



Analysis of parental knowledge with language development in children

Retno Palupi Yonni Siwi¹, Silvia Rikarni Saba Jawa²

^{1,2}Departemen of Midwifery, Institute of Health Science STRADA Indonesia, Kediri, Indonesia

ARTICLE INFO

Article history:

Received Nov 21, 2023

Revised Nov 28, 2023

Accepted Dec 3, 2023

Keywords:

Development;
Knowledge;
Language.

ABSTRACT

Language development is influenced by several factors, including age, environment, parents' knowledge, parents' education, parents' economic level and parents' parenting patterns. The aim of this research is to determine the relationship between parental knowledge and language development in children. The design of this research is correlational analytic with a cross sectional approach. The population in this study were all parents and children aged 4-6 years totaling 34 respondents, with a sample of 30 respondents, using a purposive sampling technique and using the Chi-Square statistical test. Almost all respondents had knowledge in the good category, 24 (80%) respondents. Most of the respondents had progress in the appropriate category, 18 (60%) respondents. The results of statistical tests using Chi-Square $p\text{-value} = 0.792 > 0.05$ so that H_1 is rejected and H_0 is accepted, which means there is no relationship between parental knowledge and children's language development. Parents' knowledge regarding providing stimulus to children will have a good impact on language development in children so it is hoped that parents will always provide stimulus to children according to their age.

This is an open access article under the [CC BY-NC](#) license.



Corresponding Author:

Retno Palupi Yonni Siwi,
Department of Midwifery,
Institut Ilmu Kesehatan STRADA,
Jl. Manila 37 Sumberece Kediri City 64123, Indonesia
Email: palupi.siw@gmail.com

1. Introduction

Language is a very important means of communication in human life, because apart from functioning as a medium for expressing thoughts and feelings to other people, it also serves as a medium for understanding other people's feelings and thoughts (Amalia, 2019).

Based on direct evaluation results, the incidence rate in school-aged children was 3.8 times higher. It is estimated that developmental disorders in the speech and language sector in children are around 4-5%. The highest number of preschool children aged <4 years was in East Java, namely 198,654 children or 16.35%. There are 38,620 children in Sidoarjo Regency with an age range of 4-6 years (Pratiwi et al., 2022).

The prevalence of speech and language delays in Tosaren Village, Kediri City was reported to be 62.5% in toddlers aged 3-5 years. Based on the results of a preliminary study at the Dharma Wanita Tosaren II Kindergarten, Kediri City. When conducting interviews with kindergarten teachers, they said that there were 9 children who spoke unclearly and still stammered. From the results of interviews with 5 parents of their children, they said that their children were lazy to communicate with, the children often held handphones, the parents did not know how to stimulate them to train them to speak fluently.

Children's delays in language skills can be influenced by several things such as parents' economic level, environment, parents' education, parenting patterns, nutritional status, and parents' knowledge. Parental knowledge plays a very important role in children's language development. Before children enter a wider social environment, playtime and school, the family environment should be a pleasant arena for the child's development process. Parents' knowledge regarding early childhood language development in terms of concepts and stimulation of language development can be said to be good. This is demonstrated by parents starting to invite children to talk, listening to stories to children, answering and listening to children's stories, and teaching children to express and capture expressions (Cahyanti & Zulaikha, 2020).

In an educational journal entitled efforts to improve children's language development through story stage play, a story stage is a play tool designed to resemble a puppet stage, but the child plays the role of the character. Children act/show certain stories to other friends, from this game children practice expressing their language in simple ways. The hope is that this game will become an activity that children enjoy. Children approach language in a different way than parents, if children are enjoying an activity they will absorb the language being introduced. So, through stage story play activities, it is hoped that it will be easy to stimulate children's language development (Walyani et al., 2022).

The ability that young children are expected to achieve in the aspect of language development is being able to use language to be understood both passively and used actively to communicate effectively. One of the health services for children under five provided by health workers includes growth monitoring services and Early Detection and Intervention Stimulation of Growth and Development for toddlers at least twice a year. Parents are vital actors in their children's development. Parents are required to stimulate or provide stimulus in all aspects of their child's development. The developmental stimulation provided must be consistent, loving, and play-based. Therefore, children's development can be maximized and developmental delays can be avoided (Putra et al., 2018).

This research is useful for developing knowledge about the importance of providing stimulus to children, especially regarding language development so that children grow and develop according to their age.

2. Method

This research uses correlational analytics with a cross sectional approach. In this study, the population and sample were all parents and children aged 3-4 years. Using a purposive sampling technique, a sample of 30 respondents was obtained, the independent variable was parental knowledge using a questionnaire and the dependent variable was language development in children using the SDIDTK sheet. The Chi-Square statistical test was used to determine the relationship between the two variables.

3. Results and Analysis

Table 1
Distribution of Respondent Characteristics

Maternal Age	Frequency	Percentage (%)
<20 years	0	0
20-35 years	16	53,3
>35 years	14	46,7
Child Age	Frequency	Percentage (%)
48-54 months	12	40,0
55-60 months	18	60,0
Education	Frequency	Percentage (%)
Elementary School	4	13,3
Junior High School	8	26,7
Senior High School	14	46,7
University	4	13,3
Occupation	Frequency	Percentage (%)
Housewives	24	80,0
Entrepreneur	6	20,0
Total	30	100

Based on table 1 show that most of the respondents (parents) were aged 20-35 years as many as 16 respondents (53.3%). Most of the respondents (children) were aged 55-60 months as many as 18 respondents (60.0%). Almost half of the respondents (parents) had at least a senior high school education, 14 respondents (46.7%). Almost all respondents (parents) work as housewives, 24 respondents (80.0%). Almost all respondents had knowledge in the good category, 24 respondents (80.0%). Most of the respondents had progress in the appropriate category, 18 respondents (60%).

Table 2
Distribution of variable on knowledge of stimulation children's language development

No	Knowledge	Frequency	Percentage (%)
1	Good	24	80,0
2	Enough	6	20,0
Total		30	100

Table 2 shows that almost all respondents had knowledge in the good category, 24 respondents (80.0%).

Table 3
Distribution of variable on child language development

No	Child Language Development	Frequency	Percentage (%)
1	Not appropriate	12	40,0
2	Appropriate	18	60,0
Total		30	100

Table 3 shows that most of the respondents had progress in the appropriate category, 18 respondents (60%).

Knowledge of stimulation children's language development	Child Language Development				Total	
	Not appropriate		Appropriate			
	F	%	F	%	F	%
Good	10	33.3	14	46.7	24	80.0
Enough	2	6.7	4	13.3	6	20.0
Total	12	40.0	18	60.0	30	100.0

Based on table 4, it was found that almost half of the respondents had knowledge in the good category, their children's language development was in the appropriate category, namely 7 (46.7%) respondents

Table 5
Results of statistical tests on knowledge of stimulation children's language development and child language development

Chi-Square Tests								
	Value	df	Asymptotic Significance (2-sided)	Exact Sig. (2-sided)	Sig. (1-sided)	Exact Sig. (2-sided)	Sig. (1-sided)	
Pearson Chi-Square	.069 ^a	1	.792					
Continuity Correction ^b	.000	1	1.000					
Likelihood Ratio	.071	1	.790					
Fisher's Exact Test				1.000		.659		
Linear-by-Linear Association	.065	1	.799					
N of Valid Cases	15							

a. 3 cells (75,0%) have expected count less than 5. The minimum expected count is 1,20.

b. Computed only for a 2x2 table

Based on table 5 shows that statistical tests regarding the analysis of parental knowledge and language development in children at Dharma Wanita Tosaren II Kindergarten, Kediri City, statistical test results were obtained using Chi-Square $p\text{-value} = 0.792 > 0.05$ so that H_1 was rejected and H_0 was accepted, which means there is no relationship between knowledge. parents with children's language development at Dharma Wanita Tosaren II Kindergarten, Kediri City.

3.1 Discussion

The knowledge of stimulation children's language development

Almost all respondents had knowledge in the good category, 24 respondents (80.0%). Knowledge is the result of knowing, and this occurs after people sense certain objects. Sensing occurs through the five human senses, namely the senses of sight, hearing, smell, taste and touch. Most human knowledge is obtained from the eyes and ears. Knowledge or cognitive is dominant which is very important for a person's actions (ZAMILI, 2018). Parents with a good level of knowledge are because they can apply their knowledge well but parents with a sufficient level of knowledge are because the parents are not able to apply their knowledge well (Siwi, 2017).

The knowledge of parents, especially mothers, regarding language development, although analytically shows that it is not directly related, is still important for parents to know about the development journey of children under five, especially language development. Better information about language development will enable parents to monitor early developmental delays, especially language development (KUMALA et al., 2021).

The higher the level of parental knowledge about verbal stimulation, the better the language development in preschool children. A person's knowledge greatly influences the emergence of understanding and attitudes which will ultimately lead to a person's behavior. The aim of providing stimulation to children is to help children to reach an optimal level of development or in accordance with expectations (Sari, 2020).

Parental knowledge is an important aspect in helping children develop language skills. Parents are the first teachers for children, where children learn to recognize good and correct greetings when communicating within the family, learn to say short or simple sentences when children receive, request and ask other people. The role of parents is very important in the process of children's language growth and development. The better the knowledge, the easier it is for someone to receive information and be more responsive to the problems they face. This shows that as parents get older, their knowledge will tend to be broader and they will tend to be active in seeking important information about children's development.

Child Language Development

Most of the respondents had progress in the appropriate category, 18 respondents (60%). Development shows a certain process, namely a process that goes forward and cannot be repeated. According to (Islamati, 2020), development refers to the increase in body functions that are more complex in structured and predictable patterns as a result of the maturation and learning process. In development, children really need attention, affection, touch and sincerity in their care from parents and the adults around them. The attitudes and behavior of parents or caregivers as mentioned above are one of the conditions for the optimal development of aspects of the child's self (Azzahroh et al., 2021).

Language is described as sounds or composed sounds that can express the intentions and desires of the speaker and be understood by the person they are speaking to. Language is a tool for thinking, expressing oneself and communicating. Language includes every means of communication by symbolizing thoughts and feelings to convey meaning to others. Good language skills are able to develop students' intellectual, social and emotional development which ultimately can support success in learning (Brantasari, 2022).

Language development is a very important aspect in children's development, because language development will influence other aspects of development (Siwi, 2023). Language ability is an indicator of a child's overall development because language ability is sensitive to delays or damage to other systems because it involves cognitive, sensory-motor, psychological, emotional abilities from the environment around the child (Anggraini et al., 2019).

Child's ability to speak is very important for his development. If a child can speak well, then he can express his feelings, thoughts and feelings between the child and the environment. If the child can make sounds from the mouth with correct articulation and everyone can understand them, then his language development is also normal (Amalia, 2019).

In early childhood, language development is very important because language is a means of communication or communication between members of society consisting of individuals who express thoughts, feelings and desires. Language development in children cannot be separated from all information from outside, especially about how to raise children well, how to maintain children's health, their education and so on.

Knowledge of stimulation children's language development and child language development

Based on the results of data analysis, statistical test results were obtained using Chi-Square $p\text{-value} = 0.792 > 0.05$ so that H_1 was rejected and H_0 was accepted, which means there is no relationship between parental knowledge and children's language development at Dharma Wanita Tosaren II Kindergarten, Kediri City.

Language is a voluntary communication system, using certain codes to convey messages from one person to another. Such as writing, speaking, symbolic language, facial expressions, gestures, pantomim and art. Parents are the first educators in learning during children's development. Knowledge and cognitive are important things in a person's behavioral process. When parental knowledge is good, language development and other developments will be optimal in line with parental knowledge and behavior which is passed on to children (Cahyanti & Zulaikha, 2020).

Parents are the first educators in learning during children's development. Knowledge and cognitive are important things in a person's behavioral process. When parental knowledge is good, language development and other developments will be optimal in line with parental knowledge and behavior which is passed on to children (Riyadi & Sundari, 2020).

Parents need to stimulate children's abilities and growth and development so that children can grow and develop optimally and according to their age. Stimulation is an activity that stimulates a child's basic abilities so that the child develops optimally. Every child needs to receive regular stimulation as early as possible and continuously at every opportunity. Stimulation of child development is carried out by parents (Admasari et al., 2023).

In this study there was no relationship between parental knowledge and language development. This is because parents can provide stimulus to children well so that children can achieve appropriate language development. Thus, language development in children is influenced by many factors around the child, so that overcoming delays in language development does not only focus on one factor.

4. Conclusion

Almost all respondents have knowledge in the good category. Most respondents had language development in the appropriate category. The results of statistical tests using Chi-Square $p\text{-value} = 0.792 > 0.05$ so that H_1 is rejected and H_0 is accepted, which means there is no relationship between parental knowledge and children's language development. It is hoped that this can provide more time for families, especially for children aged 48-60 months, in providing developmental stimulus so that children's development is appropriate to their age, especially language development.

The limitation of this research is that the researchers did not pay attention to other factors that influence children's development, so it is hoped that future researchers will examine other factors that influence children's development, such as stimulus, nutritional adequacy, children's eating patterns, parenting patterns, and the environment.

References

- Admasari, Y., Sagita, W., Rismawati, S., Astuti, A. T., Ibriani, J., Siwi, R. P. Y., Gustina, I., & Susanto, Y. P. P. (2023). *Asuhan Kebidanan Pada Neonatus Dan Bayi*. Global Eksekutif Teknologi.
- Amalia, E. R. (2019). *Meningkatkan Perkembangan Bahasa Anak Usia Dini Dengan Metode Bercerita*.
- Anggraini, V., Yulsofriend, Y., & Yeni, I. (2019). Stimulasi perkembangan bahasa anak usia dini melalui lagu kreasi minangkabau pada anak usia dini. *Pedagogi: Jurnal Anak Usia Dini Dan Pendidikan Anak Usia Dini*, 5(2), 73–84.
- Azzahroh, P., Sari, R. J., & Lubis, R. (2021). Analisis perkembangan bahasa pada anak usia dini di Wilayah Puskesmas Kunciran Kota Tangerang Tahun 2020. *Journal for Quality in Women's Health*, 4(1), 46–55.
- Brantasari, M. (2022). Pola Asuh Orang Tua Terhadap Perkembangan Bahasa Anak Usia Dini. *Murhum: Jurnal Pendidikan Anak Usia Dini*, 3(2), 42–51.
- Cahyanti, C. N., & Zulaikha, F. (2020). Hubungan Pengetahuan Orang Tua, Pola Asuh dan Status Gizi dengan Perkembangan Bahasa Anak Usia Prasekolah di PAUD Kota Samarinda. *Borneo Studies and Research*, 1(3), 2216–2223.
- Islamiati, A. (2020). *Upaya mengembangkan kemampuan bahasa pada anak usia 4-5 tahun melalui metode bercerita di TK Cahya Bunda Natar Lampung Selatan*. IAIN Metro.
- KUMALA, L. S., Eliana, E., Dewi, R., Andriani, L., & Widiyanti, D. (2021). *Hubungan Pengetahuan, Pola Asuh Orang Tua dan Lama Penggunaan Gadget pada Anak Prasekolah dengan Perkembangan Sosial di Paud Miftaahussalam Desa Bukit Peninjauan II, Kec. Sukaraja Kab. seluma tahun 2021*. Poltekkes Kemenkes Bengkulu.
- Pratiwi, M. M., Yanuarini, T. A., & Yani, E. R. (2022). FAKTOR-FAKTOR YANG MEMPENGARUHI KETERLAMBATAN BICARA DAN BAHASA PADA ANAK BALITA: STUDI LITERATUR. *Al-Insyirah Midwifery: Jurnal Ilmu Kebidanan (Journal of Midwifery Sciences)*, 11(2), 153–170.
- Putra, A. Y., Yudiernawati, A., & Maemunah, N. (2018). Pengaruh pemberian stimulasi oleh orang tua terhadap perkembangan bahasa pada anak usia Toddler di PAUD Asparaga Malang. *Nursing News: Jurnal Ilmiah Keperawatan*, 3(1).
- Riyadi, E. K. S., & Sundari, S. (2020). Tingkat Pengetahuan Orang Tua Tentang Stimulasi Perkembangan Anak Pra Sekolah Usia 60-72 Bulan. *Jurnal Ilmu Kebidanan*, 6(2), 59–67.
- Sari, M. (2020). Peran orang tua dalam menstimulasi perkembangan bahasa anak usia dini. *Aulada: Jurnal Pendidikan Dan Perkembangan Anak*, 2(1), 37–46.
- Siwi, R. P. Y. (2017). *Analisis Pengetahuan dengan Pola Asuh Pada Ibu Balita Umur 4-5 Tahun di TK Dharma Wanita Desa Sambirobyong Kecamatan Kayen Kidul Kabupaten Kediri*.
- Siwi, R. P. Y. (2023). The Influence of Playdough on Increasing Fine Motoric Movement in the Fingers of 5 Year Old Children at Ar-Ruhama'Kindergarten and Independent Pkk Kindergarten, Patokan Village, Bantaran District, Probolinggo Regency. *Journal of Global Research in Public Health*, 8(1), 26–32.
- Walyani, E., Diana, D., & Setiawan, D. (2022). Upaya Meningkatkan Perkembangan Bahasa Anak Melalui Permainan Panggung Cerita. *Jurnal Pendidikan*, 31(1), 53–62.
- ZAMILI, A. E. (2018). *HUBUNGAN PENGETAHUAN IBU DENGAN STIMULASI BICARA DAN BAHASA PADA ANAK USIA 36-48 BULAN DI PAUD CEMPAKA MAS MEDANTAHUN 2018*. Institut Kesehatan Helvetia Medan.