

**LANGUAGE DEVELOPMENT IN EARLY CHILDHOOD
PERSPECTIVE A CAREER MOTHER**

Oleh:

Anni Annisa¹, Uswatun Hasanah²

anniannisa@wiraraja.ac.id

**Universitas Wiraraja, Sumenep¹, Institut Dirosat Islamiyah Al-
Amien Prenduan²**

Received: 30-05-2022	Revised: 02-06-2022	Aproved: 04-06-2022
--------------------------------	-------------------------------	-------------------------------

Abstract

Early childhood is person who have in a golden age (Golden age). Because at that time, early childhood had an elasticity in the right brain to learn a languages, so that the absorption of language acquisition was easier. Language is one aspect that needs to be improved for early childhood. Early childhood language development is related to the role of a mother in their life. This study aims to find and analyze language development of early childhood in terms of mothers who have a career in Sumenep City. This research uses qualitative methods. The data collection methods used the interviews and observations. The conclusion of the study is the emotional development of children aged 5-6 years in the review of working mothers develops quite well if the mother who has a career is able to divide the roles as career women and housewives who have the obligation to educate children. There is a slight problem that the child finds, namely that not all of the child's needs can be fulfilled by the biological mother, because their mother at work, even though his presence to the child is irreplaceable. So this is where the important role of a companion mother in replacing her position as a real mother. For that it is requires special criteria for persons to be a nanny mother.

Keywords: *Language development, early childhood, career mothers.*

Abstrak

Anak usia dini merupakan anak-anak yang memiliki masa emas

¹ Dosen di Universitas Wiraraja

² Dosen di Institut Dirosat Islamiyah Al-Amien Prenduan

(Golden age). Dikarenakan pada masa tersebut, anak usia dini memiliki keelastisan pada otak kanan untuk belajar bahasa, sehingga penyerapan pemerolehan bahasa tersebut lebih mudah. Bahasa merupakan salah satu aspek yang perlu ditingkatkan bagi perkembangan anak usia dini. Perkembangan bahasa anak usia dini berkaitan dengan peran seorang ibu. Penelitian ini bertujuan untuk mengetahui dan menganalisis perkembangan bahasa pada anak usia dini ditinjau dari Ibu yang berkarier di Kota Sumenep. Penelitian ini menggunakan metode kualitatif. Metode pengumpulan data yang digunakan adalah wawancara dan observasi. Kesimpulan penelitian adalah bahwa perkembangan emosional anak usia 5-6 tahun ditinjau dari ibu bekerja berkembang cukup baik jika ibu yang berkarier mampu membagi peran sebagai wanita karier dan ibu rumah tanggayang memiliki kewajiban mendidik anak. Ada sedikit permasalahan yang didapati anak yaitu tidak semua kebutuhan sang anak dapat dipenuhi oleh ibu kandungnya disebabkan sang ibu sedang bekerja, walaupun keberadaannya di samping anak tidak tergantikan. Maka disinilah peran penting seorang ibu pendamping dalam menggantikan posisinya sebagai ibu sejati. Untuk itu perlu kriteria untuk ibu Pendamping.

Kata Kunci: *Perkembangan bahasa, anak usia dini, Ibu yang berkarier*

A. INTRODUCTION

The improvement of the global world, especially in the field of science and technology, at the same time the era of reformation in Indonesia, demands openness, freedom of opinion, and behavior. and freedom to demand rights, as if society no longer recognizes coercion to follow the rules and policies that have been made by the government as well as those shaped by cultural traditions.

The appearance freedom of the press and the freedom of private television broadcasts in Indonesia have recently been considered as the spreaders of radiation of cultural waste, spreaders of liberalism, and socializers. Western values that conflict with eastern cultural values.

This then very quickly affects the pattern of behavior in society.

Individual behavior patterns in today's society seem very busy with their respective affairs without open compromise, even forgetting the responsibilities in a family that are in accordance with their respective roles.

The pattern of human life is all measured by the economy (economic oriented), as expressed by Becker in the analysis of "inter generation transfer", which focuses on: "how families do 'investment' (calculation of profit and loss) in their children, how much time who are ready to be "sacrificed" by parents for the benefit of their children, parents are busy looking for additional economics and at the same time want to maintain their social status to be more stable.

Whereas the family is an important institution in providing a role for children's development, as stated by Soerjono Soekanto, that the family should act as: "Protector" for the individuals who are members, where peace and order are obtained in the container. Even according to J.R Eshlemen, the main function of the family is the process of socialization, especially in children.

In general, children can create as the next generation for their parents, religion, society and nation. All parents hope that their children will become quality human beings, namely faith and piety to God Almighty, noble character, personality, independent, advanced, tough, intelligent, creative, skilled, disciplined, work ethic, professional, responsible, productive, and physically and mentally healthy. The process of growth and development of a child is very rapid and can affect the next life. The world of children is different from the world of adults, where they are still active, free to fantasize and imagine, never get tired, full of curiosity/strong curiosity about what they see and hear. Sometimes learning time prefers games

because children like fun things without any pressure from any party.

By socializing and interacting with friends and the environment, a child needs language to communicate. The ability to communicate with language is fundamental and very important in the development of a child. By using language, children will be able to develop social skills with other people.

A person will not be able to communicate without the important role of language. Children can express and actualize what is in their minds through language with the aim that other people can understand what the child is thinking. In establishing a relationship, language has an important role so that it can help children in interacting with others.

Therefore, there is no doubt that language is considered as one of the indicators of success that a child will get. Therefore, fostering children's education through daily interactive patterns, becomes a shared responsibility, especially the role of the family, in this case the role of parents (mother) is very dominant. Physically, the figure of a mother for children is a tough human being who is considered capable of protecting, able to help all children's disabilities, a place for outpouring of hearts, and even considered as a place of consultation for all their children's activities.

If the child's intensity of meeting with the mother is not enough, it could be that the child may experience disappointment, inferiority and so on because when he mentions his mother, she is not at home. For this reason, efforts to produce an ideal quality of language in children will of course be returned to the role of mothers towards their children, especially mothers who in family life play an important role as caregivers for their children. That is, how much the mother pays attention through good and quality interaction and communication to

her child. This issue is often a never ending question. The thought above shows that interaction is an absolute necessity for every human being in his social life, especially in family life. Even though every individual has the ability to interact, it turns out why interacting properly and correctly is very difficult to apply, especially to career mothers.

Many interactions occur and take place in family life, especially families without careers, but sometimes they are not meaningful to family members (children) or do not hit the target, about what they mean, sometimes it even backfires on children, but on the other hand there are also families, who Her mother has a career but her role in fostering her child is even better.

This is as stated by Louis W.H, that mothers who do not work have a greater chance of meeting children but have fewer positive interactions, while mothers who work have less intensity to meet children but the quality of the interaction is greater, because working mothers understand the nature of the interaction better than mothers who work. which doesn't work. Mothers (working/career) who understand the nature of such interactions are mothers who have received higher education. Then the problem now is when and how is the role played by mothers who work (career) in interacting with children so that they are called good quality, even though they rarely meet them (children)?

Early childhood is a good time to cultivate an attitude, values, and interests. This period is the beginning of learning and exploring potential for children. The pre-school period (kindergarten age) is the most fertile period to instill a sense of religion in children, the age of growing habits that are in accordance with religious teachings, through education and good treatment from parents and teachers. Still

according to Yusuf, from an early age children can be taught the pillars of faith, the pillars of Islam, reading and understanding the two sentences of the shah, reading and praying movements, prayers, reading and writing the Koran and the history of the Prophets.

Solomon³ states; that the period before school (age between 3 to 6 years) is a very important and serious phase. Many educators are not aware of it. This phase is the basic phase that promises success. Like a tree, if the roots are strong, the shoots will easily rise. Abu Amr Ahmad Sulaiman's statement is a parable of the picture of the growth and development of a tree which can also be analogous to the growth and development of a human child. Early childhood is called a critical period because it is an important period for laying the foundations of personality, morals, values, emotions, social, physical-motor and other aspects of development. This period will not be repeated and will determine the future. Talking early childhood is speaking in the present context which will greatly affect the next period of human development.

Early childhood is children who have a golden age (Golden age). Because at that time, early childhood has elastic properties in the right brain to learn language, so the absorption of language acquisition is easier. In line with Anita's opinion in Syaodih that early childhood is a period of rapid development to master vocabulary. Where at the beginning of this period, children have mastered about 2500 words, and in late childhood (approximately 11-12 years old) children have mastered about 5000 words. In other words, when early childhood is able to master vocabulary, they begin to learn to communicate with the people around them. This is the goal of language development

³ A. A. A. Sulaiman, *Metode Pendidikan Anak Muslim Usia Pra Sekolah* (Jakarta: Darul Haq, 2000).

from early childhood. Language development in early childhood is related to the role of the family, especially a mother, who is the first school for her child.

Based on the background of the problem description above, it seems interesting to conduct research on how language development in early childhood is viewed from a career mother. Therefore, in this study, basically aims to answer these two questions by describing them qualitatively.

B. DISCUSSION

1. LITERATURE REVIEW

A. Language Development

There are several terms in aspects of language development, including; language, speech and communication. *First*, language. In the Big Indonesian Dictionary New Edition, there are many definitions of language, including a system of arbitrary (articulated) sound symbols used by members of a society to cooperate, interact with one another, and identify themselves, conversation (words) good: good manners; politeness. Papalia⁴, states that language is a communication system based on words and grammar. Language is a system of (both) spoken and written symbols used to communicate⁵.

Language is a wonderful tool. Through language a person can convey his ideas/opinions. In addition, language can be used to express feelings and thoughts in others as well as help in relating to the world of thoughts, feelings, communication and information acquisition of one's self. A person's language ability is often a

⁴ D.E Papalia, S.W. Olds, and R.D. Feldman, *Human Development. 9 Th Ed.* (New York: McGraw Hill Companies, Inc., 2004).

⁵ Rini Hildayani and Dkk, *Psikologi Perkembangan Anak* (Tangerang Selatan: Universitas Terbuka, 2014). 73

benchmark for intelligence, so many people assume that this criterion is categorized as intelligent.

In obtaining mastery of the language used as a communication tool, one must go through a separate development process. Language is not just for making sounds or learning words. This can be seen when a newborn baby has actually made a sound or sound through crying and laughing. After that they make sounds, such as "vocals" that seem to invite people around them to talk. However, at that stage we still don't understand the meaning and what the baby is really "saying". Along with the development of his age, a child will pass the initial stage by saying the first word then will combine these words into meaningful sentences so that they can establish interactions in communication with the people around them. If examined carefully, actually studying a person's development is a very interesting thing.

The using of language as a means of communication with others is fundamental and very important in the development of a child. With the clarity and fluency of a child's speech, it can make it easier for others to understand what is on his mind. In addition, language development is the basis for a child, to develop the ability to write and read, to then achieve success in his education.

Second, talking. In practice, language can be expressed in several forms, namely speaking (oral), writing and gestures. Speech can be interpreted as an oral expression of language. The Big Indonesian Dictionary New Edition, defines speech as the expression of thoughts and opinions. Human organs that play a role, in this case are the mouth and throat. The use of the terms "language" and "speak" are interchangeable or can be used interchangeably. In fact these two terms are different even though they are closely related in communication. Making sounds or what we often call the term speech

can be present without language, and vice versa. A concrete example is a parrot. Parrots can talk because they have been taught to speak in human language by their owners. But the difference is, the parrot does not understand what he is saying.

B. Early Childhood

Early childhood is a group of children who have a vulnerable age from 0 to 6 years. As stated by Khadijah, early childhood is a child aged 0-6 years who has more rapid and fundamental growth and development in the early years of his life.⁶ At that age, early childhood has character as a unique individual in the process of growth and development in several aspects, such as: physical, cognitive, social-emotional, creativity, language and communication specifically according to the stages that the child is going through. Furthermore, Desi Indratini stated that early childhood is an individual figure who is undergoing a process of rapid development and is very fundamental for the next life.⁷

The process of development from early childhood is often referred to as the golden age or the so-called Golden Age. This is because children experience rapid growth and development. At this golden age, they are ready to experience a period of maturity of physical and psychological functions that are ready to respond to stimulation or stimulation provided by the environment.

Furthermore, early childhood has various basic potentials that must be developed. In developing the basic potential in early childhood, as the main basis for being able to take life in the next step in a better way, and being able to grow and develop as an adult

⁶ Khadijah, *Pengembangan Kognitif Anak Usia Dini* (Medan: Perdana Publishing, 2016). Hal 11.

⁷ Dewi Indratini, "Upaya Peningkatan Kemampuan Berbahasa Melalui Nyanyian/Lagu Bagi Anak Usia Dini Sebuah Penelitian Tindakan Kelas Di TK Aisyiyah I Pandean, Ngemplak Boyolali Tahun Ajaran 2009/2010" (Surakarta: Universitas Muhammadiyah, 2010).

human being. Because early childhood still has a very young age, these children still have a sense of dependence on adults, both parents who are at home or educators who are at school. Therefore, the role as a parent or educator has a very important role to develop the basic potential of the child. If potential development is carried out in an inappropriate way, then these children will experience negative impacts, which can be carried over until the child grows up.

One of the basic potentials that need to be developed from an early age is language potential. Tesya in Masitoh, et al., suggests that language is a form of communication, human feelings and thoughts are symbolized in order to convey meaning to others.⁸ Where language has an important role in the intellectual, social, and emotional development of children. Meanwhile, according to Puji and Hermawati, several factors that influence children's language development include: health factors, intelligence factors, socio-economic status factors, gender factors, family relations factors, number of family members, birth order position factors, and bilingual factors. use of two languages.⁹ In the process of language development, children are expected to be able to help early childhood to know themselves, and express their feelings to others.

C. Career Mother

In the Big Indonesian Dictionary (KBBI), career women are women who are involved in professional activities (business, office and so on). A career woman who has a family has a dual role, as a woman who works in an agency, as a wife to her husband, as a mother to her children and as social beings who are obligated to socialize. This

⁸ Tesya Cahyani Kusuma, "Gambaran Tentang Peranan Kegiatan Bernyanyi Dalam Pengembangan Bahasa Anak Usia Dini Di Taman Kanak-Kanak Budi Mulia," *Jurnal Pesona Paud* 1, no. 2 (2012). Hal 2.

⁹ Sari Pujiati, "Penggunaan Model Tebak Kata Untuk Meningkatkan Hasil Belajar Pkn Tema Lingkungan Kelas III Sd Negeri 2 Sidomulyo" (2019).

dual role creates its own conflict for career women; Work-Family conflict is a role conflict that occurs in career women who have families. Where they feel pressured by demands at work and household demands, so they find it difficult to distinguish between office work and household work. This conflict occurs because career women with families try to balance the many tasks and pressures between the workplace and household tasks. Work-family conflict has indicators including piling task demands, work pressure, lack of family time together. Family-Work conflict, this conflict occurs because of the many pressures on women as wives, pressures as parents, marriage pressures.

2. METHOD

This study uses a descriptive method, which is a method that does not provide treatment, manipulation or modification of the independent variables, but describes a condition as it is. According to Sukmadinata¹⁰, descriptive research aims to systematically and accurately describe facts and characteristics about the population or about a particular field. The data collected were analyzed and interpreted, then described to describe the conditions that occurred in the research subject. Data collection techniques used in this study were interviews and observation.

3. RESULT

Language and speech are part of communication that are interconnected and cannot be separated. In practice, children first develop aspects of their language, then they will begin to master their speech.

Language development is one indicator in the cognitive

¹⁰ Sukmadinata Syaodih Nana, *Metode Penelitian Pendidikan* (Bandung: Reamaja Rosdakarya, 2011).

development of a child, this is related to the success or delay in thinking and communicating in their environment. A child who is said to be slow in language can affect his communication skills in daily life, personally or in his social environment, this can result in difficulties in learning, socializing, and other work activities when he grows up.

The main place used to facilitate language development in children is the family. In this family the closest environment for children. From infancy to the age of 6 years, children spend more time at home so that the intensity of interacting with family members is more. Children and parents will be actively involved in speaking, for example in terms of reading stories so that they can interact verbally and will acquire fairly good language skills.

When the age of a child is increasing every year, it is directly more mature as well as physical growth. Furthermore, a child's experience can also increase so that his needs also increase. Language skills in children can develop along with the increasing experience and needs of the child. Experience will be obtained by children from their environment. The environment is a place where a child grows and develops.

The environment is one of the factors that greatly affects the development of a child's language because in essence the process of acquiring a child's language begins with the ability to hear and then imitate the sound he hears, namely from the environment where he lives.

A child will not be able to speak and speak if the child is not given the opportunity to express what he has heard. Therefore, the mother is one part of the immediate environment where family members must provide opportunities for children to learn from the experiences they have heard. Then gradually when the child is able to express

experiences, both from the experience of hearing, seeing, reading and re-expressed in spoken language.

The process of first language acquisition is controlled from outside a child, namely the stimulation given through the environment, especially the mother. Behaviorists also state that the ability to speak and understand language by children is obtained through stimulation from the mother and the surrounding environment. The process of language development is mainly determined by the length of practice given by the mother. And the real ability to communicate is with the principle of S-R (stimulus-response) linkage and the process of imitation.

Children are born without carrying any abilities. The child must learn through conditioning from the mother, the environment, the process of imitation, and being given reinforcement. There are several important factors in learning language, namely imitation, reward, reinforcement and the frequency of a behavior. In the development of language in early childhood from the stimulus-response point of view, which views thinking as an internal process, language begins to be obtained from interactions with mothers and families.

The family environment is the closest place to the child, namely the mother. Language development in children cannot be separated from the role and stimulus given by parents to their children. The family environment is the first place where children will learn and hone their vocabulary to be wider than before. Based on this explanation, the mother has a very large role in the process of developing her child's language.

Stimulation received by the child will be processed and recorded in his memory and in terms of whether the child's language is good or bad is influenced by the good or bad of the stimulus given and how a

child processes the stimuli he receives. Because the role of the mother is very important, the mother is an example for her child so that she must give her best role to her child. In addition, mothers must also have and master knowledge about the stages of child language development so that what the mother gives to her child is in accordance with the development of her age. In the process of speaking, sometimes children find it difficult to understand other people's speech, because of the lack of vocabulary in children. The mother should try to find the cause/reason why the child has difficulty understanding the conversation in order to correct or correct it if the child does not understand and even misinterprets a conversation. In addition, children's speaking skills require continuous practice, for this reason, mothers must provide speaking skills to children, of course in a fun way and without coercion.

A career mother usually comes home tired after a long day of working outside the home, this psychologically will affect the level of patience she has, both in dealing with daily household chores, and in dealing with her children. If that happens, the mother will be easily angry and less concerned about the child. This is very influential on language development in early childhood, early childhood who get full guidance in speaking, reading, writing and listening literacy exercises from a caring mother, will be much more developed than children who do not get a touch from a mother. Mothers who have careers must be able to manage time well so as to build quality time that is used in building communication with early childhood.

Mothers who have careers must also be careful and continue to pay attention to how the environment influences children's language development, for example, there are many interesting television shows that make children like watching television. Sometimes the event is not

appropriate for the child's age. In this case, the child really needs direction and guidance from the mother so that the child does not misinterpret and does not easily imitate the words that are not good on the TV show he sees. In addition, the environment and playmates also greatly affect children's language development. Children easily imitate and follow the words they hear. Sometimes they don't even understand what the words they say mean.

The role of the mother is needed to reprimand and provide direction to the child that what he has said is not appropriate to say. To develop their potential, guidance for children is needed. Therefore, the mother should give an example or model for the child, speak politely and slowly so that it is easily followed by the child and the mother must be ready to give criticism or correct if the child makes a mistake in speaking. Guidance should be carried out continuously and consistently so that children will easily talk to other people.

Based on research on language development in early childhood related to career mothers, it is stated that babies will experience vocabulary addition more quickly when mothers often repeat sounds that come out of babies and invite them to "talk". If children start entering school at the age of 4-6 years, the stage of language development must receive support from teachers who are expected to accommodate differences in language acquisition/use in each of their students. A mother must know the development of language according to the average age of her students.

One children experience slower language development than children who have siblings, as well as children who rarely go out to play with their peers because they will be considered to have fewer ideas and concepts. While there are twins, who are very closely related to each other so they have little contact with other people. Sometimes

this very close relationship makes social meetings they rarely talk to find out about each other's contents. Some twins have "strange language" between them.

Mothers who are busy working while their children stay at home with helpers, this can also have a good effect on language development in early childhood but can also have a bad effect on language development in children. A woman can indeed have a career while she must also know that family is the top priority. Career women must also be ideal mothers for children even if they want a fulfilling career. On the one hand, many people do not like working women because they neglect their children. In general, career women who are busy working have a bad effect on toddlers at home. Mothers always work outside the home, of course there is a context of change, especially in the pattern of parenting for toddlers. The work of mothers who work full time, sometimes begins before the child is three months old, and they tend to choose a nanny to care for their toddler. Thus, a good companion mother is needed, for children's language development.

Mother is one of the factors that has a big enough influence on children's language development. Because of the mother, the child can live his daily life well without any difficulties in interacting. The stimulus that the child gets through the mother will affect the child's language development. Stimuli received will slowly affect the child's language development. Stimulus from the closest people, namely the mother, will be processed by the child so as to make the child mature in thought patterns, action patterns, and speech patterns. The important role of mothers requires mothers to always be vigilant and careful in teaching their children. Mothers must understand the stages of language development in children, so that they can provide a

stimulus at the stage of development according to their age.

C. CONCLUSION

Early childhood is children who have a golden age (Golden age). Because at that time, early childhood has elasticity in the right brain to learn language, so the absorption of language acquisition is easier. In line with Anita's opinion in Syaodih that early childhood is a period of rapid development to master vocabulary. Where at the beginning of this period, children have mastered about 2500 words, and in late childhood (approximately 11-12 years old) children have mastered about 5000 words. In other words, when early childhood is able to master vocabulary, they begin to learn to communicate with the people around them. This is the goal of language development from early childhood. Language development in early childhood is related to the role of the family, especially a mother who is the child's first school.

Stimulation received by children will be welcomed and recorded in their memory and in good or bad terms. Children's language is influenced by the good or bad of the stimulus given and how the child processes the stimuli it receives. Because the role of the mother is very important, the mother is an example for her child so that she must give her best role to her child. In addition, mothers must also have and master knowledge about the stages of child language development so that what mothers give to their children is in accordance with their age development.

In the process of speaking, sometimes children find it difficult to understand other people's speech, because of the lack of vocabulary in children. The mother should try to find the cause/reason why the child has difficulty understanding the conversation, in order to correct

if the child does not understand and even misinterprets a conversation. In addition, children's speaking skills require continuous practice, for that, mothers must provide speaking skills to children, of course in a fun way and without coercion.

A career mother, usually returns home tired after a day of working outside the home, this psychologically will affect the level of patience she has, both in dealing with daily household chores, and in dealing with her children. If that happens, the mother will be easily angry and less concerned about the child. This is very influential on language development in early childhood, early childhood who get full guidance in speaking, reading, writing and listening literacy exercises from a mother who is attentive is much more developed than a child who does not get a touch from a mother. Mothers who have careers must be able to manage their time well so as to build quality time that is used in building communication with early childhood.

References

- Anita Rosalina, "Peningkatan Kemampuan Bahasa Anak Usia Dini Melalui Kegiatan Bermain," *Psychoidea* 9, no. 1 (2011).
- Aris Ananta, Kebijakan Mengenai Keluarga. Prisma, No. 7. Soerjono Soekanto, 1990. *Sosiologi Keluarga: Tentang Ikhwat Keluarga, Remaja, dan J.R. Eshlemen*, 1978. *The Family: An Intruduction*. Boston: Allyn and Bacon Inc. (1994).
- Dewi Indratini, Upaya Peningkatan Kemampuan Berbahasa Melalui Nyanyian/Lagu Bagi Anak Usia Dini Sebuah Penelitian Tindakan Kelas di TK Aisyiyah I Pandean, Ngemplak Boyolali Tahun Ajaran 2009/2010 (Surakarta: Universitas Muhammadiyah, 2010).
- Hadi Subeno, TV, Pendidikan dan Kepribadian Anak. (Surya : 28 Nopember 1994).
- Hildayati, Rini dkk. 2014. *Psikologi Perkembangan Anak*. Tangerang Selatan: Universitas Terbuka.
- Khadijah, Pengembangan kognitif anak usia dini (Medan: Perdana Publishing, 2016).

- Louis W.H., 1975. Effect on Child. Dalam Working Mothers. London : Jossy Bass Publisher, ha!. 143-145.
- Mulyati, Yeti. 2009. Bahasa Indonesia. Jakarta: Univiversitas Terbuka.
- Papalia, D.E, Olds, S.W., dan Feldman, R.D. 2004. Human Development. 9th ed. New York: McGraw Hill Companies,Inc.
- Tesya Cahyani Kusuma, "Gambaran Tentang Peranan Kegiatan Bernyanyi dalam Pengembangan Bahasa Anak Usia Dini di Taman Kanak-kanak Budi Mulia," Jurnal Pesona Paud 1, no. 2 (1 Juli 2012).
- Sukmadinata Syaodih Nana, Metode Penelitian Pendidikan (Bandung: Reamaja Rosdakarya, 2011)
- Sulaiman, A. A. A. (2000). Metode Pendidikan Anak Muslim Usia Pra Sekolah. Jakarta: Darul Haq.



© 2019 by the authors. Submitted for possible open access publication under the terms and conditions of the Creative Commons Attribution (CC BY SA) license (<http://creativecommons.org/licenses/by/4.0/>).