
The Relationship Between Parenting Patterns and Receptive Language Development in Preschool-Aged Children

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Abstract

Background: Child development is influenced by genetic and environmental factors, including parenting styles, nutrition, and social interaction. Preschoolers' receptive language plays a crucial role in understanding verbal information, but many children experience delays. Language development disorders in preschool children are a global challenge to child health, with approximately 2 to 12% of children aged 2-5 years experiencing language delays or dysfunction compared to their peers. National data from Indonesia indicate that between 5 and 10% of preschool children are estimated to have speech or language disorders, and approximately 16% of toddlers report general developmental disorders. The situation in West Kalimantan is not yet deeply documented, even tho mapping prevalence at the local level is important to serve as a basis for more targeted policies and early intervention efforts. Objective: To determine the relationship between parenting styles and receptive language development in Al-Adabiy Kindergarten preschoolers. Methods: The research design used in this study is cross-sectional with a descriptive analysis method and total sampling technique, resulting in 75 respondents. The data analysis used is univariate and bivariate analysis using Spearman rank. Results: Based on the research conducted, the results obtained for respondent characteristics are as follows: Gender: 36 male respondents (38.0%), most parents use a democratic parenting style with 47 respondents (62.7%), and the majority of receptive language development is beginning to develop (MB) with 65 respondents (86.7%). There was no relationship between parenting style and receptive language development ($P=0.587$). Conclusion: The research findings indicate that there is no relationship between parenting styles and receptive language development in preschool children.

Keywords: *Preschool Children, Receptive Language, Parenting Style*

INTRODUCTION

Many factors influence a child's development into an intelligent and healthy adult. Growth and development are primarily determined by genetics and environment, but family context, nutrition, and stimulation are also crucial factors. There are two types of environmental influences: prenatal, which occur before birth, and postnatal, which occur after birth. Cultural values, socioeconomic status, physical activity, nutrition, climate, family dynamics, and general health are among these factors (Ranuh, 2015).

Language development in early childhood must be stimulated from an early age, as children are in a critical period of growth and learning (Ita, E., Wewe, M., & Go.o, 2020). Receptive language development in preschool-aged children is vital for their overall development. This ability enables children to understand and process verbal information from their surroundings. However, studies have shown that many preschoolers experience delays in receptive language. For example, research has reported that some children aged 18 to 72 months have difficulties with language and speech (Anthony, C. P., Setiawan, A., Surjono, E., & Wijaya, 2023).

Language development disorders are one of the developmental problems that have far-reaching impacts on communication skills, social interaction, and academic readiness. Globally, these disorders are found in approximately 5–12 percent of preschool-aged children, depending on the detection methods and characteristics of the population studied (Nelson et al., 2006). International epidemiological studies indicate that around 7.5 percent of children aged 4–6 years experience developmental language disorder (DLD), with the highest rates reported in countries

with limited access to early detection services (Norbury et al., 2016). Data from the National Institute on Deafness and Other Communication Disorders (NIDCD, 2023) also confirm that about 10.8 percent of children aged 3–6 years in the United States have speech or language impairments.

A similar situation is seen at the national level. Based on the results of Riskesdas and several local studies, the prevalence of developmental disorders among Indonesian children aged 3–6 years is around 16 percent, including speech, language, and other developmental delays (Ministry of Health of the Republic of Indonesia, 2018). Some specific studies have reported that speech and language disorders among preschoolers range from 5 to 8 percent, indicating that this issue remains a serious challenge for early detection and stimulation efforts in early childhood development (Sari et al., 2021).

Conditions in West Kalimantan reflect similar challenges in detecting and addressing speech and language disorders among preschoolers. The 2023 West Kalimantan Provincial Health Profile Report shows that the coverage of Early Childhood Growth and Development Stimulation, Detection, and Early Intervention (SDIDTK) services is still limited to certain community health centers, leaving many children at risk of developmental delays unidentified (West Kalimantan Provincial Health Office, 2023). A local study by Audina (2022) from the Faculty of Medicine, Tanjungpura University, reported that about 6 percent of preschoolers exhibited signs of speech and language disorders in both urban and rural areas (Audina, 2022). This figure highlights a significant burden, especially since many cases remain undocumented in primary healthcare facilities. Parenting patterns have been shown to play an important role in children's language development.

Parenting styles play a crucial role in children's language development, as they reflect how parents interact and communicate with their children. These interactions directly affect children's language abilities. A study by Mulqiah et al. (2017) found a significant correlation between parental parenting levels and preschoolers' language development (Mulqiah, Z., Santi, E., & Lestari, 2017). Although such associations have been identified, there remains limited understanding of which specific parenting styles influence receptive language development in preschool-aged children.

Several studies have explored the relationship between parenting styles and children's language development, but findings remain inconsistent. For instance, Anthony et al. (2023) reported a correlation between parenting patterns and the language and speech development of children aged 18–72 months. Conversely, another study found no significant relationship between parenting patterns and preschoolers' language development (Sapulette, A. K., Astutik, H. D., Handayani, N. S., & Sitompul, 2023). Such inconsistencies suggest the presence of additional variables that may influence this relationship, such as cultural differences, socioeconomic status, and variations in parenting approaches that have not been fully identified.

Parenting, in general, is defined as the entire process of interaction between parents and children, which includes nurturing, educating, and guiding children toward maturity (Mulyadi, S., Basuki, A. M., & Rahardjo, 2016). Similarly, Faisal (2016) describes parenting as the interaction between parents and children that fulfills physical and psychological needs (Faisal, 2016). Various child development theories emphasize the importance of parent–child interaction in fostering language skills. However, literature that specifically discusses the direct influence of parenting styles—such as authoritarian, democratic, and permissive—on receptive language development remains limited. This gap highlights the need for further research to better understand the dynamics between parenting and receptive language development.

A preliminary study conducted at Al-Adabiy Kindergarten in Pontianak, West Kalimantan, provides further insight into this issue. Interviews with teachers revealed that 7 out of 10 children were unable to understand and retell stories read to them. Additionally, teachers

reported that 5 children could not follow verbal instructions given in class. Based on these findings, the researcher is interested in conducting a study on the relationship between parenting patterns and receptive language development among preschool children at Al-Adabiy Kindergarten.

RESEARCH METHOD

This study employed a cross-sectional approach, a type of research design characterized by observation and data collection conducted at a single point in time without any follow-up over a specific period. Both the dependent and independent variables were measured simultaneously. The data collection technique used in this study was a questionnaire. The purpose of this research was to determine the effect of parenting styles on receptive language development among preschool children at Al-Adabiy Kindergarten.

Population and Sample

1. Population

Population refers to the entire set of elements or subjects under investigation (Masturoh & Anggita, 2018). The population in this study consisted of 75 preschool children enrolled at Al-Adabiy Kindergarten.

2. Sample

A sample is a subset of a population selected for study (Notoatmodjo, 2018). According to Wiratna (2020), a sample represents certain characteristics of the population and is used to generalize research findings. This study used a total sampling technique, meaning that all 75 preschool children were included as research participants.

Inclusion Criteria:

1. Children in good health.
2. Parents or guardians who spend 8–10 hours daily with the child.

Exclusion Criteria:

According to Nursalam (2020), exclusion criteria refer to conditions that prevent a subject from representing the sample due to factors such as refusal to participate, ethical concerns, or circumstances that hinder participation. The exclusion criteria in this study were:

1. Children with special needs (ABK).
2. Children with a history of medical conditions affecting language development (e.g., hearing or visual impairments).

Data Collection Instruments

The study utilized structured questionnaires with closed-ended questions to assess receptive language development and parenting styles.

- Questionnaire A consisted of 20 items adapted from the *GPPSS-TK* (Oepdiknas, 2002), which measured receptive language development using the following categories:
 - BSB (Very Good): 76–100
 - BSH (Good): 51–75
 - MB (Moderate): 26–50
 - BB (Poor): 0–25
- Questionnaire B was adapted from Ida (2020), assessing parenting styles (democratic, authoritarian, permissive). It used a Likert scale:

- Strongly Agree = 3
 - Agree = 2
 - Disagree = 1
- The highest score among the three parenting styles indicated the dominant style used by the parent.

Data Collection Procedure

1. Preparation Stage

The researcher first obtained ethical approval from the Research and Development Ethics Committee of ITEKES Muhammadiyah Kalimantan Barat (Approval No. 324/II.I.AU/KET.ETIK/X/2024). A research permit was also obtained from Al-Adabiy Kindergarten (Letter No. 0926/II.3.AU/F/2024).

2. Implementation Stage

The researcher met the potential respondents (parents and teachers), introduced themselves, and explained the study's purpose. Informed consent forms were distributed to participants. Parents received the parenting style questionnaire, while teachers completed the receptive language questionnaire for each child. The researcher explained the instructions, assisted respondents during completion, and allowed time for questions. After completion, all questionnaires were collected and checked for completeness.

3. Final Stage

The final stage involved data analysis, report preparation, and publication of research findings.

Validity and Reliability

1. Validity Test

Validity testing was conducted to ensure that the instruments measured what they were intended to measure. According to Swarjana (2015), validity can be categorized as face validity, content validity, criterion validity, and construct validity.

- Questionnaire A (GPPSS-TK) had 20 items assessing receptive language development (Oepdiknas, 2002).
- Questionnaire B (Ida, 2020) consisted of 21 items and had been previously tested for validity and reliability:
 - Authoritarian parenting: validity 0.520–0.879; Cronbach's $\alpha = 0.8935$
 - Democratic parenting: validity 0.396–0.868; Cronbach's $\alpha = 0.925$
 - Permissive parenting: validity 0.765–0.873; Cronbach's $\alpha = 0.950$
 - Independence scale: validity 0.401–0.978; Cronbach's $\alpha = 0.994$

All items were considered valid and reliable.

Data Analysis

a. Univariate Analysis

According to Gunarto (2018), univariate analysis is used when only one variable is analyzed. This analysis includes descriptive statistics such as mean, median, mode, range, variance, and standard deviation, as well as frequency tables and charts. In this study, univariate analysis described the distribution of respondents' characteristics, parenting styles, and levels of receptive language development among preschool children.

b. Bivariate Analysis

Bivariate analysis examines the relationship between two variables—an independent variable (parenting style) and a dependent variable (receptive language development)

(Notoatmodjo, 2018). The Spearman rank correlation test was used to determine the relationship between the two variables at a 95% confidence level ($\alpha = 0.05$).

Spearman's rank correlation is suitable for ordinal data and does not require both variables to share the same data source (Sugiyono, 2018). The correlation coefficient (ρ) ranges between -1 and +1:

- $\rho = 0$ indicates no correlation.
- $\rho = +1$ indicates a positive correlation.
- $\rho = -1$ indicates a negative correlation.

This analysis was used to determine the strength and direction of the relationship between parenting styles and receptive language development among preschool children.

RESULTS AND DISCUSSION

A. General Description of the Research Location

This research was conducted at Al-Adabiy Kindergarten, located at Jl. Danau Sentarum No. 130, Sungai Bangkong, Pontianak District, West Kalimantan. Al-Adabiy Kindergarten was established on March 29, 2017, under the decree number 37, and operates under the supervision of the Ministry of Education and Culture.

The school is equipped with various classroom facilities, including student desks, chairs, whiteboards, and storybooks. In addition, it provides playground facilities such as swings, slides, and other play equipment. The total number of students enrolled at Al-Adabiy Kindergarten Danau Sentarum is 140 children, supported by 10 teachers. The current principal of the kindergarten is Eli Kurnaini, S.Pd.

The distance from the researcher's residence to the study site is approximately 11.9 kilometers, with a travel time of around 28 minutes.

B. Univariate Analysis

This analysis was conducted to describe the characteristics of respondents and the frequency distribution of each independent variable, including age, gender, and the relationship between parenting patterns and receptive language development. In this study, univariate analysis presents frequency distribution tables to display respondents' characteristics, particularly gender.

1) Respondent Characteristics

A total of 75 respondents participated in this study, consisting of children from classes A, B2, and B3. The characteristics analyzed included the child's age, class, gender, mother's age, father's age, parental education, and occupation.

Table 1
Frequency Distribution of Respondents' Characteristics by Gender

Respondent Characteristics	Total (F)	Percentage (%)
Gender		
Male	36	48,0
Female	39	52,0
Total	75	100.0

The results show that the respondents' gender characteristics were predominantly female (39 respondents (52.0%) and male (36 respondents (48.0%)).

2) Parenting Patterns of Parents with Preschool Children at Al-Adabiy Kindergarten

Table 2
Frequency Distribution of Parenting Patterns of Parents with Preschool Children at Al-Adabiy Kindergarten

Respondent Characteristics	frequency (f)	Percentage (%)
Parenting Styles		
Authoritarian	8	10,7
Democratic	47	62,7
Mixed	20	26,7
Total	75	100.0

The results show that the majority of respondents (62.7%) have a democratic parenting style.

3) Receptive Language Development in Preschool Children at Al-Adabiy Kindergarten

Table 3
Frequency Distribution of Receptive Language Development in Preschool Children at Al-Adabiy Kindergarten

Respondent Characteristics	Frequency (f)	Percentage (%)
Receptive Language Development		
Beginning to develop (MB)	65	86.7
Not yet developed (BB)	10	13.3
Total	75	100.0

The results show that receptive language development in preschool children (MB) has begun to develop in 65 children (86.7%).

C. Bivariate Analysis

Statistical analysis was conducted to determine the relationship between the independent and dependent variables using a statistical test using a rank correlation value of $r_{rho} > 1$.

Table 4
Relationship between parenting styles and receptive language development

Relationship variables	between	Receptive results				Total	P-Value	Correlation Coefficient	
		Not yet developed		Starting to develop					
		F(n)	%	F(n)	%				
Parenting Styles	Authoritarian	3	37.5	5	62.5	8	10	0.587	0,064
	Democratic	5	10.6	42	2.7	47	62.6		
	Mixed	6	30	14	70.0	20	27,4		

The results of the Rank Sperman correlation test on the relationship between gadget use and receptive language development in preschool children at Al-Adabiy Kindergarten obtained a calculated value of -0.231, with a p-value of 0.046. Because the p-value is smaller than 0.05, the test decision is H_a accepted, so it is concluded that there is a relationship, but with a weak correlation coefficient, indicating that the relationship is not strong.

Discussion

1. Characteristics of Respondents

Receptive language ability is an essential aspect of preschool children's development, influenced by various factors, including gender. Table 5.1 shows that the number of male and female respondents is relatively balanced, with 36 boys (48%) and 39 girls (52%). This balance allows for a more accurate analysis of how gender contributes to receptive language development.

The study findings indicate that girls tend to have better receptive language development than boys. According to Fenson L. et al. (2018), from an early age, girls show an advantage in understanding vocabulary and sentence structure compared to boys. This is supported by Rowe M.L. (2019), who found that girls possess stronger skills in comprehending verbal instructions and demonstrate faster understanding of the language used by adults. Differences in receptive language development between boys and girls can be attributed to both biological and environmental factors. Research by Weisleder A. & Fernald A. (2017) suggests that girls have higher sensitivity to linguistic cues during social interactions, enabling them to comprehend word and sentence meanings more quickly. Additionally, parental communication patterns are often more verbal and expressive toward girls, contributing to their enhanced receptive language development.

Overall, preschool children's receptive language development is influenced by both biological and environmental factors, with girls generally showing an early advantage in language comprehension.

2. Parenting Patterns of Preschool Children at TK Al-Adabiy

Parenting style plays a crucial role in early childhood development, particularly during the preschool stage. Data presented in Table 5.2 illustrates the distribution of parenting styles applied by parents of preschoolers at TK Al-Adabiy. The results indicate that the democratic parenting style is the most dominant (62.7%), followed by mixed parenting (26.7%) and authoritarian parenting (10.7%). This distribution reflects parents' preference for a more flexible and participatory approach in raising their children.

These findings align with previous research that identifies democratic parenting as the most supportive approach for children's social-emotional development (Puspita R., 2019). A similar study by Rahmawati and Hidayat (2020) confirmed that democratically raised children tend to have better social skills and higher independence compared to those raised under authoritarian or permissive styles. The high percentage of democratic parenting in this study indicates a shift in parents' mindsets toward more adaptive and communicative forms of parenting. Research in Indonesia shows similar trends. Setiawan B. (2021) found that democratic parenting is increasingly favored by parents due to its effectiveness in fostering independence and responsibility in children. Likewise, Nugraha D. (2018) revealed that children raised under democratic parenting exhibit higher emotional intelligence than those under authoritarian or permissive styles. Data from TK Al-Adabiy confirms that most parents adopt democratic parenting consistent with these findings.

Mixed parenting (26.7%) suggests that some parents combine different parenting approaches depending on situational needs. This is supported by Wijayanti L. (2017), who emphasized the importance of flexibility in parenting to adapt to a child's developmental needs.

Similarly, Pratama A. & Sari M. (2022) noted that parenting styles are not rigid and may shift based on environmental factors and children's characteristics. Within TK Al-Adabiy's context, this indicates that some parents continue to adjust their parenting approach according to specific circumstances.

The presence of authoritarian parenting (10.7%) shows that a small portion of parents still apply stricter approaches in raising their children. Handayani (2020) noted that while authoritarian parenting can hinder emotional and social development, it is still perceived as effective for discipline in certain cultural contexts.

Overall, the findings at TK Al-Adabiy suggest that most parents practice parenting styles that support optimal child development, reflecting a growing awareness of the importance of open communication and emotional support. This study provides valuable insights into the parenting styles used in preschool environments and serves as a reference for further research on the effectiveness of different parenting styles in promoting holistic child development.

3. Receptive Language Development of Preschool Children at TK Al-Adabiy

Receptive language development is a fundamental aspect of early cognitive growth. The ability to understand language forms the foundation for more complex communication and social interaction. The data show that most preschoolers at TK Al-Adabiy are in the "developing" stage (86.7%), while a small percentage (13.3%) remain "undeveloped." This indicates that the majority of children possess good language comprehension skills.

Children's achievements in receptive language development are closely tied to environmental factors and the stimulation provided by parents and educators. High-quality verbal interaction significantly influences children's language comprehension. Santrock J.W. (2018) found that children who are frequently engaged in conversations and actively listened to have better receptive language development than those with limited stimulation. Parenting practices also play a significant role in receptive language growth. Sari M. & Lestari D. (2020) reported that children exposed to language stimulation through reading and interactive dialogue demonstrate stronger comprehension than those who receive only one-way instructions. This highlights that active parental involvement in daily communication is key to enhancing children's language understanding.

Challenges in receptive language development persist among the small portion of children who remain underdeveloped. Limited verbal stimulation, lack of supportive environments, or individual developmental factors may contribute to this delay. Sari M. & Lestari D. (2020) emphasized that play-based and interactive reading methods can help children experiencing delays in receptive language development.

Continuous language stimulation from an early age is essential to ensure all children reach optimal language development. Proper interventions can help underdeveloped children catch up and improve their comprehension. This study suggests that interactive approaches and linguistically rich environments are effective in supporting preschoolers' receptive language development.

4. The Relationship Between Parenting Styles and Receptive Language Development in Preschool Children at TK Al-Adabiy

This study explored the correlation between parenting styles and receptive language development in preschool children. The findings reveal no significant relationship between the

two variables. The very low correlation coefficient indicates that parenting style is not a major determinant of receptive language development. Other factors are likely more influential in shaping children's receptive language abilities.

Broader social environments often play a more critical role in language development. Rowe M.L. & Weisleder A. (2019) found that interactions with peers, teachers, and digital media contribute more to language growth than parental style. Children who engage frequently in linguistically rich social settings tend to develop stronger receptive language skills. Modern communication dynamics have also weakened the influence of parenting on language development. Madigan S. et al. (2020) explained that with increased exposure to technology, children acquire language input from multiple sources, including digital media and interactive games, reducing parents' role as the primary source of language stimulation. Biological and individual factors may also explain the weak correlation between parenting and receptive language. Friend M. & Schmitt S.A. (2018) highlighted that language development is largely influenced by innate cognitive abilities; children with higher linguistic processing capacity can acquire language faster regardless of parental style.

The quality of verbal interaction appears to be more crucial than the parenting style itself. Hoff E. & Core C. (2018) emphasized that the frequency and diversity of vocabulary exposure have a greater impact than the mere classification of parenting types. Children who are exposed to varied vocabulary from multiple sources develop better receptive language skills. Family structure also contributes to language growth. Cristofaro T. & Tamis-LeMonda C.S. (2020) found that children raised in larger family settings with siblings or grandparents tend to develop stronger receptive language due to varied communication exposure. Cultural context influences these outcomes as well. Kartushina N. & Frauenfelder U.H. (2020) noted that in some cultures, children learn language through observation and participation in social interactions rather than direct parent-child communication, making the broader social environment a more decisive factor.

Evolving social dynamics, such as expanded access to early education, also reduce the direct impact of parenting on language development. Rowe (2018) revealed that children now receive significant linguistic stimulation outside the home environment.

In conclusion, this study shows that children's receptive language development is shaped more by social interaction, environmental exposure, and biological factors than by parenting style. Diverse communication experiences, access to alternative learning sources, and early childhood education play a more dominant role in shaping preschoolers' receptive language abilities.

CONCLUSION

1. The characteristics of respondents at TK Al-Adabiy show that female children generally exhibit faster receptive language development than males, particularly in understanding vocabulary and verbal instructions.
2. The most dominant parenting style identified is democratic parenting, indicating that most parents favor a balanced approach between control and freedom, allowing children to grow independently while receiving clear guidance.

3. The majority of respondents are in the developing stage of receptive language, showing improved abilities in recognizing words, understanding verbal instructions, and using language in more complex contexts.
4. The study concludes that parental parenting style does not have a significant relationship with preschoolers' receptive language development. Instead, language development is more strongly influenced by broader communicative environments.

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