

Overview of Parental Stimulation on Language Development in Toddler

Luthfi Akmal Fauzi¹, Ulfa Azizah²

¹Student of the Nursing Science Study Program, Faculty of Health Sciences, Universitas Muhammadiyah Purwokerto, Indonesia

ARTICLE INFO

Article history:

DOI:

[10.30595/pshms.v9i1.2195](https://doi.org/10.30595/pshms.v9i1.2195)

Submitted:

February 21, 2026

Accepted:

April 03, 2026

Published:

April 23, 2026

Keywords:

Stimulation, Parents, Language Development

ABSTRACT

This study aims to understand the overview of parental stimulation on the language development of toddlers in Majatengah Village, Purbalingga Regency. Stimulation is provided by parents, caregivers, or others close to the child, such as family members and the surrounding environment in daily life. Language development begins in infancy, relying on experiences, language acquisition, and growth, progressing systematically as the child ages. Using a quantitative, descriptive research method with a survey approach, the study provides insights into parental stimulation related to language development in toddlers. The results indicate that the language development of toddlers in Majatengah Village is generally good. A good educational background appears to influence parents' understanding of the importance of language stimulation in child development.

This work is licensed under a [Creative Commons Attribution 4.0 International License](https://creativecommons.org/licenses/by/4.0/).



Corresponding Author:

Ulfa Azizah

Faculty of Health Sciences, Universitas Muhammadiyah Purwokerto,

Soepardjo Rustam Street KM. 7, Banyumas, Indonesia

Email: ulfazizah15@gmail.com

1. INTRODUCTION

Toddlers are children aged 1-3 years, during which they begin to explore how things work and learn to control others through emotions like rejection, stubbornness, and anger. The toddler phase is crucial for optimal development and growth². During this phase, children experience rapid growth in various areas such as psychomotor, social, physical, and mental development. Nutritional status plays a significant role during this phase⁶.

Language development begins in infancy, relying heavily on language acquisition, growth, and experiences. This process occurs systematically as the child grows older. In general, language development varies for each child depending on their environment and the role of their parents. While all children share the same components of language acquisition, their speech development varies, influenced by neurological systems and cognitive development. A child's language ability is an indicator of their overall development, as delays or damage in the language system may reflect issues involving the environment and the child's capabilities³. Children may experience delayed language development due to insufficient parental support and limited language stimulation. To promote the best language development in children, it is necessary to establish adequate rules for providing linguistic stimulation and involve active participation from parents or caregivers.

Basic developmental skills in children aged 0-6 years can be stimulated through activities aimed at ensuring optimal growth. Providing learning stimulation can help maximize a child's growth. The concept of "learning through play" is currently a popular method, where language development should involve enjoyable games and supportive tools such as books and toys. With the current advancements in technology, learning media that engage the senses of hearing and sight can further enhance a child's language development. Tools like books, videos, films, and images are useful educational resources⁵.

In line with Putra's research involving 30 parents, it was found that before providing language stimulation, 83.33% of children had good language development, and after stimulation, this figure increased to 96.67%. Statistical tests showed that parental stimulation significantly affected language development⁴. A preliminary study conducted by the researcher in Majatengah Village, Purbalingga, found that two parents shared their experiences. Mother R mentioned that she provided language stimulation by talking to her child, telling stories, and singing children's songs. After an assessment using the KPSP for a 12-month-old child, the child could say "father" and "mother," pick up small objects with their thumb and index finger, sit independently, and search when something was hidden. Mother K also reported providing language stimulation through communication and using media and technology for interactive learning videos. After the KPSP assessment for a 12-month-old child, the child could say "father" and "mother," demonstrate shyness or hesitation toward strangers, and sit independently. The KPSP assessment results showed normal development with no delays in language skills. This study aims to examine the overview of parental stimulation on language development in toddlers.

2. RESEARCH METHOD

The research for this study utilized a quantitative, descriptive method with a survey approach, aimed at understanding the overview of parental stimulation on language development in toddlers. The study was conducted in Majatengah Village, Purbalingga Regency, during May 2024. The research population consisted of 66 parents of children aged 1-3 years in Majatengah, and the sampling technique employed was total sampling, meaning all 66 parents were included as samples in the study. The inclusion criteria required respondents to be mothers of children aged 1-3 years who were willing to participate, while the exclusion criteria excluded respondents who did not fully answer the questionnaire or had children who were sick or hospitalized.

The operational definition of the variables included parental language stimulation, which refers to activities carried out by parents, especially mothers, to encourage optimal child development, particularly in language growth. These activities included storytelling, role-playing, singing, reading children's books, and using appropriate media and technology, as well as providing praise and encouragement. The measurement of children's response to the stimulation, such as following instructions, spontaneous speech, and vocalization, was assessed using a questionnaire with scores ranging from "poor" to "very good." The KPSP (Kartu Pengawasan Tumbuh Kembang) was also used to evaluate the child's development, with scores ranging from "appropriate" to "deviations" based on the responses.

Data collection was conducted through several steps: the researcher consulted with the advisor about the research topic, developed a research report, and identified eligible respondents. After obtaining permission from the faculty and village head, the researcher approached the respondents, introduced the study, explained the objectives and benefits, and requested consent. The researcher then conducted assessments using the KPSP, the language development questionnaire, and observation tools. Data was gathered through these instruments and later organized in tables and narrative forms for analysis. The data was analyzed using SPSS and presented in univariate analysis. Ethical considerations for this study were in line with research ethics, ensuring respect for participants' rights, confidentiality, and voluntary participation, with clear informed consent being obtained.

In summary, this study's methodology involved a structured approach to gather data on parental stimulation and its effect on toddlers' language development, ensuring ethical standards and methodological rigor throughout the research process.

3. RESULT AND DISCUSSIONS

3.1 Respondent Characteristics

The characteristics of the respondents include age, education, occupation, and the results are as follows:

Table 1. Respondent Characteristics

Category	Frequency	Percentage (%)
Age		
25-30Years	29	43.9
31-35 Years	37	56.1
Occupation		
Private Employee	18	27.3
Entrepreneur	13	19.7
Civil Servant	4	6.1
Housewife	31	47.0
Last Education		
Junior High School	5	7.8
Senior High School	55	83.3
Higher Education	6	9.1
Child's Age		
1 Years	16	24.2
2 Years	28	42.4
3 Years	22	33.3
Child's Gender		
Male	29	43.9
Female	37	56.1

The majority of the respondents were aged between 31-35 years, accounting for 56.1% of the total respondents. Most respondents were housewives, with 47.0%. The respondents' education levels varied, but the majority had completed high school (83.3%). The age group of children most represented in the study was 2 years, with 42.4% of the total respondents. Among the 66 children involved in the study, 29 (43.9%) were male, and 37 (56.1%) were female.

3.2 Overview of Parental Language Stimulation

The overview of parental language stimulation on children's language development is presented in the following table:

Table 2. Overview of Parental Language Stimulation

Category	Frequency	Percentage (%)
Very Good	26	39.4
Good	37	56.1
Poor	3	4.5
Total	66	100

The results of the study indicate that the majority of mothers in Majatengah Village provide good language stimulation, with 56.1% of respondents.

3.3 Overview of Children's Language Development

The overview of children's language development is presented in the following table:

Category	Frequency	Percentage (%)
Appropriate	63	95.5
Doubtful	3	4.5
Deviation	0	0
Total	66	100

The study results show that 95.5% of children exhibit language development that is appropriate for their age.

4. DISCUSSIONS

4.1 Respondent Characteristics

The majority of the respondents in this study were aged between 31-35 years, accounting for 56.1% of the total respondents. As individuals age, they accumulate more life experiences. Most mothers marry at a young adult age, and currently, parents are in their middle adulthood. Marrying at a young age often indicates lower parenting capabilities. Mothers may not be able to manage and apply proper parenting patterns, such as feeding children from infancy to preschool age¹¹. The largest group of respondents were housewives, making up 47.0%. Working mothers tend to have children with delayed development, with 37 respondents (62.7%), while non-working mothers had children with normal development, with 57 respondents (62.0%). Working mothers typically have tasks or jobs outside the home, while housewives handle all household duties. Being employed often consumes a significant amount of time, which may interfere with family time. Housewives, however, have more time to focus on their children. Parents who do not work have more time to provide intensive stimulation to their children¹².

The respondents' educational backgrounds varied, but the majority had completed high school (83.3%), with 55 respondents. A study also indicated that education is linked to child development. Mothers without an education are at risk of causing language delays in their children. The way parents teach language and provide stimulation significantly impacts a child's language development. This data suggests that most mothers have a good educational background, which likely influences their understanding of the importance of language stimulation for their child's development⁹.

The majority of the children in this study were 2 years old, making up 42.4% of the total respondents. Children develop language skills at different ages, including communication skills. When children haven't reached their expected language development milestones, attention is needed to prevent potential communication issues. This data suggests that the majority of children are at an age where language development is crucial, and it's important to understand how well-informed the mothers are regarding the development of their children's language skills.

Of the 66 children involved in the study, 29 (43.9%) were male, and 37 (56.1%) were female. The gender distribution of the children was relatively balanced, showing no significant difference. Gender can also influence language development, as girls tend to learn to speak faster than boys. At each stage of development, boys generally produce shorter sentences and have a weaker command of grammar. Their vocabulary is often more limited, and their pronunciation is less accurate compared to girls⁸.

4.2 Overview of Parental Language Stimulation

The study found that 56.1% of parents in Majatengah Village provided good language stimulation for their toddlers. Stimulation refers to activities that encourage the basic developmental abilities of children aged 0-6 years to ensure optimal growth. Every child needs regular stimulation from an early age, such as storytelling, singing, memorizing children's songs, and engaging in communication. This stimulation is provided by parents, other caregivers, and the surrounding environment in daily life. The questionnaire results showed that the most frequent response was "Do parents often talk to their children during daily activities?" This indicates that communication is a key form of language stimulation. Children enjoy being talked to, and this direct interaction is crucial for their language development. Daily communication allows

children to express their thoughts and feelings verbally, providing them with opportunities to practice speaking, expand their vocabulary, and understand how to use language appropriately in different contexts. The role of parents is crucial in delivering language stimulation. The least answered question was about how often parents read storybooks to their children, suggesting that parents rarely read to their children, which can hinder language development. Reading storybooks can enhance a child's imagination and creativity, helping them develop language skills by exposing them to new vocabulary, sentence structures, and storytelling styles¹⁰.

4.3 Overview of Children's Language Development

The study results show that 95.5% of children in Majatengah Village have language development that is appropriate for their age. Language development is the ability of children to respond to stimuli such as following instructions, recognizing sounds, and spontaneous speech⁷. Normal speech development is in line with other areas of development, such as motor and social skills. Children are typically ready to speak between 9 to 24 months⁷.

The study also found that 3 children showed doubtful language development (M). Two of these children had mothers who scored well in terms of language stimulation, while one had a mother who scored poorly. All three mothers had a relatively good educational background, which could influence their understanding of the importance of language stimulation for their child's language development. This finding is in line with research by Hartanto, which states that cognitive development is influenced by language development. Thus, early promotion of language skills through activities like play and reading enjoyable books is essential for children's development.

5. CONCLUSION AND RECOMMENDATION

The research and discussion above can be concluded as follows:

- 1) The majority of respondents were housewives (47.0%), with an average age of 29-35 years (56.1%) and most having completed high school (83.3%). This suggests that the mothers in this study are generally mature in decision-making regarding their children's language development.
- 2) In Majatengah Village, 56.1% of parents provided good language stimulation for their toddlers.
- 3) Language development in Majatengah was in line with the children's age, with 95.5% of the children showing appropriate development.

This research is beneficial for parents of children aged 1-3 years, as it helps them provide the right language stimulation, thus building a strong foundation for their children's future language abilities. For educational institutions, the findings can serve as a reference for understanding parental stimulation on toddlers' growth and development. In terms of health services, this study can enhance counseling and education regarding language stimulation and development, helping to increase public knowledge about these aspects. For future researchers, this study can be a basis for further research, possibly involving bivariate testing, to explore the impact of parental education and knowledge on language stimulation and language development in toddlers.

REFERENCES

- [1] Anak usia toddler (Hupunau, Pradanie, and Kusumaninggrum 2019) Fauziah Nasution, Amanda Siregar, Tria Arini, and Vira Ulfia Zhani. 2023. "Permasalahan Perkembangan Bahasa Anak Usia Dini." *Jurnal Pendidikan Dan Keguruan* 1(5):406–14.
- [2] Hupunau, Rambu Eri, Retnayu Pradanie, and Tiyas Kusumaninggrum. 2019. "Pendekatan Teori Health Belief Model Terhadap Perilaku Ibu Dalam Pemenuhan Kebutuhan Nutrisi Anak Usia Toddler." *Pedimaternatal Nursing Journal* 5(1):1. doi: 10.20473/pmnj.v5i1.12368.
- [3] Oktaviani, Maya, Annisa Widya Novitasari, Glosalalia, Madinatuzzahra, and Nur Aulia. 2021. "Peran Orangtua Dalam Menstimulasi Perkembangan Bahasa Anak Usia Prasekolah." *JKKP (Jurnal Kesejahteraan Keluarga Dan Pendidikan)* 8(02):153–63. doi: 10.21009/jkkp.082.04.
- [4] Putra, Asyrofi Yudia, Atti Yudiemawati, and Neni Maemunah. 2018. "Pengaruh Pemberian Stimulasi Oleh Orangtua Terhadap Perkembangan Bahasa Pada Anak Usia Dini Toddler Di PAUD Asparaga Malang." *Nursing News* 3(1):563–71.

-
- [5] Rodia, Rindri Suci. 2023. “Stimulasi Perkembangan Bahasa Anak Usia Dini Melalui Media Pembelajaran Interaktif Di Denali Development Center.” *Adi Widya : Jurnal Pengabdian Masyarakat* 7(1):35–41. doi: 10.33061/awpm.v7i1.8626.
- [6] Setiawati, Setiawati, Erna Rahma Yani, and Megah Rachmawati. 2020. “Hubungan Status Gizi Dengan Pertumbuhan Dan Perkembangan Balita 1-3 Tahun.” *Holistik Jurnal Kesehatan* 14(1):88–95. doi: 10.33024/hjk.v14i1.1903.
- [7] Soetjningsih. (2013). *Tumbuh kembang anak edisi 2*. Jakarta : EGC.
- [8] Ratna, Z. (2014). Perbedaan perkembangan bahasa pada anak usia toddler di rw 17 Kelurahan pisang kecamatan ciputat timur dengan anak usia toddler di PSAA Balita Tunas Bangsa Cipayung. (Dipublikasikan di www.repository.uinjkt.ac.id). Skripsi S1 Ilmu Keperawatan Fakultas Kedokteran dan Ilmu Kesehatan. Jakarta : Universitas Islam Negeri Syarif Hidayatullah.
- [9] Yusuf, S. (2007). *Psikologi perkembangan anak dan remaja*. Bandung : PT. Remaja Rosdakarya.
- [10] Adinda. (2023). Bentuk – Bentuk Stimulasi Bahasa tersedia di <https://www.adindadaycare.sch.id/bentuk-stimulasi-anak-pada-bahasa/> (diakses pada 13 Maret 2024, jam 20.00 WIB)
- [11] Smith, J., et al. (2012). Early breastfeeding experiences of adolescent mothers: a qualitative prospective study. *International Breastfeeding Journal*, 7, 1-13. DOI: 10.1186/1746-4358-7-13.
- [12] Nursalam, D. (2005). *Asuhan Keperawatan Bayi dan Anak*. Jakarta: Salemba Medika.