

# Implementation of Mother Language in Early Childhood

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Abstract: The background of this research is because factual condition about communication pattern by using mother tongue method is a thing that can add good ties between mother and child especially since child early age. Mother is the place to learn everything, if the mother grows unconsciously so that the child will be sucked by ignorance and openness. A child will learn from the mother about love, sincerity, patience, and life. Based on these conditions the development of research on the mother tongue implemented to improve the implementation of its use, especially for young children who still need a lot of vocabulary that can be received well. This research was designed using literature review method. This approach is used to develop the implementation of mother tongue to early childhood. This study aims to convey the formula of the use of the mother tongue which consists of: Mother language as a manifestation of the language of love in attitude and behavior, has 3 simple formula, that is 1) Flowing sense, 2) Planting and caring for good habits, and 3) Planting and nurturing strong morals. The results conclude that the implementation of the use of mother tongue is suitable for early childhood as this can help children know the language well from the mother.

## 1 INTRODUCTION

Human nature that tends to do a kindness, is the main thing to life in the world. The role of parents in educating children and making a relationship with family members is very important in fostering good natures. These natures can be transmitted to children early on by both parents and their educational environment. The more mature the children, the more difficult it is for them to leave the bad natures. Mothers have a psychological closeness to the child from starting breastfeeding to two-year-olds. In the process of two years occurs the process of communication with children even be done before the child was born, either through touch, or the mind of a mother who was pregnant.

The effect of parent-child communication on children's life experiences has a special place in educational, social, and psychological studies. Several factors can also lead to a family crisis. Therefore a good communication with good language is also needed to form emotional intelligence, plant and maintain good natures, and follow the rules that have been agreed together. Salovey and Mayer (1990) define emotional intelligence as a type of social intelligence that involves the ability to monitor social feelings for oneself and others, sorting them all out

and using this information to guide thoughts and actions. So it can be assumed that communication by using a good language can play a role in monitoring the feelings of self and others, this can be applied to children from childhood. In a family relationship not far from communicating with one another to convey thoughts, desires, and feelings from each other this level of communication will develop in every human development, as it is known that the baby will cry if he needs something, and an adult should talk when he wants something. When associated with parenting often language is also one of the tools that often hurt children's heart, the accumulation of research shows that forced parenting and punishment, in the form of punches, are associated with higher levels of negative child development (Gershoff, 2002; Gershoff and Grogan-Kaylor, 2016). In addition to the direct influence of environmental processes and childcare on child outcomes, more evidence suggests that environmental factors may also affect children indirectly by way of their effect on parenting. Several studies have reported that the environmental weakness of menopause effectively, which in turn impacted on problematic outcomes in childhood (Church, Jagers, and Taylor, 2012; Kohen, Leventhal, Dahinten, and McIntosh, 2008; Mrug and Windle, 2009).

Based on the flow of idea above, so the mother language is a communication tool that must be arranged properly to be accepted by children from an early age to form a person who has good natures, and emotional intelligence, so this is really interesting to discuss.

## **2 THEORETICAL STUDY AND DISCUSSION**

### **2.1 Limitations of the Meaning of Mother Language**

The mother language is taken from the meaning of mother itself. Further (Aliyah Rashid, 1992) explains that in the concept of mother also contains a social content, because it refers to the preservation of family institutions. In the concept of mother covered the concept of father and includes the concept of the child, because there is no mother if there is no father and includes the future of the child, a someone become a mother because she got a child. The concept of mother has a group definition (team) and oriented to the future. So the concept of mother has its own characteristics not only include the gender, the point of view only from the woman's itself (individual), and oriented in the present, the woman's own age. The concept in mother language motivates parents to move forward and develop in their role as educators of their children to instill good natures, to determine the generational welfare of the generation and its future.

Septriana Murdiani (2011) Mother language is the language of love. While the Language according to Gorys Keraf (1997) language is a means of communication among members of the public symbol of sound produced by human speech tools. So it can be concluded that the mother language is a method of communicating with the child through the nature of mother and father to guide, teach, and reconcile their children, in the formation of good natures. As it is conveyed that the mother tongue is a tool and method of family communication involving many people and symbols to be understood by a child and can understand each other in the nuances of kinship. Mother language as a method to control and lead in the children' feeling, this is done to recognize the self-emotions, emotional management, self-motivation, recognize the emotions of others, and foster relationships with others. The importance of self-affirmation before communicating is a good self-control, because who knows the feeling of ourselves

is ourselves not someone else, so emotional self-control is needed when communicating with the child. This emotion can be burned through the emotional intelligence of a person. According to Salovey and Mayer (1995) EQ is defined as a pursuit to guard the feelings and emotions of self and others, to differentiate between them and to use the edict to lead one's actions and thoughts. The edict to lead one's actions and thoughts.

Mother language is a language of love which understands by the heart of someone who convey it to someone who has a unique personality as well as the way children treat it would be different from one another, as Bredekamp (1987) puts it, children also have their own uniqueness such as learning typicality, talent, And family background. Because mankind have general differences, humans also have the same system of having the limbic system in which there is the amygdala, which functions as a memory bank of the emotions of the brain, where it stores all the good memories of glory and failure, hope and fear, frustration and aggravation, Other brain structures are the hippocampus and the neocortex. In memory, the amygdala and the hippocampus work together, each storing and retrieving information independently. When the hippocampus raises information then the amygdala determines the information that has a certain value (Potter, 2005). If the parents talk with the words that are not fulfilling the child's feelings and are unacceptable to the child, it may result in unfavorable memories, such as prohibition, shouting, scolding, comparison, and resentment. Thus the mother language is the language of love and the affection of parents against children, because the feelings and sincerity of parents should be showed as early as possible until in the end both parents will take them off to become an adult person.

### **2.2 The Definition of Early Childhood**

The definition of early childhood proposed by NAEYC (National Association Education for Young Children) is that the group of individuals is in the age range between 0 -8 years. Early childhood is a human who is in the growth process, and at that age the experts call it the golden period (Golden Age) which occurs only once in human life. The definition of early childhood has a wide range of understanding and age, some of which mean early childhood is a blank paper, and others say early childhood has a concept that cannot be developed The child's thinking is empty. Hurlock (1980), early childhood begins after a dependent infant, which is approximately two

years of age until the child is mature sexually. It has certain characteristics that are distinctive and not the same as adults and will develop into real human adults.

Early childhood has distinctive characteristics, such as Richard D. Kellough (1996): (1) The child is egocentric, he tends to see and understand things from the point of view and self-importance, (2) the child has great curiosity, (3) The child is a social being, the child is happy to be accepted and be with his peers. (4) Children are unique, children are individuals who each have innate, different interests, capacities, and life backgrounds with each other. (5) Children are generally rich with fantasy. Children love with things that are imaginary, so generally they are full of fantasy. (6) The child has a short concentration of power. In general, children are difficult to concentrate on an activity in the long term. Berg (1988) mentioned that ten minutes is a reasonable time for children around 5 years old to be able to sit and pay attention to something comfortably. (7) The child is the most potential learning period, the early age is called the golden age or magic years, NAEYC (1992) suggests that the early days of life as a learning with "Early Years are Learning Years", so that children experience Growth and development very rapidly and rapidly on various aspects. Therefore, during the growth period, the child is in need of stimulus and stimulation of the environment, in this case one that influences it is a language that every day he heard through the mouth of both parents and people who exist in the environment.

### 2.3 The Function of Mother Language for Early Childhood

Good language is used to the child to infect some good habits. Language is one of the important elements in communicating. Use of good language will help the delivery of messages so that communication objectives can be achieved. Potter and Perry (1997) explain that the most effective message must be clear and organized and expressed in a way well known to the person who receives it. The use of not good language in communicating can affect the communication process. Mother language is practical, will facilitate to get used to good habits, without parents to be a lot of talk, while language is one tool to stimulate children thinking and acting. According to the results of research in the field of neurology as performed by Dr. Benjamin S. Bloom, an educational expert from the University of Chicago, USA, suggests that the growth of brain tissue cells in children aged 0-4 years to reach 50% (Cropley,

1994). This means that if at that age the child's brain does not get the maximum stimulus then all the growth of children both physically and mentally will not develop optimally. The function of the mother language where the process in which the parents play a role in stimulating the feelings of children through the affection of parents, why this is important because in essence humans can love, love, and love, because it is the need of every human.

## 3 RESEARCH METHODS

This study uses literature review method, literature review in a scientific research is one important part of the overall steps of research methods. Cooper in Creswell (2010) suggests that literature review has several objectives namely; informing readers of other research results closely related to current research, linking studies with existing literature, and filling the gaps in previous studies.

Here is a synthesis of the steps to do literature review by Donald Ary and Creswell (2010) as follows:

- Begin by identifying research topic topics to find relevant materials, references, and literature;
- Reading abstracts of relevant research reports can be obtained from library sources, journals, books, and proceedings;
- Make a note of reading by way of making literature map (sequence map) sequence and relevance of research topics and bibliographic references in full;
- Make a complete literature summary based on the literature map, in accordance with the sequence and topic relevance of each research variable;
- Prepare literature review by arranging thematically based on important theories and concepts related to topic and research variables.

At the end of the literature review, present general views on research topics based on existing literature, and explain the originality and importance of the research topics to be conducted against existing literature.

## 4 THE STRATEGY OF MOTHER LANGUAGE IMPLEMENTATION TO EARLY CHILDHOOD

### 4.1 The Use of Mother Language Formulas

Mother language as a manifestation language of love in attitude and behavior, has 3 simple formula, that is 1) Flowing sense, 2) Planting and caring for good habits, and 3) Planting and nurturing strong morals. Each formula can be used to meet the different needs of the child. The mother language as the language of love is a way of loving the child so that the child feels that he is loved.

#### 4.1.1 Flowing Sense

The first formula of mother tongue as love language consists of:

- a. Listen. Have parents listened? Children also need to be heard, not limited to the differences in knowledge and experience between the child and both parents. How to listen intently, if the child is trying to say something, leave all the work you are doing. Take time and listen to him. Look at the child's eyes, sitting parallel to reach the eye level. This shows that parents are really listening. Tapuklah smooth your back. With this kind of posture, in turn it will help you really listen. If at that time you really cannot leave the job, say to the child, "Ok, wait, yes. In five minutes we'll talk after the mother finishes it." Listening is an active process, which means, after listening, the parent or can provide a feedback meaning to signal to the child that the child is well received. Feedback can be reinforced with words that reveal that parents understand and try to understand because with acceptance alone, usually other info-info will come out of the child's mouth by itself.
- b. Accept feelings. Johnson & Medinnus (1967) defines acceptance as a gift of unconditional love so that the acceptance of the mother to her child is reflected through the presence of strong attention, love for children and the joyful attitude of parenting. After listening and providing a mirror feedback, the thing we do is accept all the feelings of the child. Each feelings means accepting child entirely, including: 1) Both negative feeling and positive feeling, 2) Unconditionally acceptance, and 3) Keep

accepting the feeling despite everything happened, example if the circumstance is our child who makes a mistake. We have to be able to differentiate between feelings and action caused by feelings or child's need. The key is accepting, accepting its feelings. Obviously it takes a very serious effort from adults around the child, especially child who has not been able to communicate clearly.

- c. Understanding. Take a Position that we understand what the child feels, his story, by guessing his feelings till we know that the child is sick, happy, angry, or sad. Recognize his emotions well. Add a little touch on their shoulders or head to spread out what to say easier. If the child is crying, wait till the weeping ends with no crowd.
- d. Appreciating the child is the highest important award in his life. The child will feel that he is expected, considered to exist, cherished, and loved by his parents.

#### 4.1.1.1 Block Communication in Mother Language

Communicating is an active process of interacting with information or messages representing ideas through the language of symbols, in the form of letters, movements, or images. The process of interaction between teachers and students, between parents and children both in the classroom and at home. The main basis used in home communication is the information the teacher has for the attention of the students or our children. However, there are some errors in the communication include:

- a. Commanding, Showing, Commanding
  - "Mother said you have to do the task first play"
  - "Do not say that."
  - "You have to face the reality. Face it, face ... "
  - "Back to your friends say you're sorry!"
  - "Stop complaining and get back to work!"
  - "Stop complaining and get back to work!"
  - "Back there, and play again with your friends"

It is advisable to do give rewards when they are behaving well, for example, when playing in harmony, or they want to share, or simple things like when the child putting towels in place, for example: "I'm glad to see you can put a book in place after learning!"

Your child will be happy and will repeat it again.
- b. Blame, Judge, Criticize, Evaluate
  - "You do not think adults."
  - "You are lazy...!"

"Do not you start a fight ..."  
 "Ooh, it's wrong to do that ..."  
 "You're not very good at dealing with friends ...."  
 "Well, that's all I'm tired of."  
 "That's stupid."  
 "You do not think clearly ..."  
 "Mother say what, do not climb, and so fall right!"

Suggested when the child fell and weep, we must teach him to rise. Even when we do not say anything, the child will try to rise on his own. Sometimes crying child actually happen because parents are *overreacting*. Occasionally, be quiet and give a nod of a smile or give Mother and Father a hand to help her get up. If you feel the need for emphasis, then you can tell him to be careful and play again. If she is injured, just hug her to stop her crying and invite her to treat the wound. These actions are more efficient words, more energy efficient, but more effective for shaping positive behaviors. "This is a piece of cake! Why you cannot fix it?". Often the age if used as a reference about the amount of knowledge as well as the number of experiences. In ancient times this could have been true, but for now, the condition is no longer valid. Who gets more information and follow activities, then he is the more know and experienced.

c. Belittling, Making Guilt, Moralizing, Preaching.

Children want to help tidy up the floor or mop we say "You do not have to do that! In order to fix it, maybe you will just waste the soap and water!".

Should replace bad epithets with good ones, like, good kids, great kids, and wise children. If you cannot find it simply by calling with his favourite name only.

d. Giving Spirit, Sympathizing, Comparing

"Do not worry"  
 "Later you will be good to yourself."  
 "Come on cheer up!"  
 "What a pity..."  
 "I know how you feel, if it's actually not so bad."  
 "God just hassle."  
 "Why cannot you be like Lia? Try to see him champion in a row unlike you! "

Parents want to motivate by example of other people, but the child responds that he is not loved, always on the opposite side. It can also make the child feel that the parent is not caring, and not interested in what the child says, it can also mean communicating rejection. "*Remember*

*every child is Unique*". What should do, Prepare the rules of the game before we talk; When ready, approach the child, meet his eyes, and say in a serious tone that we want him to stop playing now or give us a choice, example "Honey, I want you to learn. Do you want to study now or five minutes? "If the answer is" five minutes to my mom ". We replied, "Well, we agree after five minutes you learn yes. But if it does not stop after five minutes, you will have to keep the toy in the closet until the day after tomorrow ". After five minutes, approach the child, meet his eyes and say it's five minutes, no bargaining or compromise anymore. If the child does not obey, immediately carry out the consequences.

e. To stamp

To stamp like *naughty children, scared, lazy, stupid, lazy, etc..*

"You coward! To the bathroom still ask for company. "

"Crying."

"You are selfish."

"Acting like an elementary school kid."

As a result in the mind of our child, I am like that, what to do, so the child does not think to get out of his own problems and accept what it is with his condition at that time. Instead, speak honestly and give understanding to the child as we give understanding to adults because children are actually capable of thinking adult. If the child persists, say it with understanding and eye contact, for example when the child is crying. "You may cry, but Father and Mother will not allow you to drink ice, because your condition is sick, we love you." Let our child who was forced to cry to silence by itself.

f. Threatening

"If you do not eat called the police!"

"If the snack will carelessly Mother law."

"Then you will not have friends anyway."

This will give effect to fear, and cause rejection, anger and resistance. When a child makes a serious mistake, try quitting our activities, then ask the child to come. Talk firmly but still gently, explain our feelings and show which child behaviors should be corrected and agree on the consequences to be gained if the child repeats the negative behavior again, for example. "Nina, I'm afraid that Nina is going too far, if you want to play some distance, please go to my mother so that you will accompany me later." "Moses, lately I see Moses is very weak, I do not eat too much, I do not want to see Moses Limp, let the spirit and strong eat first..!"

- g. Advising, Providing Solutions, Recommending, Providing Answers & Solutions.  
 "If I were, I would do ..."  
 "Have you tried this yet?"  
 "You have to learn to play with your other friends."  
 "When I was your age, my burden was twice that of you."  
 This kind of response will make the child unacceptable and incomprehensible. Children are not fortune-tellers who can exactly predict what we want. We recommend using a specific sentence on the behavior that is less precise and focus on improving there. For example: "Bilqis, Bilqis should have gone home before three o'clock Afternoon If Bilqis is late to go home, you can be late to bathe and pray, Bilqis understand, right?" Nor let ourselves get lost in anger, when the child has shown signs of improving attitudes, taking control of himself and receiving him back. This confirms that what you do not like is his behavior and not his personality.
- h. Lie, Interrogation, Ask Questions.  
*"Ah just a little wound, tomorrow also healed" (when tomorrow morning fitted bath, still ill?"*  
 Should Honest and proportional in communicating with children. Express lovingly. When leaving, convey what is actually with words that he can easily understand such as "Kids this morning Father wants to go to the Office, later that afternoon Dad's back home we can play again together." Perhaps the children would complain, but over time she learned that Dad would indeed go away, but by noon it would come. This creates a sense of security in him.
- i. Entertaining, Praising, Blind Agreement.  
 It means entertaining children who are sad to give gifts, rewards at a less precise "for example" fine, do not have to think, just watch the movie, then without looking for a solution to the real problem then the child will tend to run away when encounter problems again. We can do communication and proximity to evaluating the things that constitute our child's behavioral factors, replacing them with activities at home or outdoors that are solid for children.  
 "Just hit him back ..."  
 "It must be your friend is wrong, you're a great kid ..."  
 "Your friend is lousy."  
 The words above will make the child independent and spoiled.
- j. Disclaimer and Transfer of Discussion  
 "Let's talk the others, so it will not be complicated." (With just ignore)  
 "Do not talk about it now, yes."  
 "Not here talking, not the place."  
 "Forget it."  
 "We've been through this before."  
 Make your child feel that you are not paying attention, are not interested in what the child says, and this is certainly a rejection. This condition will often appear good when chatting, when we are busy with work, even if we are still resting. The key is to listen first to the story of the child by positioning us is a good listener.
- k. Insinuating, Persuading with Logical Reasons, Patronizing, Inviting Arguments  
 "What a surprise! Faris is sweeping ..." but what's the connection.  
 "This is where your fault is ..."  
 "In fact..."  
 "The fact is..."  
 "Think again."  
 Delivering with this kind of love, by showing children's mistakes, or degrading praise, will make the child feel foolish, guilty, and unappreciated. The result will arise rejection to the parents. Every human being is born with unique character and character. So do not compare once with each other. Record the behavioral changes of each child. If you want to compare, compare with their behavior in the past, or with the ideal value they want to achieve. For example, "Uh, usually my kids like to tidy up the class, why not today?"
- l. Analyzing, Diagnosing, Interpretation, Offering to see the matters deeper.  
 "What do I say? Because you did not bring the book, you cannot learn in the school then ..."  
 "Oh, what happened to you is ..."  
 "You just feel jealous of him."  
 "All you need is ..."  
 The point is that parents or teachers want to analyze the ability of children, from mistakes in doing minimize to avoid repetition, but in fact most parents who do not know many children and make mistakes. Stop blaming each other. Take our responsibilities as parents or teachers in a balanced way. The success of education is in the hands of parents. Education is teamwork, not individual. Do not use the excuse of no time, everyone equally has 24 hours a day, so arrange our time in various ways and always compact with our spouse.

## 4.1.2 Planting and Caring for Good Habits

The second formula planted and cared for good habits. What is taught to the child is the goodness in the practical religious teachings. Make some good habits with mutual agreement. For example, keep the sandals in place, or smile and greets if meeting with others. This can be done repeatedly and always reminded in the morning before doing the activity because this is a positive statement at the beginning, including anticipation. Teach children about life skills that should be mastered include:

- a. Communication and communication skills include; 1) communicate verbally and nonverbally, 2) be able to express ideas, feelings, and expectations, 3) cultivate healthy feelings and self-esteem, 4) how to solve problems and decisions, 5) skills to find alternative solutions to a problem, 6) Understand actions, reactions, and consequences, 7) listen to and understand the needs of others, 8) respect the differences that exist in every human being, and 9) work together in a group.
- b. Personal skills consist of stress management, dealing with disappointment, sorrow, and fear, facing loss, rejection and trauma, change management, creative thinking processes, accelerated learning processes, designing, managing and pursuing short and long-term goals, and time management to achieve aim.
- c. Communication skills include, motivational skills, leadership skills, negotiation skills, public speaking skills, and relationship building.
- d. Functional life skills include:
  - Follow the basic instructions;
  - Toilet training;
  - Comb your own hair and choose your own clothes;
  - Table manner;
  - Cleans garbage;
  - Clean up the bed;
  - Spend the money;
  - Lock and unlock the door;
  - Call the police or the fire department;
  - Saving etc.

## 4.1.3 Planting and Urturing Strong Morals

### 4.1.3.1 Language as a Manager

The formula of the mother tongue as a manager is the stage of the child to follow the rules that have been agreed with his parents. The establishment of

regulatory principles that regulation is not just a rules, the regulation of one of attitude and behavior habituation, children sometimes need sanction for awareness. Make a non-punished sanction because sanctions give effect something must happen, making the child uncomfortable with a relatively short period of time. To be successful requires supervision and upbringing from parents, instilling values on respecting the rules and following the rules of mutual agreement, the child will learn to appreciate the discipline, the child will have the stimulus, the child will have self-concept, and sanction is a symbol of success. It is also a child's process of solving its own problems why because the parents will not live immersed with the child. In applying managerial to children, especially positive discipline, there are various strategies that must be understood so that there is no mistake in communicating with the child so that the impact when adult, one according to Gossen (1993) five control positions, (1) Punisher, rebuked, pointing, hurt, and sneer. (2) Guilter, blame, embarrassment and focus on mistakes. (3) Buddy, using praise, persuasion, and joke, this will lead to not learning discipline as this will be trivial to him. (4) Monitor, using rules and consequences, and (5) the manager, focuses on what the child believes, the strong relationship between the child and the parent, teaches the child to solve his own problems, and the motivation grows from within himself. How to make good rules, (1) Declared in positive sentences, (2) Consisting of few revelations, since children cannot remember too many rules, (3) Must be enforceable, otherwise delete them, (4) Not working, (5) Made with children and understood by children, and (6) When rules are violated, something must happen.

### 4.1.3.2 Principles of Sanctions and Regulations

According to Septriana Murdiani (2011), the application of sanctions should be based on regulations. Must not apply sanctions before the rule. The objectives of the regulations and sanctions are:

- Develop basic attitudes and behaviors;
- Maintain safety;
- Maintain rights and public interests;
- Keep harmony;
- Keep the benefits;
- Enforce the agreement.

Rules-making tips and implementation sanctions for early childhood:

- Rules are stated positively;

- Better with few points;
- A single point of regulation should be enforced together;
- Non-functional rules should be changed;
- Children are involved in making rules and are given time to understand better;
- Give some time for the children to cultivate it;
- When the rules are in force, and violated, something must happen;
- Distinguish between rules and procedures;
- The rules should be written and displayed.

## 5 CONCLUSIONS

The life of the community, especially the family is inseparable from the existing value system in society, the family order depicts the future of the next society. Growing values in the family should be verbal and non-verbal. Mother language is also a method and tools that is composed of some of the possibilities in a family to educate and reconcile the children in doing the activity and provide learning in applying the properties of the good environment with full of love and affection. Methods of communication Mother tongue for early childhood has three formulas Mother Language as a manifestation of the language of love in attitude and behavior, has 3 simple formula, that is 1) Flowing sense, 2) Planting and caring for good habits, and 3) Planting and nurturing strong morals. Be assured that mothers have more psychological closeness than fathers, the kind that can be learn from a mother, because the mother is able to feel the feelings of her child, and the father is able to control the course of the emotions that stream in a family. Therefore, to build a child who has the ability in intelligence, in the skills required good communication early on.

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