



Parents Strategies in Stimulating Early Children's Language Development through Handphone (Phenomenological Study in Girimoyo Village)

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Abstract

This research is based on the fact that in 2022, almost half of young children will use cell phones. This happened because all education groups, including the early age group, carried out teaching and learning activities from home via cellphone during the COVID-19 pandemic. Parents act as guides for their children and provide technology in the form of mobile phones to adapt to the needs and developments of the times. In early childhood, language development is an important developmental stage in a child's golden years. We need to encourage this language development so that children can develop according to their age. The aim of this research is to describe the strategies used and the obstacles parents face when encouraging children's language development via cell phones. This research uses a qualitative approach. This research uses observation, interviews and written methods to collect data. The data obtained was analyzed in the following stages: 1) data collection, 2) data reduction, 3) data interpretation, 4) graphic design. Source and method triangulation was used to check the accuracy of the data. The results of this research show that the strategies used by parents are parents choosing the right applications/content, setting time limits for using cellphones, controlling and supervising handphone use, ensuring cellphones do not interfere with interactions with and balancing handphone use with interactions. The obstacles they face include dependency, the appearance of inappropriate content, time constraints, and emotional problems (mood) that change easily.

Keywords: Early Childhood, Mobile Phones, Strategy, Language Development

1. Introduction

The more its development era, usage handphone increasingly commonly used even among early children, this phenomenon became increasingly visible when the Covid-19 pandemic emerged in 2020. All teaching and learning activities for early childhood up to tertiary institutions use technology called handphone. This is because face-to-face learning is not allowed, which requires it learning take place long distance from each other's homes.

With this in mind, parents, whether they like it or not, must provide these facilities to support their children's learning activities. Because there are parents who have dependents to work, so they cannot always accompany their children by lending handphone personal them in children. Therefore, during the Covid-19 pandemic, parents provided facilities in the form of personal cellphones which directly gave children the opportunity to access various applications and sites on the internet. Just like elementary school children, they already have their own social media accounts such as Instagram, Tik Tok and so on, in which there are no direct filters to sort the content that appears. Because it cannot be denied that social media now has a lot of content that may not be suitable for young children.

Quoted from databox by Erlina, in 2022, almost half of young children in Indonesia will already use mobile phones and can access the internet, according to data from the Central Statistics Agency (BPS). Overall, 33.44% of young children in Indonesia already use handphone or wireless devices and 24.96% of young children in Indonesia can access the internet easily. If we break down the age characteristics, it is found that there are quite large differences in percentages. The percentages of children age 0-4 years (toddlers) who use handphone is 25,5%, while for children age 5-6 years it is 52,76%. This also has the same pattern if children have internet access. Children aged 0-4 years 18,79% and children aged 5-6 years 39,97% (Erlina F. Santika, 16/02/2023).

Girimoyo Village is one of the villages in Karangploso District, Malang Regency. Girimoyo Village has a diverse population from several age groups. Most of the village residents are families with children who need adequate education and health services. Most of the residents of this village have a livelihood in the agricultural, livestock and plantation. Apart from that, there are also those who have micro and small businesses and work as employee. Educational facilities in this village include several primary and secondary school. Girimoyo Village is the same as many other villages. This village is starting to enjoy better internet access, although not as good as in urban areas. The provision of internet services is starting to reach rural areas as a step to expand the network.

Current technological developments and the use of handphone are starting to spread. Handphone have become tools or devices that are always in the hands of parents and children at modern era. The use of handphones by children, especially young children, is currently increasing. The same as in Girimoyo Village. Handphone are not just tolls for communication, they are also use to obtain information, learn and enjoy entertainment. Villagers now use application such as WhatsApp, Facebook and Instagram to communicate, share information and even do business. Childs can also use this app. In fact, based on the information above, it is clear that almost all young children in Indonesia have the ability to use handphone in their daily lives. As a result, it is very important for parents to understand hoe to use these devices. This technological development has changed many things, including early childhood education in Girimoyo Village. Early children now Know and can use handphone. This started with schools being conducted online during the pandemic. However, parents of early children had also started giving them handphone before the pandemic. There are many reasons for this, some of them are to prevent children from becoming restless or too quiet when eating. Ultimately, this technology has an impact on early childhood development, especially language development. Although technology offer many advantages, such as access to a variety of diverse and interactive learning resources, uncontrolled and inappropriate use can hinder a child's language development.

Language development in early age childhood is very important their future ability to communicate and interact. Good language skills too determines a child's success in academies and daily life. In the era of modern technology, handphone it has become an important part of the daily lives of adult and children, including in rural areas such as Girimoyo Village. It is very important for parents to help and supervise their children's handphone use so that it does not disturb them, but instead helps them learn. Parents in Girimoyo Village face challenges in using handphones as an effective learning tool for their children.

This research is also based on with having early childhood use language that lacks politeness in language in their daily lives which is possibly due to the inappropriate stimulation provided (Apriliani, Purwanti, and Riani 2020). This research will also examine the obstacles faced by parents and the solutions implemented to overcome these obstacles. This research is also driven by need in guard balance between utilization technology and children's language development. Because today's children are smarter at using handphones than their parents. They could even accidentally access things they shouldn't. This study aims to determine the methods used by parents to encourage their children's growth and also to determine the obstacles faced by parents. Through this research article, it is hoped that it will add new insight into the strategies and obstacles faced by parents in stimulating early childhood development through handphone.

2. Method

Approach study which used in this article is a qualitative approach with the research method in the form of a phenomenological study. The focus of this qualitative research is in-depth observation of events or symptoms that are natural or real. This method is applied to answer how the phenomenon occurs and the process, so it requires detailed answers and requires research (Muhammad Firmansyah & Masrun Masrun, 2021).

Phenomenological studies focus more on the reality or awareness of an object, understanding the meaning of events, and their relationship with the individuals involved in certain situations (Usop 2019). This method aims to understand individual subjective experiences and perceptions regarding certain phenomena. In this case, it is about the strategies and obstacles of parents in Girimoyo Village in using it handphone for supports early childhood language development.

3. Results and Discussion

3.1 Understanding Strategy

Strategy is a word taken from Latin, namely 'strategia' which means the art of using plans to achieve a goal. In general, a strategy is an instrument, plan or method used to complete a task (Yuni et al., 2024). Strategy, in the narrow sense, is a method or approach for delivering learning material to an audience, usually students, with the aim of achieving predetermined goals. Meanwhile, broadly, strategy includes several things, namely:

1. Method
2. Approach
3. Selection of sources (including the media used in learning)
4. Grouping the audience or students
5. Measurement (assessment) of success

(Yuni et al., 2024)

3.2 Understanding Early Childhood

The National Association for the Education of Young Children (NAEYC) states that children aged 0 to 8 years are the definition of early childhood or what is called "early childhood" (Etnawati 2022). According to the Law of the Republic of Indonesia which regulates the National Education System, early childhood is a child from birth to six years of age. However, Republic of Indonesia Law number 20 of 2003, article 1 paragraph 14, states that: "Early childhood education is a coaching effort aimed at children from birth to the age of six which is carried out through providing educational stimuli to help growth And physical and spiritual development so that children are ready to enter further education" (Annisa et al. 2022). Early childhood also has different patterns of development and growth according to their age level.

During the golden years, children's brains develop very quickly and are very plastic. The experiences and stimulation provided during this period influence the child's long-term cognitive, social and emotional development. Therefore, quality education and care at an early age is very important to optimize children's potential in the future.

This is the period when the role of parents and the environment is truly very important for children. Parents must provide appropriate and varied stimulation to support all aspects of children's development. These include reading together, playing educational games and giving children opportunities for exploration. The environment also influences this period. A safe, loving and supportive environment is very important for the optimal development of early childhood. This includes a safe physical environment as well as a positive emotional relationship between parents and children.

3.3 Language Development of Children Aged 4-5 Years

Language is tool communication used in everyday interactions with people. The language that is often used is spoken language, because it makes it easier to convey meaning to someone. Children's language continues to develop from early childhood. According to Chaer (2011: 30) language is a verbal tool used in communication. Meanwhile, according to Vygotsky in (Susanto, 2012: 73), language not only functions as a tool for conveying ideas and asking questions, but can also produce concepts and categories of thinking (Anggraini, 2021)

Language is the basis for everyone to be able to learn all things. Before children can learn other sciences, they first need to be able to use language in order to understand things well. Language can also be interpreted as an orderly symbol system for transferring various ideas and information consisting of visual or verbal symbols (Anggraini, Yulsyofriend, and Yeni, 2019). Minister of Education and Culture Regulation (Permendikbud) No. 137 of 2014 explains the language development of children aged 4-5 years, including language expression such as recalling stories they have heard, language understanding such as expressing opinions to other people and repeating simple sentences, and literacy such as recognizing symbols (Ita et al., 2020) . Children's language development between the ages of 4-5 years is very important and dynamic. At this age, children usually show rapid progress in language and communication skills. During the four stages of early childhood language development, listening, speaking, reading and writing, children aged four to five years already speak and speak like adults.

Soetjningsih stated that old can help developing their children's language (verbal) skills in various ways, such as inviting them to sing and tell stories, accompanying them to watch television, teaching them new vocabulary, and telling stories. To ensure that children can develop optimally, appropriate stimulation is needed during critical periods in a child's development.

3.4 Handphone as Media Learning

Handphone which allows people to talk to each other in two directions without the limitations of distance or time. Initially handphone only contains features for sending messages and calling and its use is only to make it easier for someone to work (Farida, A et. al 2020). As time goes by, features what's inside handphone increasingly diverse. As it is Google, WhatsApp, Youtube, Instagram and many others including game applications. Apart from being a communication tool, now handphone can be used as a supporting tool in various aspects. One of them is the educational aspect.

Media is taken from a word that comes from Latin which means "medium". Media in general is often interpreted as an intermediary from the sender of the message to the recipient. Meanwhile, learning is an educator's effort to help students learn according to their wishes. According to Munadi, learning media can be defined as anything that can convey messages from a source in a planned manner to produce an effective and efficient process (Anam et al., nd). Based on this description, learning media is a supporting tool used to convey information to students or children effectively.

3.5 Parents' strategies for Stimulating Early Childhood Language development through Handphone

There are several strategies used by parents to stimulate children's language development by utilizing handphone namely as follows:

1. Selection of the Right Application/ Content

It is very important for parents to choose applications/content for early childhood. Parents need to have criteria for applications/content that are adapted to young children. Moreover, early childhood children aged 4-5 years are in a very rapid development phase, one of which is language development.

Children easily remember and imitate what they see and hear. So parents can't give it carelessly handphone by election wrong application/content. For this reason, parents must choose applications/content that are truly suitable to give to their children. This selection is also an important first step to ensure that handphone as technology that can support development in a positive way.

2. Restrictions on usage time handphone

There needs to be a strategy by parents so that the child doesn't overdo it. One way people can help their children reduce excessive use of devices is by limiting this time. This allows children to do other activities. As Utama and Hasmira said, the way parents monitor handphone use is by limiting time, giving advice and giving sanctions to children who violate parental rules (Hidayati et al., 2023). In this study, parents had time limits for each child. The

average time given is less than two hours. However, there are also those who don't give it handphone every day by giving only during holidays. Because this time limit also helps children avoid dependence on handphone rather than forcing parents to treat their addiction.

3. Control and Supervise Usage Handphone

Parents must be more assertive in controlling and supervising use handphone in early childhood (Nur Sri Rahayu et al., 2021). This is done so that they can avoid interference with handphone. There are several ways that parents can use to control and supervise use handphone in children based on research results, such as:

- a. Be near the child when the child is using handphone, to make it easier to control children's viewing
- b. Choose applications that are appropriate to your child's age and support their language development
- c. Carry out regular checks on children's online activities. By checking your browsing history and played apps regularly.

By implementing the methods above, people can control and supervise young children in using handphones effectively, so that they can use technology safely.

4. Confirm Handphone does not Interfere Interactions with Children

- a. Very ensure Cell phones do not interfere with interactions between parents and children in the era of modern technology. To ensure handphone not disturbing interactions with children can be done in several ways, such as:
- b. Use the app together with your child to increase direct interaction and support experiences the same time
- c. Use handphone tools to improve are pronunciation words or listen language with play songs or audio stories
- d. Always involve yourself when your child is using it handphone
- e. Limit yourself to use handphone When with children, focus on interacting with children to help their language development
- f. Encourage children to actively participate in activities on the app, such as answering questions, following instructions, or repeating words.

5. Balancing Use Handphone with Social Interaction

To balance this, parents can invite or provide other positive activities such as reading books, reciting the Koran, playing with friends and so on (Yumarni, 2022). As was done by the three informants in this study. Parents provide other activities such as allowing their children

to play outside with their friends, whether just running around or cooking. There are also those who provide Koran recitation activities at TPQ and reading, coloring and writing activities with assistance. This creates a balance between uses handphone with social interaction. With other positive activities provided, children are not prevented from interacting with friends and parents.

3.6 Obstacles Experienced by Parents in Stimulating Early Childhood Language Development through Handphone

Following exposure short regarding the obstacles faced by parents in stimulating early childhood language development through handphone, like:

a. Dependency

In this research, a statement of use was found handphone as a means of supporting the stimulation of children's development, it can lead to dependency. Children can become too dependent on handphone for interaction and learning. This reduces direct interaction with parents and the surrounding environment.

b. Inappropriate content

For the content, parents have chosen what is appropriate for their age. However, sometimes beyond the control of parents, content indirectly appears that should not be watched. Not all content contained incellphone appropriate to the child's language development. Sometimes through video content that contains harsh language that is not suitable to be heard. This creates different difficulties for parents. Parents must closely monitor that the content their children access is appropriate to their age and desired learning. However, because of their great curiosity, children sometimes try to open applications on their handphones.

c. Time disruption

This time constraint is an obstacle that is still often experienced by parents. Due to parents' other activities such as work, at some point the child can use it handphone alone outside the specified time. Use handphone This excessive amount of time can disrupt the time that should be used to interact directly with children, play and teach directly

d. Constraints mood which is easy to change

Parents often experience difficulty moment stimulating child's language development due to feelings or mood a child who suddenly changes. Mood this change cannot be predicted. It could be that at first they are enthusiastic and willing to learn, then a few minutes later they become bad mood or he felt bad all of a sudden. In this study, from the results of observations, this obstacle occurred when parents were tired after working or doing homework and mood (mood) of a child who is not feeling well at the moment so that activities to stimulate the child's language development do not go well.

4. Conclusion

Suggestions that can be given to parents are:

1. Parents must be selective in choosing the content and applications their children access, ensuring that the applications and content are educational and appropriate for the child's age.
2. Parents should set clear time limits for use handphone, to avoid dependency
3. Parents to accompany children when using handphone, engage directly in digital activities and balance usage cellphone with other activities such as reading books, playing and interacting with friends
4. Parents to regularly check usage handphone by children to make adjustments to strategies for stimulating children's language development

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