

The Role of Parents in Early Childhood Language Development at Segara Anak Childcare Center (TPA)

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Abstract

Early childhood language development is an important aspect in supporting children's communication and social interaction skills. Parents play a primary role in providing language stimulation through daily verbal interactions. This study aims to describe the role of parents in early childhood language development at Segara Anak Daycare Center. A qualitative descriptive approach was employed, using observation, interviews, and documentation as data collection techniques. Data credibility was ensured through source triangulation and member checking. The findings indicate that children's language development is influenced by the quality of parent-child verbal interaction, communication habits at home, and patterns of gadget use in parenting. The daycare center functions as a supportive environment for language stimulation but cannot fully replace the role of parents. Optimal language development occurs when there is synergy between parents and the daycare center.

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1. INTRODUCTION

Early childhood education is a fundamental stage in establishing the foundation for a child's overall development. Children aged 0–6 years are in the golden age, a period of rapid brain development and heightened sensitivity to environmental stimuli, during which experiences shape long-term cognitive, social, emotional, and language outcomes (UNESCO, 2019; NAEYC, 2020; Suryana, 2021; Shonkoff & Phillips, 2000; Center on the Developing Child, 2016; Heckman, 2006). Both the family and the educational environment therefore play a crucial role in supporting optimal growth and development during this period.

Among the various aspects of early childhood development, language is one of the most important. It is the primary means through which children understand their environment, express thoughts and feelings, and build social relationships, and it is closely tied to cognitive development: delays in language can affect a child's learning ability, social interactions, and self-confidence (Owens, 2020; Santrock, 2021; Vygotsky, 1978).

A child's language development is shaped largely by the quality of interaction within the family. Parents are typically a child's first language models, and everyday interactions—talking, reading stories, singing, and responding to questions—enrich vocabulary and communication skills, whereas minimal verbal communication can hinder development (Hart & Risley, 1995; Hoff, 2006; Bus et al., 1995; Weisleder & Fernald, 2013). Parenting style and technology use also play a role: excessive, unsupervised device use can reduce the intensity of direct communication and limit opportunities for language stimulation, so parents need to use technology wisely so that

it supports rather than replaces verbal interaction (OECD, 2018; UNICEF, 2020; Pratikno et al., 2023).

Beyond the family, Child Care Centers (TPA) such as Segara Anak Daycare (TPA Segara Anak) also support language development through activities such as storytelling, singing, role-play, and peer interaction; however, this stimulation cannot fully replace the role of parents and is most effective when it works in synergy with communication and support provided at home (Melhuish et al., 2015; OECD, 2017; Sheridan et al., 2011). Based on this condition, research on the role of parents in early childhood language development at Segara Anak Daycare (TPA) is important to obtain a clear picture of the forms of parental involvement, the factors that influence children's language development, and the synergy between families and the TPA in supporting optimal language development.

2. RESEARCH METHODS

This research employs a descriptive qualitative approach using a case study design to gain an in-depth understanding of the role of parents in early childhood language development at Segara Anak Childcare Center (TPA). This design was chosen because it allows the researcher to describe, within a naturally occurring setting, the experiences, behaviors, and forms of parental involvement that support children's language development, rather than testing hypotheses or isolating variables. The key instrument in this study is the researcher herself, who serves as the data collector, identifies informants, and determines the research focus. Data collection techniques include interviews, observation, and documentation, and informants were selected using purposive sampling.

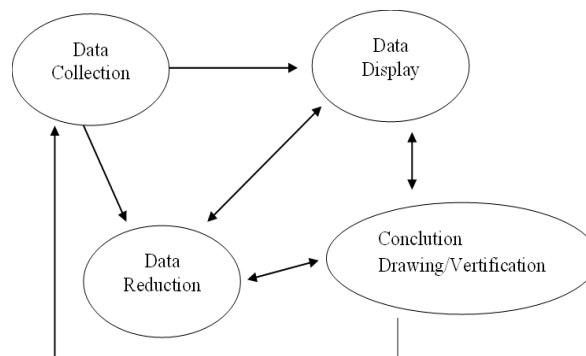
The study participants consisted of parents with children attending Segara Anak Daycare and educators involved in childcare and learning activities. Participants were selected using purposive sampling, selecting informants deemed to have information relevant to the study's objectives. Furthermore, observations of children's activities during their time at the Daycare served as supporting data for the study.

Data collection was conducted through observation, semi-structured interviews, and documentation. Observations were conducted naturally during the children's daily activities at the TPA to observe receptive and expressive language development. Interviews were conducted with parents and educators to obtain information on language stimulation, communication patterns, and collaboration between the family and the TPA. Documentation in the form of child development notes, activity photographs, and other supporting documents was used to strengthen the results of the observations and interviews.

The research instruments consisted of observation and interview guidelines, developed based on theoretical studies of early childhood language development. The observation guidelines focused on children's receptive and expressive language skills, while the interview guidelines were used to gather information on the role of parents in providing language stimulation at home and educator strategies in supporting children's language development in the preschool. The instruments were developed based on concepts of language development proposed by Owens (2020), Santrock (2021), Hoff (2006), and research by Hart and Risley (1995).

The research began with the development of a research design and instruments, followed by obtaining research permits from the Segara Anak TPA management. After obtaining informed consent from relevant parties and parents, the researchers observed children's activities and conducted interviews with parents and educators. All data obtained were then documented and analyzed in accordance with the research objectives.

Data analysis followed Miles and Huberman's interactive model, which consists of four stages: data collection, data reduction, data display, and conclusion drawing (verification). Data validity was maintained through source triangulation and member checking to ensure the credibility of the research results. Each stage is described below.



For more details regarding these four stages, they will be explained in the following presentation:

a. Data Collection

Data was obtained through interviews, observations, and documentation, then recorded in field notes consisting of two parts: descriptive (objective recordings without interpretation) and reflective (analysis and researcher responses to the findings).

b. Data Reduction (*Data Reduction*)

Data Reduction (*Data Reduction*) is the process of selecting, focusing, simplifying, abstracting, and/or transforming data found throughout a corpus (body) of field notes, interview transcripts, documents, and other empirical materials. Compression to increase data reliability. Data reduction is a form of analysis that cleans, categorizes, centralizes, discards, and organizes data so that “final” conclusions can be drawn and verified. In this stage, the researcher conducted direct interviews with parents and educators at TPA Segara Anak *face-to-face* by providing questions related to the research focus and research objectives.

c. Data Display (*Data Display*)

Data can be presented in the form of sentences, words, images, graphs, and tables. The purpose of data presentation is to combine information to explain a situation. In this case, researchers should create narratives, matrices, or graphs that facilitate the study of the information or data, allowing researchers to easily understand the entire information or specific parts of the research results. This allows researchers to maintain control over their data and avoid being bogged down in boring conclusions. This occurs because scattered and poorly organized data can lead researchers to act haphazardly and draw unfounded conclusions. Data presentation should be grounded as part of data analysis.

d. Conclusion Drawing (*Verification*)

Conclusions are drawn during the research process and during data reduction. Initial conclusions are drawn after sufficient data has been collected, and conclusions are drawn after the data is complete. The collected data will be reviewed to determine its completeness, ensuring that the researchers can account for it.

In this study, validity was tested through a credibility test, using triangulation techniques to compare various data sources and the adequacy of reference materials to ensure the data obtained is accountable. The implementation of the examination technique was based on several specific criteria. There are four criteria used, namely the degree of trust (*credibility*), diversion (*transferability*), dependency (*dependability*), and certainty (*confirmability*).

3. RESULTS

The results of the observation and interview activities with the research subjects obtained several data related to the background and factors that influence the level of development of children at the Segara Anak TPA.

Table 1. Background and Parenting Patterns

No	Initials Child	Parents' job	Parenting
1	M	Teacher and entrepreneur	Children spend a lot of time with gadgets
2	S	Health workers	Protective care from other family members (grandmothers)
3	WITH	Veterinarian	Discipline rules that are not in sync with other family members

Table 2. Efforts and Stimuli by Teachers at TPA

No	Child's Initials	Types of language delay	Stimulus Action
1	M	Lack of focus, gadget dependence	Carry out interactions as intensely as possible; provide activities that require a lot of speaking activities.
2	S	Poor motor skills, unclear pronunciation	Provide fine and gross motor activities, regularly practice pronunciation

3	WITH	Emotional management, not yet able to communicate in two ways	Carrying out relaxation and stimulus actions to express emotions, carrying out intense interactions and communications
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4. DISCUSSION

This study shows that parents play a crucial role in supporting the language development of early childhood children at Segara Anak Childcare (TPA). This role is reflected in the intensity of communication, the provision of language stimulation, and parental involvement in accompanying children throughout their development. Children who receive consistent verbal interaction at home demonstrate better receptive and expressive language skills than children who receive limited language stimulation. This finding is evident in the children's ability to understand instructions, use a more diverse vocabulary, and express needs and opinions more clearly.

These findings align with Hart and Risley's (1995) findings, which state that the quality and quantity of communication between parents and children influence the development of a child's vocabulary and language skills. Hoff (2006) also explains that consistent verbal interaction within the family environment is a crucial factor in supporting language development in early childhood. Therefore, communication parents engage in during daily activities, such as engaging children in conversation, reading stories, and responding to their questions, is a form of stimulation that contributes to a child's language development.

This study also found that parents' limited time and excessive use of gadgets can reduce the intensity of direct communication with children. This pattern was concretely observed in child M, whose parents (a teacher and an entrepreneur) reported that the child spent a great deal of time with gadgets at home; the researcher's assessment identified M's language delay as characterized specifically by low focus and gadget dependence, in contrast to S and W, whose language difficulties were linked instead to motor and emotional factors rather than device use. This comparison suggests that, in this study, unsupervised gadget exposure rather than parental occupation alone was associated with more passive stimulation and fewer opportunities for M to develop speaking skills. This finding supports research by Pratikno et al. (2023), which shows that parental involvement remains a key factor in children's language development despite the advancement of technology. The OECD (2018) and UNICEF (2020) also emphasize that gadget use needs to be accompanied by guidance so as not to replace verbal interaction between parents and children.

In addition to the family, Segara Anak Kindergarten serves as a supportive environment that provides language stimulation through various activities, such as storytelling, singing, role-playing, and interacting with peers and educators. These activities provide opportunities for children to expand their vocabulary and practice their communication skills in social situations. However, research shows that stimulation in kindergarten will provide more optimal results when supported by parental involvement at home. This finding aligns with Melhuish et al. (2015), OECD (2017), and Sheridan et al. (2011), which explain that collaboration between families and educational institutions is a crucial factor in supporting early childhood development.

Based on the overall findings, it is clear that a child's language development is not solely influenced by a single environment, but rather is the result of interactions between the family and educational institutions. Good synergy between parents and the kindergarten allows children to

receive consistent language stimulation, allowing optimal language development at their developmental stage.

Table 3. Parental feedback Efforts and stimulus

No	Child's Initials	Feedback	Feedback results
1	M	Providing support through shadow teachers and therapy, even though it is not routine	The child has not yet shown significant results, but is already able to express his wishes or answer simple questions.
2	S	Conducting regular therapy and intense interaction	Children are spontaneously able to pronounce several words clearly; motor skills become better
3	WITH	Provide routine therapy and enforce behavioral discipline more firmly.	Emotional control is still not optimal, but language skills are focused and fluent

5. CONCLUSION

This descriptive qualitative case study of three children—together with their parents and educators—at Segara Anak Childcare Center (TPA) shows that parental involvement, particularly the intensity of verbal communication and language stimulation provided at home, plays a central role in children's language development. Children who received more consistent verbal interaction, such as S, showed clearer progress in pronunciation and spontaneous speech, while M, whose home environment involved substantial gadget use alongside a busy dual-working household, showed more limited focus and slower language gains, and W, whose language delay was linked to emotional and behavioral factors, benefited more from routine therapy and firmer behavioral guidance than from communication alone. These differences indicate that unsupervised gadget use and inconsistent parenting approaches can reduce the quality of verbal interaction and, in turn, constrain language development, while direct communication, reading activities, and collaborative play support it.

The TPA also plays a supportive role, but the findings suggest that its stimulation is most effective when it works together with, rather than substitutes for, engagement at home. Because this study involved only three children with markedly different developmental profiles in a single

daycare setting, these findings describe the role of parental involvement in this specific context and should not be generalized to early childhood language development as a whole; they are intended to offer a detailed, contextual understanding of how parental and institutional support interact for children with varying needs.

6. SUGGESTION

For Parents: Use gadgets under supervision and balance device use with consistent verbal interaction, reading, and collaborative play suited to each child's specific needs.

For Educators/TPA: Strengthen collaboration with parents through regular communication about each child's language progress, since the children in this study required different forms of stimulation depending on their individual developmental profiles.

For Further Researchers: Given the limited number and varied developmental profiles of the subjects in this study, future research could involve a larger and more diverse sample, compare multiple daycare settings, or use a mixed-methods design to examine whether these findings hold at a broader scale.

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