

Teacher Strategies in Improving Communication Skills in Children at PAUD YPJ Tembagapura

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Abstract

This study aims to describe the implementation of the Inquiry Learning model in improving early childhood communication skills at PAUD YPJ Tembagapura, an institution with multilingual and multicultural characteristics. The research problem arises from the teachers' challenge in fostering active interaction among children with diverse linguistic backgrounds. This research employed a qualitative approach with a case study design. Data were collected through in-depth interviews, participatory observations, and documentation involving teachers, principals, and parents. Thematic analysis was applied to identify communication strategies and patterns of language development among children. The findings reveal that Inquiry Learning plays a crucial role in fostering children's active, critical, and collaborative communication. Stimulating questions and exploratory activities enhance children's curiosity, while the use of concrete media and the natural environment strengthens verbal engagement. Teachers act as active facilitators who guide children to speak, listen, and respond to peers' ideas confidently. Inclusive strategies also help quiet children participate actively in classroom discussions. Overall, the Inquiry Learning model effectively builds children's confidence and communication skills, making it a relevant pedagogical approach for multicultural early childhood education settings in Indonesia.

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1. INTRODUCTION

Communication skills in early childhood are an important foundation for sustainable cognitive, social, and emotional development. Communication encompasses not only the ability to speak, but also to listen, understand, and respond appropriately to others [1]. Children with good communication skills tend to adapt more easily to social environments and learn effectively. In the context of early childhood education, these skills form the foundation for the development of literacy and numeracy later in life. Barriers to communication can impact children's self-confidence and their ability to interact healthily. Therefore, stimulating communication from an early age through storytelling, role-playing, and two-way interactions is crucial. An environment that supports conversation between children and adults will strengthen children's language development. In addition to verbal communication, nonverbal language such as facial expressions and gestures also plays a significant role in the learning process. Many studies confirm that effective communication from an early age is related to children's readiness to enter elementary school.

Communication development is not just a linguistic aspect, but also a social and emotional one. Therefore, early childhood education must provide space for language-rich interactions. Global awareness of the importance of this ability is increasing in modern educational practices [2].

Globally, researchers have highlighted that cultural, environmental, and technological factors influence children's communication skills. Children who grow up in language-rich environments tend to have broader vocabularies and more complex sentence structures. Family interactions and the quality of home education are key factors influencing children's language development [3], [4], [5], [6]. In developed countries, communication intervention programs have been implemented to strengthen speaking and listening skills from an early age. These programs typically include training for teachers and parents to communicate effectively and supportively. However, developing countries often face challenges such as limited resources and minimal teacher training in child communication. Cultural differences also influence how children express themselves and how adults respond to them [7], [8], [9]. For example, in some cultures, face-to-face communication is emphasized, while in others, body language is preferred. The influence of technologies such as gadgets and social media has also sparked discussion about their impact on children's interactions. Some studies have shown the benefits of technology in expanding vocabulary, but also warn of the risks of reducing face-to-face interaction. Therefore, the balance between technology and real communication is an important issue in today's education [10], [11], [12], [13], [14].

Good communication skills help children build healthy social relationships and develop empathy. Children who are able to express their opinions and feelings clearly are more easily accepted in playgroups. Through positive communication, children learn to respect the views of others and understand the emotions around them. In the learning process, these skills also make children more active in asking questions, answering questions, and discussing with teachers [15], [16], [17]. Teachers can assess children's level of understanding through their verbal interactions in class. Strong communication from an early age also contributes to improved academic achievement in the future. Conversely, children with communication difficulties are more prone to frustration and negative behavior. Therefore, the role of teachers and parents is very important in providing consistent support and stimulation. An open and friendly learning environment will encourage children to speak up. Early intervention to overcome communication barriers needs to be carried out comprehensively and continuously. Thus, communication is not only a technical skill, but also a means of building character and self-confidence. Ultimately, children who are skilled at communicating have strong social capital for future success [18], [19], [20].

In a global context, the approach to developing children's communication skills must be holistic and contextual. The strategies used need to consider the child's cultural background, individual needs, and developmental level. Role-playing, storytelling, and singing approaches have been shown to be effective in improving communication skills in various studies. Teachers who use open-ended questions can encourage children to think critically and extend verbal interactions [21]. Reading books together has also been shown to increase vocabulary while practicing listening skills. In addition to language activities, arts such as drama, music, and dance can stimulate children's natural self-expression. A pressure-free learning environment encourages children to be more confident in speaking and expressing their opinions. Children with speech disorders require special support such as speech therapy and collaboration with teachers. Collaboration between teachers, therapists, and parents is a crucial factor in the success of interventions. With an integrated approach, children's communication development can be maximized according to their

potential. The principles of fun, interactive, and adaptive learning are key to developing sustainable communication skills. This approach has become a key recommendation in early childhood education policies in many countries [9], [22], [23], [24].

YPJ Tembapapura Preschool is a concrete example of an institution facing unique challenges in developing children's communication in a multilingual environment. This institution serves children from families of PT Freeport Indonesia employees who come from various regions and cultural backgrounds. The diversity of ethnicities, languages, and speech habits creates complexities in daily interactions. Children speak various regional languages at home, such as Javanese, Batak, Bugis, Toraja, Amungme, and Kamoro. However, at school, Indonesian and some English are used as the primary languages of instruction. Teachers at YPJ must manage these linguistic differences so that all children can actively participate in learning activities. The phenomenon of language switching, or code-switching, is a natural part of classroom interactions. Teachers utilize this as a learning strategy by introducing Indonesian equivalents. Through this approach, children learn to adapt their language to the context and the person they are speaking to. Linguistic diversity is a strength that enriches the learning experience. Observations show that children at YPJ quickly adapt to the use of diverse languages. This multicultural environment serves as a natural laboratory for children's communication development.

The teachers' strategies at YPJ Early Childhood Education (PAUD) demonstrate flexibility in addressing children's linguistic diversity. They do not force children to use Indonesian immediately, but rather allow them to speak in the language they are most comfortable with. They then help translate and gradually introduce new vocabulary. This approach fosters children's confidence in speaking and reduces anxiety. Teachers also learn a few words from the children's native language as a sign of respect for their cultural background. This fosters closer and more respectful relationships between teachers and children. Through regular training conducted by YPJ, teachers become more skilled in implementing multilingual communication strategies. Project-based learning methods are also used to strengthen collaboration and verbal interaction. Children are encouraged to discuss, share ideas, and complete group assignments across languages. In this process, children develop listening skills, comprehension skills, and adapt language to the situation. As a result, they demonstrate confidence in public speaking and strong social skills. These practices make YPJ Early Childhood Education (PAUD) an adaptive and inclusive communication learning model.

Theoretical studies show that children's communication skills can be strengthened through translanguaging strategies and mother tongue-based multilingual education. A translanguaging approach positions all children's languages as valid learning resources, not barriers. With this strategy, teachers can naturally bridge the gap between home language and Indonesian. Studies in Papua have shown that using the mother tongue in early education accelerates children's transition to the national language. At YPJ, this practice is relevant because many children come from homes where different regional languages are spoken. Teachers who are able to utilize children's languages in their learning help maintain cultural identity while strengthening linguistic foundations. The use of bilingual labels, local stories, and multilingual digital media are essential parts of this process. Parental involvement in storytelling programs also strengthens the consistency of language input at home and school. Global research shows that two-way conversation routines at home significantly influence children's vocabulary. With this approach, multilingual education not only improves communication but also strengthens children's emotional connection to their home culture. This strategy serves as an important foundation for research at YPJ.

Based on current literature, there is still little research that combines analysis of teacher strategies, institutional support, and concrete outcomes of children's communication skills

in a multiethnic context like Tembagapura. The research at YPJ offers a novel contribution by examining how teachers manage children's language repertoires in a multinational corporate environment. This study also examines the influence of teacher training, facilities, and parental involvement on children's communication outcomes. A holistic approach involving classroom observations, teacher and parent interviews, and assessment of children's abilities serves as the main framework of this research. The main focus is to understand how translanguaging strategies, code-switching, and the use of digital media are implemented in real-life practice. By understanding these dynamics, the research results can serve as a reference for other early childhood education centers (PAUD) in Indonesia. Multilingual learning models like those at YPJ can be replicated to improve children's communication in culturally diverse areas. These findings are also expected to enrich theories on translanguaging in early childhood education. Furthermore, this research supports evidence-based local content policies that are relevant to the needs of the Papuan community. Thus, YPJ PAUD serves as an important laboratory for the development of multicultural communication education in Indonesia.

The novelty of this research lies in its focus on the development of early childhood communication skills in a multilingual and multicultural context at YPJ Tembagapura Early Childhood Education Center (PAUD), a practice rarely studied in depth. While most previous studies have focused on children's communication in homogeneous or monolingual environments, this study examines the dynamics of interactions between children from diverse ethnolinguistic backgrounds. The approach employed not only analyzes children's communication outcomes but also teacher strategies, institutional support, and parental roles in an integrated manner. The combination of translanguaging theory, code-switching, and a participatory communication approach is the main difference between this study and previous studies. Furthermore, this study positions teachers as active facilitators who utilize language differences as learning resources, not as barriers. The developed learning model stands out for its use of multilingual interaction mapping, which maps the cross-language interactions used by children in learning activities. This study also utilizes naturalistic observation to illustrate children's authentic communication processes in the classroom. The expected results are not only a description of language abilities but also an in-depth understanding of communication adaptation mechanisms in multicultural situations. Thus, this research makes a novel contribution to the development of early childhood communication theory in eastern Indonesia. Practically, the results can serve as a basis for developing inclusive communication learning models in other regions with linguistic diversity. Overall, the novelty of this research lies in the integration of linguistic, pedagogical, and sociocultural approaches within the unique multiethnic and multilingual context of YPJ Tembagapura.

2. RESEARCH METHODS

This research uses a qualitative approach with a case study, as its primary focus is to deeply understand the phenomenon of early childhood communication skills development in a real-life context without variable manipulation. The qualitative approach was chosen to holistically explore participants' meanings, perceptions, and experiences and to interpret social reality as it exists. This case study allows researchers to explore the processes, dynamics, and interactions occurring within the YPJ Tembagapura PAUD environment in depth and contextually. The research is not directed at testing hypotheses, but rather to understand in detail the practices and strategies of teachers in improving children's communication skills. The focus is not only on outcomes but also on the process by which teachers, children, and parents build communicative interactions amidst linguistic and cultural diversity. This approach aligns with the principles of qualitative research, which

emphasize a deep understanding of social context and human experience. In this study, the researcher acted as the primary instrument (key instrument) directly involved in data collection, interpretation, and analysis. The researcher's active role allows flexibility in adapting data collection techniques to the dynamic field situation. Data were collected through in-depth interviews, participant observation, and documentation studies to obtain a comprehensive picture. Analysis was conducted thematically to identify patterns, themes, and meanings from the observed interactions. Thus, this case study approach is considered most appropriate for understanding children's communication practices in a multilingual environment such as YPJ Tembagapura comprehensively and in depth.

Location and Time of Research

This research was conducted at PAUD YPJ Tembagapura, an early childhood education institution located within the PT Freeport Indonesia mining company area. This location was purposely selected due to its unique social and cultural characteristics, with a high diversity of languages and ethnic backgrounds. This diversity makes PAUD YPJ a natural laboratory for research on early childhood communication in a multilingual context. Furthermore, the institution has implemented various innovative interaction-based learning programs that align with the research objectives. The location selection took into account data availability, the school's openness, and the participants' willingness to actively participate in the research process.

The research was conducted over a one-year period, from July 2024 to June 2025, through several systematic stages. The first stage (July–September 2024) was an initial observation to understand the context, identify the dynamics of children's communication, and establish relationships with participants. The second stage (October–December 2024) included primary data collection through in-depth interviews with teachers and parents, classroom observations, and documentation collection. The third stage (January–March 2025) was the implementation or data deepening phase, where researchers conducted further observations of the learning strategies implemented by teachers. Furthermore, data evaluation and triangulation were conducted in April 2025 to confirm preliminary results with participants and ensure consistency of information across sources. The analysis and report writing stage was conducted in May–June 2025, encompassing the compilation of findings, data interpretation, and practical recommendations for developing communication learning in early childhood education (PAUD). All stages were carried out with due regard for research ethics, such as obtaining informed consent, maintaining participant confidentiality, and respecting local socio-cultural norms.

Participants in this study were selected using purposive sampling techniques with criteria aligned with data requirements. These criteria included a minimum of two years of teaching experience, direct involvement in early childhood learning, and a willingness to actively participate. The study subjects included school principals, teachers, parents, and support staff relevant to the learning activities. The number of participants was not fixed but followed the principle of data saturation, where data collection was stopped when no new information emerged. This approach ensured that the data obtained was truly representative and in-depth.

Data Collection Techniques and Tools

To obtain comprehensive and valid data, this study uses three main techniques: in-depth interviews, participant observation, and documentation.

1. In-depth Interview

Interviews were used to explore teachers' and parents' experiences, perceptions, and strategies in fostering communication between children. The interviews were semi-structured, with flexible question guides to allow researchers to explore information that emerged spontaneously. Questions focused on participants' understanding of learning activities, challenges faced, and daily communication practices. Interviews were conducted face-to-face in the school environment or a location convenient for the respondents. All conversations were recorded with the participants' consent and later transcribed for thematic analysis.

2. Participatory Observation

Observations were used to obtain empirical data on children's behavior and communication interactions in the classroom. The researchers employed moderate participatory observation, where the researcher was present on-site without disrupting the learning process. Observations focused on verbal and nonverbal aspects of children's communication, teacher-child interactions, and playgroup dynamics. The researchers recorded all findings on observation sheets and added reflective field notes after each session. Visual documentation such as photos and videos was also used to strengthen the observation data.

3. Documentation Study

Documentation was conducted to obtain supporting data in the form of RPPH (Regional Development Plan), RPPM (Regional Development Plan), activity reports, photographs of children's work, and institutional archives. These documents helped provide factual context for the interview and observation results. Researchers also reviewed institutional policies related to communication-based learning for triangulation. All documents were analyzed to identify information relevant to the research theme.

Data analysis

Data were analyzed using thematic analysis techniques as developed by Braun and Clarke. Analysis began during the data collection process, allowing researchers to adjust the focus of observations based on field findings. The first step was data reduction, which involved repeatedly reading interviews, observations, and documentation to identify initial meanings. Next, coding was performed, marking important words or phrases related to teachers' communication strategies. Similar codes were then grouped into categories and developed into main themes, such as language adaptation strategies, social interaction techniques, and strengthening children's self-confidence.

The analysis was conducted inductively, meaning concepts and findings were built from empirical data, not from imposed theories. The researcher used triangulation of sources and methods to enhance validity by comparing the results of interviews, observations, and documentation. Preliminary results were confirmed through member checking, which involved asking participants to verify whether the researcher's interpretations aligned with their experiences. Additionally, peer debriefing was conducted with fellow researchers to gain critical insight into the analysis process. The final results are presented in the form of a thematic descriptive narrative accompanied by direct quotes from participants as authentic evidence. With this approach, the research results are expected to not only describe communication practices at PAUD YPJ Tembagapura in detail but also provide theoretical and practical insights for the development of multilingual communication models in other PAUD institutions.

3. RESEARCH RESULTS AND DISCUSSION

3.1. Research result

This study found that the communication skills of early childhood children at PAUD YPJ Tembagapura developed significantly through the application of the model of *Inquiry Learning* centered on children's curiosity and active participation. All participating teachers demonstrated consistency in implementing inquiry-based learning principles, exploration, and group discussions, enabling children to communicate naturally in meaningful contexts. Through a series of interviews, observations, and documentation, five key findings were identified that illustrate the close relationship between teacher strategies, learning media, classroom atmosphere, and the improvement of children's communication skills.

The Central Role of Sparking and Provocative Questions in Building Children's Curiosity.

All teachers begin activities by posing questions or phenomena that challenge children's thinking, such as "Why does rain fall from the sky?" or "Why do caterpillars become butterflies?" This strategy has proven effective in fostering curiosity, which triggers spontaneous communication. When children are interested, they are encouraged to ask questions, guess, and express opinions without coercion. Teachers do not provide direct answers but instead facilitate children's discovery through experimentation and observation. This approach makes communication not just a linguistic skill, but a means of critical thinking and sharing meaning. Simple phenomena like a balloon expanding without being blown up or paper not getting wet in water become discussion-provoking tools that challenge children's assumptions about the world around them. Thus, questions and provocation serve as key catalysts that transform curiosity into active communication.

Utilization of Concrete Media and the Environment as Communication Stimulation Tools.

Teachers use a variety of real objects—leaves, flowers, water, small animals, even light—to help children understand concepts through hands-on experience. These exploratory activities make it easier for children to associate words with objects, making their language more meaningful. In each activity, teachers encourage children to explain their observations, ask questions of peers, and present their findings to the group. The school environment is also used as an open-ended learning laboratory. For example, teachers take children outside to observe insects, measure the length of shadows, or observe artificial rainbows using prisms. Children become highly engaged because they learn through challenging and fun activities. Even simple media such as hand puppets, animal sounds, or recycled experimental equipment have been shown to be effective in fostering children's verbal participation. These findings suggest that concrete media not only strengthen conceptual understanding but also stimulate social interaction and two-way communication between children and teachers.

Inclusive Strategies Teachers Use to Engage Quiet Children and Ensure Full Participation.

In every classroom, there are always children who tend to be quiet or shy about speaking in front of their peers. Teachers recognize this challenge and design personalized approaches to address it. They ask simpler questions, manage turn-taking, and assign roles to encourage all children to participate. For example, a typically passive child might be given the responsibility of being the group spokesperson or observing the results of an experiment. This strategy makes them feel like they have a

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significant role and ultimately encourages them to speak up. Teachers also provide positive reinforcement through praise whenever a child tries to speak, no matter how small. Simple praise such as "Good job, you're brave enough to answer!" has been shown to boost children's self-confidence. Furthermore, grouping children together, combining active and quiet groups, creates a positive influence that stimulates mutual communication. Thus, children's active participation is not a matter of chance, but rather the result of inclusive, empathetic, and individualized learning design.

The Role of Teachers as Active Facilitators and Discussion Directors.

In the model of *Inquiry Learning*, teachers no longer act as information centers, but rather as guides who help children navigate the process of discovery. Teachers maintain focus on discussions, ask follow-up questions, and ensure that every child is engaged. They use strategies such as reflective questions ("Why do you think that?") to deepen children's understanding and encourage them to justify their answers. Teachers must also be able to manage classroom dynamics to ensure productive learning. Challenges such as limited time and easily distracted children are addressed by selecting the most relevant core activities and utilizing guiding questions. Furthermore, teachers create a safe and enjoyable classroom atmosphere so that children are not afraid to speak up. They model communication by listening to children's opinions and providing respectful responses. In this way, teachers instill positive interpersonal communication skills through everyday practice. These findings confirm the success of *Inquiry Learning* depends heavily on the teacher's sensitivity and ability to facilitate the child's thought process.

Increased Self-Confidence and Communication Skills of Children as the Main Result of Implementing the Model of *Inquiry Learning*.

Nearly all teachers reported that after several months of implementation, children became significantly more active, asking questions, and expressing their opinions clearly. They also demonstrated improved listening, responding, and debating skills. The communication process that developed in the classroom was not one-way but interactive and collaborative. Children became accustomed to sharing roles, sharing observations, and responding to peers' ideas. Teachers noted that children even continued the storytelling habit at home, as reported by parents. This demonstrates that the increased communication occurring in schools is transformative, extending beyond the classroom. Children learn that speaking is not just an obligation, but also a means of understanding the world and building social relationships. They find emotional satisfaction in the process of speaking, listening, and collaborating. This confidence lays an important foundation for their readiness to enter the next level of education.

3.2. Discussion

The results of research at PAUD YPJ Tembagapura show that the implementation of *Inquiry Learning* In early childhood education, learning is not merely a learning approach, but has developed into a comprehensive pedagogical culture. Each finding—from the use of stimulating and provocative questions, the utilization of concrete media and exploration of real environments, the application of inclusive strategies for quiet children, the transformation of the teacher's role as an active facilitator, to increasing children's self-confidence and communication skills—demonstrates a systematic and mutually reinforcing interconnectedness. Conceptually, these five aspects can be viewed as a single, child-centered pedagogical cycle: from fostering curiosity,

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facilitating exploration, ensuring participation, guiding the thinking process, to producing personal transformation in the form of self-confidence and communication skills.

Findings about **starting questions** shows that children's thinking processes do not emerge spontaneously, but can be designed and stimulated through appropriate questioning strategies. This practice forms the foundation for the entire inquiry process, as curiosity is the driving force of learning. From a constructivist perspective, teacher questions function as *cognitive dissonance* which arouses children's desire to explore and seek answers. This finding proves that teachers play a role as designers of learning experiences, not simply as transmitters of information. When this questioning strategy is combined with **use of concrete media and environmental exploration**, it appears that YPJ Tembagapura implements learning that is truly rooted in the real world of children. This combination of intellectual provocation and sensory stimulation creates holistic learning—engaging children's minds, emotions, and bodies simultaneously—ultimately fostering natural dialogue and rich social interactions.

Next, the findings about inclusive **and differentiation strategies demonstrates** teachers' awareness of children's diverse personalities. This approach prevents the inquiry process from being biased toward more vocal or extroverted children. By creating a safe space and a social-emotional scaffolding system, teachers ensure that each child has the opportunity to discover and express their ideas. Strategies such as praise, group roles, or heterogeneous groupings demonstrate that inclusion in Tembagapura involves more than just physical access, but also psychological involvement. This marks an evolution in teachers' understanding of equity *in participation*, which is an important dimension in 21st century education.

Shifting the **role of the teacher as an active facilitator** is the connecting link between theory and practice. Teachers no longer act as centers of knowledge, but rather as guardians of direction, rhythm setters, and balancers between freedom and structure. This aligns with Hmelo-Silver's (2007) and Vygotsky's view that the teacher's role in inquiry learning is to provide adaptive cognitive support. In Tembagapura, this facilitative role is evident in the teacher's ability to maintain the focus of the discussion, prompt follow-up questions, and provide scaffolding according to the child's needs. In the Indonesian context, this transformation can be seen as an application of Ki Hadjar Dewantara's values, which position teachers as *pamong*—guiding without dominating.

Improving children's self-confidence and communication skills is a logical consequence of the entire process. When children are given space to ask questions, experiment, and feel valued, they not only learn to speak, but learn to be meaningful *in* speaking. Growing self-confidence reflects the success of an education system that focuses on empowerment, not uniformity. Psychologically, these results indicate the development of self-efficacy and intrinsic motivation—two factors that are prerequisites for lifelong learning.

Overall, this study confirms that the success of *Inquiry Learning*, the learning process at YPJ Tembagapura PAUD is not the result of a single practice, but rather the synergy of various complementary components. From a theoretical perspective, these practices demonstrate the continued relevance of constructivism (Dewey, Piaget), sociocultural (Vygotsky), and the humanistic and aesthetic principles of Reggio Emilia learning. Contextually, these practices offer a model for implementation of *inquiry learning* uniquely Indonesian—nature-based, community-oriented, and instilling the value of mutual cooperation. Thus, these findings not only enrich the literature on inquiry learning in early childhood education but also provide concrete inspiration for

transforming early childhood education pedagogy in Indonesia toward more reflective, inclusive, and liberating learning.

4. CONCLUSION

This study concludes that the Inquiry Learning model, when implemented with a deep philosophical understanding and practical creativity as demonstrated by teachers at PAUD YPJ Tembagapura, is a superior strategy for developing early childhood communication. The case of PAUD YPJ Tembagapura can serve as an inspiring best practice model for other educators throughout Indonesia. It demonstrates that by entrusting the learning process to children's curiosity and positioning teachers as expert guides, educational institutions can effectively cultivate a generation of confident, critical, and collaborative communicators, in line with the ideals of national education.

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