



## Understanding the Objectives and Functions of Language Development in Early Children

Imam Tabroni<sup>1</sup>, Aghny Himatun Mujahideen<sup>2</sup>, Unang Wahidin<sup>3</sup>, Wahyudin<sup>4</sup>

<sup>1,2</sup>Islamic Education, STAI Dr. KH. EZ. Muttaqien, Purwakarta, Indonesia

<sup>3</sup>STAI Al-Hidayah, Bogor. Indonesia

<sup>4</sup>STAI Al-Ittihad, Cianjur, Indonesia

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### ABSTRACT

Children acquire hazard abilities in many ways. Language is the most important form because language can shape our perception, communication and daily interaction. Language is a system that categorizes, organizes, and classifies our thoughts. Aspects of language development listed in the national PAUD standards consist of: understanding receptive language, expressing language and literacy. In this aspect of language development, all aspects of a child's language must be stimulated properly, because the development of a child's language is very important to support the next life. To develop children's language intelligence or commonly called children's language development, there are many factors that need to be considered, especially in terms of children's health factors, intelligence, social factors, and family relationships.

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#### Corresponding Author:

Imam Tabroni,  
Islam Education,  
STAI Dr. KH. EZ. Muttaqien,  
Jl. Baru, Ciwareng, Kabupaten Purwakarta, Jawa Barat 41151, Indonesia  
Email: [imamtabroni70@gmail.com](mailto:imamtabroni70@gmail.com)

## INTRODUCTION

The definition of early childhood according to the National Association for the Education Young Children (NAEYC) is a child who is at the age of zero equal to eight years. Pasca period is a process of growth and development of human life in various aspects, as well as the learning process for children must pay attention to the characteristics possessed in the stages of child development (Susanto, 2017), (Imam Tabroni, Husniyah, Sapitri, & Azzahra, 2022), (Tabroni, 2019). However, it is different from the opinion of the Sub-Directorate of Early Childhood Education (PAUD) which limits the term age for children aged 0-6 years, that is, until the child completes kindergarten (Newstrom, 2006), (Schunk, 2015), (Winfred F.Hill, 2012). This means that it shows that children who are still in the care of their parents, children who are in daycare, playgroups, and kindergartens are still referred to as early childhood (Hill, 1990), (Deming, Cahill, & Orsini, 2013), (Imam Tabroni, Muhammad Naafi' ul, n.d.).

The development of every child must have the same pattern, although the speed is different. every child must follow the pattern and speed according to his own ability (Imam Tabroni, Ayit Irpani, et al., 2022), (Tabroni, Munajat, Uwes, & Rostandi, 2022). Some children develop gradually (Schunk, 2015), (B. F. Skinner, 1938). However, some others experience a very high speed, but there are also those who experience deviations/delays in the stages of development (Jamaris, 2006), (Fashola, 2002), (Tabroni, Imam, Romdhon, n.d.). Children's language development can be defined as a form of communication whether spoken, written, or signaled based on a system of symbols (Monette, Sullivan, & DeJong, 2013). Language consists of the words used by the community and the provisions needed to vary and combine these words (Rohman, Aziz, & Imran, 2020), (Imam Tabroni, Rendy Afrizal, Elsa Nurmayati, Siti Nurlatifah, & Siti Nurlatifah, 2021).

Language is the most important tool for everyone, because through language a person or child will be able to develop social skills with other people (Kurnia, 2009). Children can also express their thoughts using language so that other people can catch what the child is thinking. Communication between children can be established well so as to build good relationships, it is not surprising that language is considered as an indicator of a child's success.

## RESEARCH METHODOLOGY

In this study, the authors used qualitative field research, in order to find out an incident that occurred in the field related to the case that the author was researching. The author also uses the observation method in this research in order to get to know the object more closely. In addition to using the observation method, the author also uses interviews with various parties related to the research process (Creswell, 2012), (Miles & Huberman, 1994).

## RESULTS AND DISCUSSIONS

Language development in early childhood aims to make children able to communicate orally and in writing with their environment, the environment in question is the environment around the child, one of which is family, peers, adults both at school and at home (Tabroni & Juliani, 2022), (Imam Tabroni, Rini Purnama Sari, Rahmat Apendi, n.d.), (Tabroni & Purnamasari, 2022). Skills are usually acquired and learned by children naturally to adapt themselves to the surrounding environment so that children will be able to adapt, socialize and even interact with other people (Ostroff, 2017), (Imam Tabroni, Alvioni Nadea Fikriah, Dida Nurbaida, & Fadila Qoulan Sadida, 2022).

There is a special purpose of communication for children which includes: receptive language skills, expressive language, non-verbal communication, reminding and distinguishing:

a. Receptive language

Receptive language is the ability to understand the language of others, whether it is using spoken or written language. The purpose of this language is

- 1). Helping children to develop their listening skills
- 2). Helping children to identify concepts, start understanding labeling words
- 3). Improve children's ability to respond to hands-on learning

b. Expressive language

Expressive language is the ability of children to be able to express the feelings they feel. The aims of this language are:

- 1). Helping children to be able to express their needs, wants verbally
- 2). Encourage children to speak clearly and firmly
- 3). Helping children to speak fluently
- 4). Helping children to understand because with communication they can have an influence on their environment

c. Non-verbal communication

Non-verbal communication can usually be interpreted as a way of communicating using body movements or other body parts, usually this non-verbal communication does not use words to communicate. The purpose is

- 1). So that children can express their feelings by using facial expressions
- 2). Helping children express their desires by using their body parts
- 3). Familiarize children to always use eye contact when interacting with other people

d. Remembering and distinguishing

In this case the purpose of remembering and discriminating is

- 1). Teach children to be able to distinguish between loud and low a tone and intonation of speech
- 2). Helping children to understand the pattern of each facial expression
- 3). So that children can send complex verbal messages
- 4). Improve your child's ability to remember and build something communication

Language is one of the abilities to develop an early childhood intellectual ability. The functions of language skills for early childhood are as follows:

- a. As a means of communicating and interacting with the surrounding environment
- b. As a tool for early childhood intellectual development
- c. As a tool to show the development of early childhood expression
- d. As a means to express the wishes of early childhood
- e. As a tool so that children can develop curiosity in early childhood. (Jamaris, 2006).

From the description above, we can know that the function of language development in early childhood is so that children can interact with the surrounding environment well and can socialize with the surrounding environment (Hanson, 1986).

### **Factors Affecting Early Childhood Language Development**

The development of early childhood language is also influenced by various factors originating from the child's environment, namely the child's social status, family, culture, gender, and the child's innate intelligence level (Imam Tabroni & Anita Nurul Wafa, 2021), (Ahmadi, 1982), (Hurlock, 2006). However, there are also several other factors that can affect a child's language development, which are as follows:

a. Intelligence

The level of intelligence of children or children's intelligence must be different, so surely each stage of early childhood development also has different stages and definitely requires different processes depending on the intelligence of each child (Heni Hermaningsih SM Imam Tabroni, n.d.), (Imam Tabroni, 2022).

b. Health factor

This health factor is indirectly closely related to the process of language development of children psychologically, physiologically, cognitively, psychomotorically, even affectively. So the condition of the child is also very influential on the development of the child's language as well (Lestari, Maylita, Hidayah, & Junitawati, 2020), (Imam Tabroni, n.d.).

c. Family factor

This factor is the most important cause in the process of language development in early childhood, because after all, children will continue to be with their families for more than ten hours, even for twenty-four hours, children will be with their families more often (Newstrom, 2006), (Lewis, 2012), (Tabroni & Juliani, 2022), (Tabroni et al., 2022). So this family factor is very important when the child's family is rarely stimulated in terms of communication, the child's language development will also experience lagging

(TABRONI, ERAWATI, MSPIAH, & SA'ADATUNNISA, 2022), (Tabroni & Dodi, 2022). However, if in this family the child is continuously invited to interact, communicate and talk, then the child's language development will begin to be stimulated properly and will develop according to the stages of his age.

d. Social status

In this case, what is measured is the level of high and low education carried out by the parents greatly influences the process of language development of the child (Heni Hermaningsih SM Imam Tabroni, n.d.). because in this level of parental education will show how capable parents can stimulate and can teach children's development according to the stages of their age (Imam Tabroni, Alvioni Nadea Fikriah, et al., 2022). In addition, the task of parents is not only to teach the language to their children but by stimulating the development of the child's language how the parents must also be able to develop the child's self-confidence (Imam Tabroni, Jamali Sahrodi, Ulfiah, & Lindawati, 2022).

e. Gender

In a children's language development book, it is stated that if a girl has a fairly rapid speed in her language development and even a girl also has more vocabulary than boys (Novensia Wongpy, 2019), (Imam Tabroni & Rahmania, 2022).

f. Use of two languages

The use of two languages in early childhood makes children gain more insight, for example, when children are taught Sundanese and Indonesian at school or even their parents have different nationalities, this makes these early childhood children have a broader and more insightful perspective. can even speak more than one language (Wiyani, 2014), (Heni Hermaningsih SM Imam Tabroni, n.d.).

## CONCLUSION

Language is a tool for communicating for every human being, because through language humans can interact and communicate with other people by using the results of what they think and what they express about their feelings. The development of language skills for early childhood aims to enable children to communicate both orally and in writing with their environment. The function of language development in early childhood is to function as a tool that can develop children's confidence by developing children's communication according to their age stages.

Every child must have different stages of development depending on the age and psychological level of each child, so the way to stimulate it must be different. The closest environment for children is their own family, so start stimulating the development of children's language from their closest environment, namely their output. After all, every human being and every child on this earth definitely needs language skills to be able to socialize and interact with other people, by interacting with other people, children will get different insights and broad knowledge.

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