



The Use of Javanese Language with Banyumas Dialect in Family Environment for Children Ages 5-6 Years in Bojongsari Village, Bojongsari District, Purbalingga Regency

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Abstract

Children are the generation of local culture from previous generations who certainly love regional culture. One of the areas of the cultures that need to be preserved is the local language. Local language is also an area that reflect cultural heritage in its right. The use of Javanese language Banyumas dialect in the environment for a child's family is the local language preservation efforts from parents to children. The reality in the field of the use of the Javanese language with Banyumas dialect is now rarely used by parents of early childhood when communicating with children, especially in the family environment. Therefore, the purpose of this study is to analyze the use of the Banyumas dialect in the family environment for children age 5-6 years in Bojongsari Village, Bojongsari District, Purbalingga Regency. This research is a qualitative research, the researcher directly examine the source of data naturally and examine it as a key instrument. Data collection techniques use is observation, interviews, documentation, and triangulation. Data analysis techniques use the Miles and Huberman model. The results show that the Javanese language Banyumas dialect is still used in a family environment for children 5-6 years old. Besides that, Javanese language Banyumas dialect used as well as the everyday language among members of the family; parents with parents, parents with children, and children with children in hamlet 4, Bojongsari Village, Bojongsari District, Purbalingga Regency. Suggestions from the results of the study, which is for all family members to continue to preserve the local language (Javanese Banyumas dialect language) in the family environment by using the local language (Javanese Banyumas dialect), so that embedded love for local language from an early age

INTRODUCTION

Humans are social beings who cannot live alone in various activities and of course depend on others. When humans move with their neighbors, humans as social beings communicate with each other, so that good cooperation is established and harmony is created. Humans need symbols that can be used to communicate. The symbol used by humans to communicate with others is language. Language according to Hurlock (1978) is a means of communication by symbolizing thoughts and feelings to convey meaning to others. The language discussed in this discussion is the regional language of the Banyumas dialect. The Banyumas dialect of Javanese is one of the cultures of the Purbalingga community, because the Javanese Banyumas dialect is the original language used by the local people of Purbalingga who love culture. Local language is a part of cultural heritage that must be carried out by the next generation, an energy that will preserve its culture to the next generation who remain loyal to their culture despite having to coexist with other cultures. According Rudy & Grusec (Musi & Syamsuardi, 2017) cultures also have values that can regulate and control the patterns of life, especially human relations. The values that exist in culture also influence the behavior and language used by the community in socializing with others.

Cultural values must be maintained with an education. Latif (Astuti & Nugroho, 2012), states that education holds the task of transforming individuals into true human beings. Astriayulita (2017) explained that education is an important thing needed by humans, because education is one of the efforts to provide supplies for children so that they do not experience difficulties in life. One of the educational environment that has an influence on early childhood is the family environment, on environmental grounds family is the first environment that gives children a foundation in the form of values of a better life for the growth and development of children. Hurlock (1978) explained that the family is the child's first environment that is most important during the child's formative years. Hurlock (1978) describes in the book of child development, that the family is the first child's most important environment during the child's formative years, because the relationship of children and family members forms the basis for adjustment patterns and children's mindset that will influence attitudes and behavior patterns in the future. According to Jaelani (2014), the household environment is considered

a center for mothers in educating children. Based on the opinion of the influence of the role of the environment on the children's language of some experts in the language summarized by Marchman (Santrock, 2007), namely that the experiences of children, the type of language learned, and the context in which learning occurs can have a strong influence on mastery child language. Experience has since been the most potential for all aspects of child development, one of which is language development in terms of speaking ability children which of course will be related to children's vocabulary. Azizah and Pranoto (Ana, 2017) explained that speaking ability is the most natural thing done by everyone, including children. Putri (2014) explained that the ability to communicate is an ability that must be mastered correctly. Speaking as part of the way the child communicates with people around the child, so there is a need for stimulus to develop these abilities, so that communication is more meaningful. Early childhood experience begins in the family environment, where in the family environment children will learn to grow and develop according to the stage of their growth and development. Choiriyah (Dewi & Handayani, 2016), states that childcare is very important for parents, because parenting is affecting children's development.

According to UNESCO early childhood education begins at birth period until the age of 8 years (Kusumandari, 2013). Early Childhood Education (PAUD) according to the Minister of Education and Culture Regulation No. 137 of 2014, which is a coaching effort shown to children from birth to 6 years of age carried out through the provision of educational stimuli to help the growth and development of children in order to have readiness to enter further education (Kemendikbud, 2014). One of the developments that are referred from their early childhood education is the personal and social development with regard to the child's development at a later stage (Awalya, 2012). One age level that uses language as a communication tool is children aged 5-6 years. Children aged 5-6 years are one of the next generations of national culture that has the potential to become a smart generation that is able to put anything in accordance with the provisions that apply and certainly be a hope for anyone who loves diversity in the nation and state.

According to Santrock (2011), brain development at the age of 6 years has reached 95% of adult volume. This occurs because of the increase in the number and size of the receptor nerve endings. Santrock (2011) explained that du-

ring the second stage of the development of the Piaget sensory-stage of the pre-operational stage (*preoperational stage*), when they were 2-7 years old children began to link sensory information with physical actions and show through words, imagination, and pictures and of course an increase in the maturity of the brain contributing to changes in children's cognitive abilities. Rohma (Utami & Adiarti, 2017) explains that the main characteristics of children aged 5-6 years, are at the stage of learning symbols, language, and presenting thoughts. Therefore, various educational activities of children aged 5-6 years need to be supported by the provision of appropriate stimulation by the environment around the child to optimize all aspects of child development, so that the child grows into a golden generation.

Today, parents of early childhood and even young people in families living in the Purbalingga Regency area in particular have switched to using Indonesian in communicating with friends and parents. Transition selection of language used as a communication tool by a person is also influenced by a sense of love, a sense of belonging to the language. The researcher when making observations in the home environment of children aged 5-6 years in the hamlet of 4 villages Bojongsari, District Bojongsari, Purbalingga. The researcher found that parents of children aged 5-6 years used two languages at once in children, namely the Banyumas dialect and Indonesian when she was in a family environment, even though they had used two languages, but the language that was used more by parents was Javanese language. In addition, researcher also found that there were parents of children aged 5-6 years in the hamlet 4 of Bojongsari Village, when communicating with children still using Javanese Banyumas dialect. The vocabulary obtained by children is also caused by the selection of vocabulary used by adult everyday which children often hear. In connection with the use of language, Santrock (Sundari, 2016) states that how parents talk to children related to the development of children's vocabulary. In line with Santrock, Skinner (Maulinda & Nugroho, 2014) suggests that children can get very complex word quickly through imitation.

Based on the description above, the researcher is interested in studying the use of the Banyumas dialect in the family environment for children aged 5-6 years in Bojongsari Village. The advantage of this study is that there have been no previous studies examining the use of the Banyumas dialect in the family environment in children aged 5-6 years. While the pur-

pose of this study was to analyze the use of the Banyumas dialect in the family environment for children aged 5-6 years in Bojongsari Village, Bojongsari District, Purbalingga District.

RESEARCH METHOD

This study uses research methods with a qualitative approach. According to Bogdan and Bilken (Sugiyono, 2011) qualitative research is research conducted on natural conditions and researchers as key instruments. Data sources in this study use primary data sources and secondary data sources. The research subjects in this study are all family members of children aged 5-6 years in the hamlet 4 of Bojongsari Village. The data collection techniques use observation, interview, documentation, and triangulation techniques. The data validity uses technical triangulation and source triangulation. Data analysis uses the Miles and Huberman analysis model.

RESULTS AND DISCUSSION

A love for culture will be deep-rooted in someone when someone feels they have a culture and are supported by knowledge of the importance of a culture in the community. Indonesian anthropologist, Koentjaraningrat (2009) also explained that culture is a system of ideas, actions, and human work in people's lives as a way of learning. Koentjaraningrat (2009) describes seven elements of universal culture which include language. Usman (2015) states that language is a symbol system that allows community members to communicate with each other. Language is used as a symbol in communicating among people, therefore the same symbol is needed which can be understood by all members of the community in the social group so that there is no misunderstanding in communication. The choice of language in one's communication is influenced by the surrounding environment and the language used by others using language that is used for generations from word of mouth. Civilizing process in the introduction of direct language by means of using it as a means of daily communication will have a positive impact on the language. The impact of the use of language used daily by someone will affect the mindset, attitude, and behavior of the people who use it. As for the effect of the use of language in society as speakers can be exemplified in *pengiyongan* speakers (Javanese dialect Banyumas), that person is and honest in talking. The results and discussion of the study regarding the use of the Javanese dialect

of Banyumas in the neighborhood of the hamlet 4 family, Bojongsari Village, Bojongsari District, Purbalingga Regency as follows:

a. Knowledge of Parents of Children aged 5-6 Years Hamlet 4, Village Bojongsari

"Medok" (Mrs. St, interview results May 24, 2018)

"Nggak tahu (I don't know)" (Mrs. Sy, interview results May 26, 2018)

"Nggak tahu (I don't know)" (Mrs. Sr., interview result 30 May 2018) "*Bahasa ngapak-ngapak (ngapak language)*" (Mr. S, interview results May 24, 2018)

"Nggak tahu (I don't know)" (Mrs. W, interview results May 23, 2018) "*Bahasa ngapak-ngapak (ngapak language)*" (Mrs. T, interview results July 12, 2018)

Based on the information provided by parents of children aged 5-6 years in the hamlet 4 of Bojongsari Village regarding the language knowledge used to communicate daily with parents, siblings, children or neighbors, the language used is Javanese, but parents don't know the dialect Javanese that parents use. According to the Agency for Language Development and Development, the Ministry of Education and Culture, Javanese in Central Java Province has 5 dialects, namely (1) Solo-Yogya dialect, (2) Pekalongan dialect, (3) Wonosobo dialect, (4) Tengal dialect, and (5) Banyumas dialect (Language Development and Development Agency, 2017). The area where the people use the Javanese dialect of Banyumas is the community in the Banjarnegara Regency, Purbalingga Regency, Banyumas Regency, Cilacap Regency, and Kebumen Regency (Anwar, 2016). Communities in regencies that use the Banyumas dialect of Javanese are more often referred to as *barlingmasakeb* communities. Based on the data above, the Purbalingga local people certainly use the Banyumas dialect of Javanese. The factors that make parents of children aged 5-6 in hamlet 4 of Bojongsari Village do not know about the Javanese dialect of Banyumas, because of the lack of information about the dialect used, whereas the Javanese spoken by the people in Central Java Province has 5 different dialects, and the difference between one and another dialect is around 60% (Language Development and Development Agency, 2017).

b. Selection of Language of Parents of Children Aged 5-6 Years in Family Environments in Family Members in Hamlet 4 of Bojongsari Village

"Sudah biasa menggunakan bahasa Jawa seha-

ri-hari (it is already accustomed to use Javanese every day)" (Mrs. St, interview results May 24, 2018)

"*Bahasa biasa (bahasa Jawa). Sudah enak, sudah menjadi bahasa sehari-hari (common language (Javanese). It's good, it's become a daily language)*" (Mrs. Sy, interview results May 26, 2018)

"*Orang Jawa ya pakai bahasa Jawa (Javanese people use Javanese)*" (Mrs. Sr., interview result 30 May 2018)

"*Sudah biasa menggunakan bahasa Jawa (it is already accustomed to use Javanese every day)"* (Mr. S, interviewed on May 24, 2018)

"*Menggunakan bahasa Jawa. Sudah menjadi bahasa sehari-hari (Using Javanese. It has become a common language)*" (Mrs. W, interview results May 23, 2018)

"*Bahasa Jawa (Javanese Language)*" (Mrs. T, interview results July 12, 2018)

Based on the result of interviews, regarding the use of the language of parents of children aged 5-6 years in the family environment to family members, that is the parents of children still use Javanese dialect Banyumas in everyday life. One of the factors of choosing Javanese in the family environment is done by parents, because parents feel used to or have made the Banyumas dialect into a culture that cannot be separated in daily activities. As stated by Suherman (2015) based on the results of research conducted on the use of the Javanese language, there are two factors that keep the community using the Javanese language, which is because there is community loyalty and regional concentration.

c. Selection of Language and Reason for 5-6 Years Old Parents of Children in Families in 5-6 Years Old Children in Village 4 of Bojongsari Village

"*Campuran. bahasa Jawa alus, ngoko, bahasa Indonesia. Alasan menggunakan bahasa Jawa, karena kita orang Jawa. Kalau menggunakan bahasa Indonesia, karena bahasa Indonesia bahasa nasional, dan anak harus diajarkan supaya bisa menggunakan bahasa Indonesia (Mixed. Formal Javanese, informal, Indonesian. The reason using Javanese is because Javanese. If using Indonesian because national language and children have to be taught so they can use it.)*" (Mrs. St, interview results May 24, 2018)

"*Bahasa biasa (bahasa Jawa dialek Banyumas). Sudah biasa menggunakan bahasa Jawa (Ordinary language (Javanese Banyumas dialect). It's already accustomed to use Javanese)*" (Mrs. Sy, interview results May 26, 2018)

"*Bahasa Jawa (bahasa Jawa dialek Banyumas), sudah biasa (Javanese (Javanese Banyumas dialect), already accustomed)*" (Mrs. Sr, interview

results 30 May 2018)

"Bahasa Jawa (bahasa Jawa dialek Banyumas), sudah biasa ("Javanese (Javanese Banyumas dialect), already accustomed)" (Mr. S, interview results May 24, 2018)

"Bahasa Jawa (bahasa Jawa dialek Banyumas). Bahasa sehari-hari (Javanese (Javanese Banyumas dialect). Everyday Language)" (Mrs. W, interview results May 23, 2018)

"Bahasa Jawa (bahasa Jawa dialek Banyumas). Ya orang Jawa ya ngomongnya bahasa Jawa (Javanese (Javanese Banyumas dialect). Because Javanese, so we speak Javanese.)" (Mrs. T, interview results, July 12, 2018)

Based on the results of research on the use of the Banyumas dialect in the family environment for children aged 5-6 years in hamlet 4, Bojongsari Village, Bojongsari District, Purbalingga District shows that family members of children aged 5-6 years in a family environment still use the Javanese Banyumas dialect as a daily language between fellow family members; parents with parents, parents with children, and children with children. The use of Banyumas dialect Javanese which is still used by parents in the family environment is also influenced by the loyalty of the Banyumas dialect, so that even though parents can use Indonesian, but parents prefer to use the Banyumas dialect in children, relatives, or their neighbors.

Rijal (2015) explains that language is one of the cultural elements that can be derived systemically, because language can be learned, taught, and planned or can even affect every human being. Therefore, parents have a big role in preserving local languages and children's language development. Sumaryanti (2017) also emphasized in her research that the stimulus that children get through their environment influences children's language development. Similarly, Sundari (2016) in his research concluded that parents as the child's first social partner play an important role in the acquisition and development of children's language.

Chaer (Sebayang, 2018) states that language acquisition is a process that takes place in a child's brain when a child gets his first language or his mother tongue. As thought with Indonesian linguistics expert Abdul Chaer, Arsanti (2014) concluded that *language acquisition* is a process when children get their first language. Yanti (2016) concludes that the acquisition of first language is a process of how a child acquires the ability of his native language according to cognitive development, social interaction, and the linguistic development of the child. Based on the

understanding of language acquisition described above it can be concluded that the acquisition of the first language is language acquisition that occurs since the child's brain first gets language stimulation from the environment around the child, especially from the child's parents.

Language acquisition which is obtained by children both in the Banyumas dialect and Indonesian language depends on the use of the language of the parents of the child and the people in the environment around the child. The influence of the use of language is evidenced by the results of direct observations regarding conversations between parents and children in the village of Bojongsari as follows:

Penutur : Bu T (35) dan Sa (5)
Speaker : Mrs. T (35) and Sa (5)
Konteks : Bu T membersihkan dan memotong kuku tangan Sa.

Context : Mrs. T cleans and cuts Sa's nails

Bu T (Mrs. T): Kae, adine ben pinter, ditinggal manut, Safa ditinggal ya wis weeeng - (Look, your younger brother/sister is smart, obedient when is left, when Safa is left she cries)

Sa : Ngalih lah - (Move)

Bu T (Mrs. T): Mengko sekolah ditinggal lo ya fa? Ora tunggu mama lo. Ngenah kie wis? - (Next time, when you go to school, mama will go home, understand Fa? Mama is not waiting you. Is it done?)

Sa : Uwislah - (Stop)

Bu T (Mrs. T): Kiye esih separo - (Still half left)

Sa : (Merengek) - (Whinnying)

Konteks : Bu T bertanya kepada Sa keberadaan bu liknya

Context : Mrs. T asks Sa where her aunt is.

Bu T (Mrs. T) : Anu, lilike wis maring nganah fa? - (Is your aunt there, Fa?)

Sa : Hm? - (Hm?)

Bu T (Mrs. T) : Lilike wis maring nganah?- (Is your aunt there?)

Sa : Ora, neng kana (S menunjukan di mana bu liknya berada) - (No, she is there (pointing where her aunt is))

Based on the above conversation carried out by Mrs. T (35) who was cleaning and cutting Sa's (5) nails, it was seen that the use of the Banyumas dialect of Javanese was still an everyday language in the family environment. The use of the Banyumas dialect in the family Mrs. T is still very dominant when communicating with pa-

rents or children. The researcher also interviewed Mrs. T's child to be more convincing whether in the family when they were in daily communication using the Banyumas dialect, the researcher also asked Am (10) the child from Mrs. T that at home when communicating with family members also used the Javanese Banyumas dialect. Based on the information the researchers got, that in the family, not all family members use the Javanese dialect of Banyumas. Horbatsch (2008) also emphasized that parents have a large share in the development of their child's L1 and parents must become L1 language mastery towers.

The use of the Banyumas dialect in the family environment greatly influences the development of children's language, especially the acquisition of the Banyumas dialect of the 5-year-old child. The intensity of the use of the Java language dialect Banyumas in the family in the village of Bojongsari affect language development in children aged 5 years Bojongsari village. There are also conversations made by parents to their children using two languages at once, as follows:

Penutur (speaker) : Ai (5) dan Bu St (35) – Ai (5) and Mrs. St (35)

Konteks (context) : Ai memilih baju – (Ai chooses clothes)

Ai : Sing Micky Mouse – (The Mickey Mouse one)

Bu St : Sing Mickey Mouse sing kaya apa si? - (What does the Mickey Mouse look like?)

Ai : Sing rok – (The shirt one)

Bu St : Sing warna Pink? Sing wingi di pake? Sing beli di Kutasari? – (The pink one? Which used yesterday? The one which is bought at Kutasari?)

Ai : Iya – (Yes)

Bu St : Sing biru juga mbok? – (Also the blue one?)

Ai : Iya – (Yes)

Bu St : Apa kiye baen? Kiyen baen lah, princes sing kiye baen, sing lama gak dipake nih ya? yang simple ya? – (What about this one? The princess printed one which not use for long time? It is simple.)

Konteks (context) : Menggunakan kaos kaki - (Wearing socks)

Ai : Kaos kakikna- (What about the socks?)

Bu St : Sini, yang bener-yang bener – (Here, the right way.)

Ai : Laaa – (Laaa)

Bu St : Ya wis, kuwe - (Well, now you go)

Ai : La, kaos kakian dimin – (Laa, wear socks first!)

Bu St : La wis kadung - (whatever, it already mess)

Ai : Kiyen nggo mburi, nggo ngarep – (This is for back, this is for front?)

Bu St : Ya ora kiyen, ini jari-jari, ini jempol, udah bener ini – (No, this is for finger, now you got right)

Based on the conversation above, it shows that Mrs. T (35) communicating with Ai (5) using two languages, namely Indonesian and Javanese dialect Banyumas. Sari et.al (2010) explained that the words used by parents can influence a child's development positively and one of the child's developments is language development, especially language vocabulary obtained by children. Words or verbal language which is an element of culture must remain preserved and become a self-identity that deserves to be the pride of the local community which of course still respects other cultures outside the culture they possess.

March Man (Mainizar, 2013) asserts that children's experiences, the type of language learned and the context of learning occur have a strong influence on language mastery. Interaction that occurs between parents and children using the Banyumas dialect of Javanese is also stimulation that helps stimulate children's language and cognitive development. As the results of research conducted by Giyarti (Putra et.al, 2018) show there are two factors that have a positive influence on the development of preschool age languages, namely language stimulus and cognitive development. Language stimuli obtained by children and children's cognitive development is a process of strengthening children's language that cannot be separated, because they work together to optimize children's language development. A psychologist, Thronidike (Krisnana et al, 2016), mentions in the law of exercise that the stimulus and response relationship will grow tightly if often used or trained.

Based on the results of research conducted by Widianoro & Prawesti (2013), there is a relationship between giving parents stimulus with the development of children aged 3-5 years. In addition, the Banyumas dialect of Javanese vocabulary that is still widely used by children aged 5-6 years is influenced by the family environment of children who are more dominant using the Banyumas dialect

of Javanese, so that the Banyumas dialect of Javanese vocabulary obtained by children aged 5-6 years is more than vocabulary Indonesian language and other languages that children hear from their parents or friends and various existing media. Based on sentence elements 5-6 years old children are able to use the language in complete sentences that is at least composed of a subject and a predicate

CONCLUSION

The results show that the Banyumas dialect of Javanese is still used in the family environment for children aged 5-6 years, besides that the Banyumas dialect of Javanese is also used as a daily language among fellow family members; parents with parents, parents with children, and children with children in Hamlet 4, Bojongsari Village, Bojongsari District, Purbalingga Regency. The one factor that makes the Banyumas dialect of Javanese is still used in the family environment that is because parents and family members have loyalty to the local language. Suggestions for family members are to continue to preserve the local language (Javanese Banyumas dialect) in the family environment by using the local language (Javanese Banyumas dialect) so that the love of regional languages is embedded early.

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