in youngsters experiencing a deficiency in the necessary emotional capabilities to handle unavoidable obstacles and disappointments. Parents who excessively cater to their children's apparent wants and concerns, depriving them of the opportunity to independently resolve their own problems, are ultimately harming them. Teachers impart not only academic knowledge, but also instil qualities such as accountability, orderliness, etiquette, self-control, and anticipation. Although it is important for parents to have a say in the decision-making process of schools and their opinions should be respected, implementing laws and regulations to prohibit specific narratives and concepts goes against the fundamental principles of public education. Effective parenting requires a comprehensive understanding of several aspects, and parents should strive to acquire extensive and diverse knowledge in order to meet their children's diverse requirements. Parents require a fundamental comprehension of baby and child developmental milestones and standards, as well as the various parenting methods that facilitate children's attainment of these milestones. However, parents' knowledge and willingness can affect the process of the children's growth, including the growth of the mental health field (Subhash et al., 2022).

Within the framework of this study, the teachers cannot grasp the maximal result of teaching the children literary works because the parents have culture ceasing the process. For the teachers, teaching folktales in the picture storybook, songs, and stories in films are strongly interesting for the children at school. However, the parents do not have the same way when the children are picked up at home. This is what some teachers in some preschools in Surabaya do. They confess that it is difficult to immerse literary works as media, bridges, or corridors to reach the goal of early-age students' learning. Many parents are career women or at least working women and its consequences are energy (burnout), time (activities), and focus (parenting). Moreover, after the children are in the preschools, the children are still in the area of the schools because the parents or the mothers are working. In modern terms, it is called *Daycare*. Some teachers have stories from some parents that they (the parents), after picking their children home, just prepare their children to eat, play with gadgets, and sleep. The weekend is just the golden time and of course, it is not enough to reach the children growth's peak. In the preschools, the teachers teach hard and with this sort of situation, this situates children's learning with literary works in the preschool turnouts to go to waste.

Based on this elaboration, it can be understood that there are three correlative key terms: literary works, cultural parenting, and *preschool* (early age education) teachers. Those affect in how the early age students learn. In simpler words, this research pins its nail to dive deeply into an analysis that explores the challenges of how literary works become a way out to escalate the process of children's learning.

METHOD

This type of research is qualitative and the approach in this research is ethno-narrative. This approach is a fusion of narrative and ethnographic approaches. This approach deals with the habits of parents of early childhood education students that are counter-productive to teachers' efforts to improve English competence through literature. Narratives of teachers' experiences intersect with the habits of parents of early childhood education students. Thus, the main data in this study are statements from early childhood education teachers. In other words, interviews with several teachers from early childhood education schools are the source of data in this study. 2 teachers were the interviewees. They are early childhood education teachers in the schools in Surabaya, Indonesia. The data collection technique used is the interview. Then, the type of interview used is an open-ended interview. This type of interview is used since it sustains and supports more explorative and deep answers. The steps in data collection were: 1) conducting interviews; 2) transcribing the results of interviews; 3) reducing data by tabulating, and classifying data. The used analysis technique in this research is narrative. The steps used in analysing the data here are: 1) data exposure, 2) describing the data, 3) interpreting the data, and 4) chronologising the subsequent data (until the final part towards the conclusion).

RESULTS AND DISCUSSION

Before presenting the results of the research, this section will expose the results of the interview processing to become analysed data. The tabulation below is the result of data reduction from the interview transcript with Teacher A.

No.	Questions	Answered Data
1.	How do you implement literary work in your classroom?	<i>Anak-anak suka mendengarkan cerita, itu kenapa saya suka memberikan cerita, dongeng, bahkan menyiapkan film anak-anak ... tentu saja saya juga memberikan moral value ... membaca cerita, menyanyikan lagu, membaca puisi, saya rasa itu bisa membuat mereka belajar banyak hal</i> [Children love to listen to stories, that's why I like to give stories, fairy tales, even prepare children's films ... of course I also give moral values ... reading stories, singing songs, reading poems, I think it can make them learn many things].
2.	How do the parents support this?	<i>Saya merasa banyak orang tua tidak peduli. Sering saya bercerita, ketika mereka dijemput pulang, bahwa kegiatan tadi di kelas, anak-anak belajar dengan dongeng atau film, tapi mereka terlihat acuh</i> [I feel that many parents don't care. I often tell them, when they are picked up, that in class, the children were learning with stories or films, but they seem indifferent].
3.	How far do you know the background of the parents?	<i>Setahu saya, kebanyakan dari mereka adalah pekerja Pabrik T*** Surabaya, Pabrik S*** Surabaya, ada juga dari luar kota, tapi setahu saya mayoritas dari mereka bekerja di perusahaan ... Ada juga guru, atau profesi lain, tapi itu sedikit sekali</i> [As far as I know, most of them are workers of T*** Factory Surabaya, S*** Factory Surabaya, there are also those from outside the city, but as far as I know the majority of them work in companies ... There are also teachers, or other professions, but that's very few].
4.	Do you think the students are continually taught by the parents after they are at home?	<i>Saya kurang yakin. Mungkin karena mereka Lelah setelah bekerja. Pengalaman saya, saya punya bibi dan dia bekerja, setelah pulang, capek, biasanya anaknya diberi HP, terus orangtuanya asik bermain HP sendiri</i> [I'm not sure. Maybe it's because they're tired after work. In my experience, I have an aunt and she works, after coming home, tired, usually the

		child is given a smartphone, then the parents are busy playing with the smartphone themselves].
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Table 1. Data from Teacher A

The snippets of answers from the interviewee above (Teacher A) imply that parents appear to see the school as the only place to learn. The teachers take full responsibility for the children’s learning process. Teachers use literary works such as fairy tales, films, or songs as learning media. However, this appears to be a futile endeavor as parents are not supportive. This can be seen from the statement that the working class is quite tired, so when they go home, they need time to rest. This also implies that they lack literacy about the importance of parenting and supporting children’s development, not just fulfilling parental obligations.

The same thing was also conveyed by another resource person, Teacher B, who strongly supported the answers of the previous resource person. The detailed data can be seen in the following table.

No.	Questions	Answered Data
1.	How do you implement literary work in your classroom?	<i>Saya rasa mengajar dengan menggunakan cerita pendek, dongeng, fabel, kartun, atau bahkan buku cerita bergambar, adalah hal yang membuat anak-anak antusias. Mereka lebih banyak berinteraksi, bertanya kenapa si Kancil, mengapa si Buaya Jahat, bagaimana ini dan itu. Jadi, mengajar dengan karya sastra itu sederhana, kita justru dipermudah dalam berinteraksi dengan anak-anak [I think teaching using short stories, fairy tales, fables, cartoons, or even picture storybooks, is something that makes children enthusiastic. They interact more, asking why the deer, why the crocodile is evil, how this and that. So, teaching with literature is simple, it actually makes us easier to interact with children].</i>
2.	How do the parents support this?	<i>Saya sebenarnya tidak terlalu tahu bagaimana mereka mengajarkan anaknya di rumah, namun saya pernah bertanya ke salah satu anak tentang kegiatan sepulang sekolah. Saya cukup kaget ketika saya tahu bahwa orang tua mereka hanya bermain HP dan membiarkan anak bermain sendiri, dan bahkan jika mereka merengek, si anak itu disuruh tidur, ada juga anak lain yang bercerita kalau mereka diberi HP sampai matanya lelah dan dibiarkan tidur sendiri [I don't really know how they teach their children at home, but I once asked one of the children about their after-school activities. I was quite shocked when I found out that their parents only play smartphone and let the children play alone, and even if they whine, the child is told to sleep, there are also other children who tell me that</i>

		they are given smartphones until their eyes are tired and left to sleep alone].
3.	How far do you know the background of the parents?	<p><i>Banyak dari orang tua adalah para buruh pabrik, jam kerjanya pagi sampai sore, dan bahkan ketika mereka menjemput, mereka tidak menanyakan bagaimana anaknya, kegiatan apa saja sehabian, dan lain sebagainya. Mungkin mereka capek, saya tidak tahu. Padahal bagi saya, menjadi orangtua itu tanggung jawab, anak juga perhatian. Berbeda dengan salah satu anak dari orangtua yang profesinya guru dan pegawai bank, mereka mencoba menanyakan kegiatan anak-anak mereka selama di sekolah [Many of the parents are factory workers, working from morning to evening, and even when they pick up, they don't ask how their children are, what they've been doing all day, and so on. Maybe they are tired, I don't know. But for me, being a parent is a responsibility, and children are also a concern. In contrast to one of the children of parents whose profession is a teacher and bank employee, they tried to ask about their children's activities while at school].</i></p>
4.	Do you think the students are continually taught by the parents after they are at home?	<p><i>Mungkin untuk orang tua yang profesinya guru paham bagaimana mendidik anak, ini bukan hanya tugas guru dan sekolah, namun orangtua dan rumah. Namun saya tidak cukup yakin jika para orangtua yang sibuk kerja lalu tidak peduli perkembangan anaknya. Di sekolah kami senang mengajarkan mereka, dengan karya sastra tadi, namun saya mereka ini menjadi kontra-produktif ketika saya melihat bagaimana pra orangtua tersebut (para kelas pekerja) tidak peduli mungkin karena mereka lelah setelah bekerja. Ada sebuah perbedaan yang mencolok, saya bukannya diskriminasi atau merendahkan suatu profesi, namun menurut saya, ada orangtua yang terlibat literate (guru dan pegawai bank) dan ada yang terlihat kurang literate (para pekerja). Saya tidak berbicara kecerdasan, namun kesadaran pada pola asuh anak [Maybe for parents whose profession is a teacher, they understand how to educate children, this is not only the task of teachers and schools, but parents and homes. But I'm not sure if parents who are busy working care about their children's development. At school we love to teach them, with the literature, but I find it counter-productive when I see how those parents (the working class) don't care, maybe because they are tired after work. There is a stark difference, I am not discriminating or demeaning a</i></p>



		profession, but in my opinion, there are parents who look literate (teachers and bank employees) and there are those who look less literate (workers). I'm not talking about intelligence, but awareness of parenting].
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Table 2. *Data from Teacher B*

From the second table, it can be seen that the challenge of teaching children by utilizing literary works is met with resistance, not opposition, from parents. Here, it is clear that people's literacy level can be seen from their social class and social class can be seen from their education level.

It can be concluded from the data processing that three things are the key answers in this research. Firstly, the parents are working class, meaning that their social class is lower middle class. Secondly, the lower middle class indicates a lack of literacy related to parenting. Thirdly, lack of literacy creates a culture that blocks the learning of children using literary works.

Early childhood refers to the developmental stage of a kid between the ages of 0 and 6 years. According to many experts, children at this stage are in a developmental phase often referred to as the golden age. During this phase, children experience a crucial moment in their lives that has a significant impact on shaping their future development. The child is a human being with considerable untapped potential that has to be cultivated and nurtured based on the skills acquired within their surroundings. The potential being referred to encompasses various aspects such as social, emotional, intellectual, moral, physical, and language potential. Early childhood education is a manifestation of implementation focusing on laying the foundation for the direction of growth and development of physical (fine motoric and gross motoric coordination), cognitive, language, social emotional, religious moral, and art, by the uniqueness of each child (Frosch et al., 2021; İslamoğlu, 2018; Putri et al., 2023; Subhash et al., 2022; Tabroni et al., 2021; Tirtawinata, 2016). The development of preschool children is an ongoing process, and education is a self-directed activity that fosters the development of independence, discipline, and self-direction. The significance of a liberated and affectionate setting for the child's capacity to thrive maximally, totally, and optimally.

Language is important to society. It creates the basis for understanding, communication, and relationships in one's daily life. Language is a symbolic system that helps to elucidate, classify, and structure our thoughts. Language enables individuals to articulate and comprehend information about the world. Language is essential for the preservation and expression of a society's culture. Children acquire language abilities through their surrounding environment, where language serves as a tool for social interaction. Language is a structured system of symbols used to convey different types of thoughts or information, which includes both visual and vocal symbols. The visual signals in question are often observable, legible, and capable of being transcribed. Verbal symbols typically manifest as spoken language and are audible. Language serves as a medium of communication for each person. Therefore, language is a very important aspect that can be developed by every child born (Dulaj, 2023).

The two paragraphs above are crucial points to see that children should learn through literature because children's development can be seen from language development. Language development can be supported by using literature as the main medium. In the case of this study, the teachers have implemented learning with literature as the medium, but they found challenges in the form of parents' upbringing of their children.

From the first result, the parents are working class. The working class is a group of people who have a regional minimum standard income. Therefore, the cost of childcare is something that may be quite burdensome to the financial structure of the family. The working class or factory workers are also the majority of people who have a senior high school certificate. There may be university graduates, but the number is not massive. Therefore, this becomes a dilemma. Getting married is not about the destiny or fate of a mate. From a sociological and anthropological perspective, marriage can become a problem

when basic needs are not met: financial. Without disparaging a profession, when one gets married, his needs will swell even if two incomes are combined. The need to buy a house, a vehicle such as a car, and of course the needs of children. Children's needs can be further broken down into more complicated and complex needs, which can certainly be a source of divorce for a household. There is a chronology of how children can arrive at *Daycare*, of course, because they cannot hire a maid to take care of their children while they work. This means that social class is crucial because when the social class is lower, then the child also does not get a proper education.

The point of the first finding is highly correlative with the second. The relationship between social class and literacy level is a complex and multifaceted one that has received a lot of attention. According to research, there is a substantial positive correlation between socioeconomic status (SES) and literacy, with higher income and parental education levels being associated with higher literacy levels in children and adolescents. There is a correlation between having a lower socioeconomic status and having lower levels of literacy. This correlation can lead to children from low-income homes starting high school with literacy skills that are five years behind those of students from high-income families. The relationship between SES and literacy level is reciprocal, since both factors can mutually influence each other over the course of an individual's life. The gaps in basic reading and writing skills among children from low and high socioeconomic backgrounds indicate the existence of an issue (Khusaini et al., 2022; Sholikah et al., 2019).

Access to education is substantially influenced by social class through numerous means. Firstly, persons belonging to better socioeconomic strata are more inclined to enrol in esteemed educational institutions and acquire further education, resulting in enhanced educational achievement. This is due to the fact that affluent households have the financial means to offer their children educational privileges, such as enrolling them in private schools, providing them with tutoring services, and allowing them to participate in extracurricular activities. These advantages can significantly enhance their academic achievements. Furthermore, it is widely acknowledged that education is the most influential factor in determining individuals' professional standing and prospects for success in adulthood, underscoring the influence of social class on educational achievements and future prospects. Moreover, data demonstrates that students hailing from more privileged socioeconomic backgrounds are more prone to attaining higher levels of academic accomplishment, but the academic underperformance of students from working-class backgrounds can be attributed to factors present in both their home and school environments. In general, the association between social class and education emphasises the importance of tackling educational disparity and ensuring equitable opportunities for individuals, irrespective of their socioeconomic status. Hence, illiteracy has a direct correlation with social status.

Illiteracy has profound economic, social, and health consequences, affecting individuals and society as a whole. An important consequence of illiteracy is the limitation of access to job prospects, perpetuating the cycle of poverty (Dhanuwira & Nurani, 2019). Illiteracy diminishes employability due to the essential nature of reading skills, which are often necessary for most job positions. Illiterate or low literate individuals may face challenges in terms of self-esteem and social connections related to their intellectual abilities, resulting in increased likelihood of engaging in poor academic behaviour and exhibiting disruptive behaviour. Illiteracy is positively correlated with a higher probability of incarceration (Raghuvanshi, 2020). Illiteracy renders persons susceptible to deception, as those who lack the ability to read encounter difficulties in understanding their rights, exercising their voting privileges, seeking employment, managing financial obligations, and obtaining housing. Inter-generational illiteracy persists, irrespective of children's school attendance, perpetuating a cycle of multi-generational deprivation. In addition, parents who lack functional literacy frequently prioritise employment over education and have fewer expectations regarding schooling. Consequently, children of parents who did not complete elementary school are more likely to emulate their parents' educational path. Illiteracy propagation yields significant repercussions, including reduced income, deteriorated health, and increased jail rates. Hence, implementing early intervention strategies is crucial in mitigating illiteracy and its consequences.

This dribbles the issue to the third result which is about the relevance between illiteracy and parenting. Generally speaking, the relevance between illiteracy and parenting is significant and multifaceted. Pragmatically, illiterate parents frequently prioritise employment above education, possess fewer expectations regarding schooling, and their offspring are more prone to emulate their behaviour, thus continuing a cycle of poverty across multiple generations. In contrast, parents with proficient reading abilities have a beneficial influence on their children's lives, as they possess the ability to assist and motivate their children in their academic tasks and effectively interact with their teachers. Offspring of individuals with limited literacy abilities are at a higher risk of encountering difficulties in reading. Additionally, poverty significantly influences the acquisition of literacy skills in children during their formative years (Dhanuwira & Nurani, 2019). Moreover, the educational attainment and literacy proficiency of parents have a substantial impact on the foundational education of their children. Parents who lack formal education are unable to provide assistance with homework, thus relying on external sources for support. This underscores the significance of the extended family structure or community network. Illiteracy frequently continues over generations, and parents who encountered difficulties with reading and writing as children may unintentionally convey unfavourable attitudes towards literacy and education to their own children, thus perpetuating a cycle of illiteracy that spans multiple generations. Hence, it is imperative to tackle illiteracy and foster parental literacy abilities in order to disrupt the cycle of disadvantage and have a beneficial influence on the education and prospects of future generations.

Illiteracy or low literacy among parents can contribute to a negative culture in parenting in several ways. Parents who possess lower reading levels may face feelings of insecurity regarding their abilities and encounter adverse educational experiences, resulting in reduced engagement in their children's education. The absence of engagement may arise from a deficiency in comprehending their children's language and literacy development, so impeding their capacity to successfully assist their children (Menheere & Hooge, 2010; Otermans, 2022). In addition, parents who lack awareness of the fact that learning commences from birth may exhibit reduced inclination to partake in activities that foster learning during infancy, such as reading to new-borns. This, in turn, might have an effect on their children's early literacy advancement. In addition, parents with limited literacy skills may place greater importance on employment rather than education, possess lower aspirations for their children's schooling, and face challenges in effectively engaging with their children's teachers. Consequently, these circumstances can contribute to academic difficulties and an increased probability of their children discontinuing their education. This cycle of disadvantage through generations can perpetuate the negative impact of low literacy in parenting. Overall, low literacy among parents can create a culture in which children may not receive the necessary support for their educational and developmental needs, leading to long-term consequences for both the children and the broader society.

Within the scope of this study, the data indicates that parents belonging to the lower-middle socioeconomic class exhibit a lack of concern over their children's growth. Children are used to engaging in solitary play within their homes and are provided with electronic devices. Asserting that the prevalence of children utilising electronic devices has notably escalated in recent years is not an illegal act. They serve as valuable instruments for both amusement and instruction. Furthermore, its use is accompanied by significant hazards. Excessive utilisation of electronic devices might potentially have adverse impacts on a child's cognitive capacities, resulting in attention deficit, cognitive impairments, and other developmental challenges. In addition, excessive screen time can result in physical health issues such as obesity, elevated blood sugar levels, and eyesight impairments.

In addition, children who allocate substantial amounts of time to electronic devices may encounter challenges in acquiring knowledge and maintaining focus on their academic pursuits, while excessive exposure to computers might lead to addictive behaviours. It is essential for parents to supervise their children's utilisation of electronic devices and restrict their exposure to screens to a maximum of two hours daily. Promoting the utilisation of electronic devices by youngsters in a productive manner, such as for educational objectives, can also aid in reducing the adverse consequences of excessive gadget usage. Although devices can serve as beneficial instruments, parents must remain

cognizant of the potential hazards linked to their utilisation and must take measures to guarantee the safety and well-being of their children when using electronics.

CONCLUSION

This research identifies three key findings; 1) The parents belong to the working class, which signifies that their social class falls under the lower middle-class category; 2) Being in the lower middle class implies a deficiency in parental reading skills; 3) This deficiency in literacy produces a cultural barrier that hinders children's learning through literary materials. Initially focusing on the obstacles of using literary works as a learning medium, but then delving into the underlying reasons why children may not enjoy reading. The research reveals that the role of parents is crucial, but what is more crucial is the bridge between parents' social class and parenting style. Parents in the low-middle social class tend to neglect their children's development and learning, for sure, it is due to a lack of literacy. Therefore, there is a link between social class and parents' literacy level. However, it does not stop here, low literacy levels also have an impact in the form of habits that are routinely carried out so that it becomes a culture of inappropriate child-rearing. From here, we can see that the biggest blockade in children's learning process is not teachers, learning media, or schools, but parents with all their awareness. Literature is just a medium that escalates and accelerates children's learning and language acquisition, but parents cannot be naive and cynical about their social class. Even though their social class is lower middle class, they should increase their literacy level so that their parenting style becomes better.

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