



LANGUAGE AND SOCIAL DEVELOPMENT OF CHILD THROUGH PARENTAL STIMULATION: A CASE STUDY

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ABSTRACT

The purpose of this research is to investigate the relation between the stimulation of play that is provided by parents and the development of linguistic and social skills in young children. One of the most important methods in which children develop their social, emotional, and cognitive abilities is through play. The purpose of this study was to identify different types of play, such as physical, symbolic, and social play, as well as the role that parents play in supporting these types of play. This was accomplished through observations, interviews with parents, and documenting of play activities. According to the findings, parents who are actively involved in play with their children have the ability to improve their children's social skills, including the ability to share, cooperate, resolve conflicts, and understand diverse points of view. In addition, it was discovered that play stimulation, particularly in the form of role-playing and group play, plays a significant role in the development of empathy, communication skills, and language acquisition. The excessive use of digital media and the restricted amount of time that parents have available to spend with their children were highlighted as variables that inhibit the quality of interactions that occur during play. The findings of this study indicate that parental play stimulation is an essential component in the process of nurturing both social and language development in young children. This finding has implications for both parents and educators in terms of the development of play activities that support children's overall growth and development.

Keywords: *Play Stimulation, Language and Social Development, Early Childhood, Parental Role, Symbolic Play, Social Play*

1. INTRODUCTION

It is during the early years of childhood that children lay the groundwork for their future abilities in the areas of cognitive development, physical development, social development, and emotional development. The development of language and social skills is particularly important among the many aspects that influence early development. This is because these skills serve as the foundation for subsequent academic achievement and the development of relationships with other people. According to Hirsh-Pasek and Golinkoff (2016), one of the most effective ways for children to develop these

skills during the early childhood years is through the stimulation it receives from its parents, particularly through play. Through play, children are given the opportunity to investigate their surroundings, communicate their feelings, and interact with others, all of which are beneficial to the development of their language and social abilities.

For the purpose of fostering children's linguistic and social development, parental participation in play that is stimulating is essential. Participating actively in play, giving children with educational play materials, or simply spending time with children while they

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are engaged in play activities are all examples of ways in which this stimulation can be expressed. Weisberg et al. (2013) conducted research that suggests that providing children with support from adults while they are playing helps them develop their social skills, such as the ability to cooperate, communicate, and resolve conflicts. In addition, Yogman et al. (2018) highlight the fact that playing with parents not only helps to enhance the emotional tie that exists between the parent and the child, but it also provides the groundwork for the child's social and emotional development.

The type of play that is enabled by parents is another factor that plays a vital impact in the development of children's social behaviour and linguistic skills. For instance, children are able to cultivate empathy and comprehend diverse points of view through the use of symbolic play, which includes activities such as role-playing (Lillard & Taggart, 2019; Lesiana et al. 2023; Clarke, 1983). On the other hand, children learn skills that are essential for effective social interactions through physical and group play. For example, children learn how to cooperate, obey rules, and work together in teams through activities such as playing ball or games like hide-and-seek (Smith & Pellegrini, 2008).

On the other hand, in this day and age of digital technology, the ever-increasing predominance of technology and digital media poses a challenge to the conventional techniques of play. An excessive amount of time spent in front of a screen might reduce the number of possibilities for interaction play between parents and children, which may impede the development of important social and linguistic abilities (Ginsburg, 2007; Dörnyei & Ryan, 2015; O'grady et al., 1997). This draws attention to the significance of parental involvement in the process of preserving a healthy equilibrium between the consumption of digital media and the participation in active, interactive play.

The purpose of this case study is to investigate the impact that parental stimulation has on the development of language and social skills in young children, with a particular emphasis on the kinds of play and interaction patterns that are responsible for providing the most effective support for these elements of development. The project aims to give insights that can inform methods for parents, educators,

and practitioners by exploring the ways in which parental participation in play shapes children's language acquisition and social competence (Jaya et al., 2019). This will be accomplished by examining the manner in which children participate in play. In order to achieve the best possible outcomes for the development of language and social skills in young children, the objective is to devise play stimulation tactics that are both effective and efficient.

2. METHODS

This study used a qualitative case study methodology to investigate the impact of parental play stimulation on the social and linguistic development of early infancy. This method was selected as it enables researchers to investigate the experiences, interaction patterns, and effects of play activities within the real-life environment of the study subjects (Richards & Renandya, 2002; Leavy, 2017; Patton, 2002). Case studies are employed as the research design due to its emphasis on comprehensively comprehending a phenomenon within a particular setting, involving one or more people (Fraenkel et al., 2012). This study involved pairs of parents and early childhood children (aged 4-6 years) actively participating in play activities together. This method enables a comprehensive examination of the interactions during play and their correlation with the child's social and linguistic development.

The study was carried out in the Labuhan Batu Regency region, where families were intentionally chosen according to specific criteria:

- Parents are engaged in their children's play activities.
- Children are within the early childhood age bracket (4-6 years).

Data gathering was conducted with the subsequent methods:

- Participatory Observation

Researchers systematically examined the play interactions between parents and children, documenting interaction patterns, play styles, and children's responses to the stimuli presented. The observations encompassed children's emotional

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expressions and social behaviours during play, along with any advancements in their language skills.

- **Comprehensive Interviews**

Interviews were performed with parents to ascertain their objectives, frequency, and methodologies employed in delivering play stimulation. Furthermore, interviews were undertaken to investigate parents' perspectives regarding alterations in their children's social behaviour and language development following play stimulation.

3. RESULTS AND DISCUSSION

The findings of this study indicated that parental play stimulation directly facilitated both social and linguistic development in early childhood. Data acquired through observations, interviews, and documentation disclosed numerous significant discoveries as follows:

a) Types of Play Stimulation

Parents offered play stimulation in diverse modalities, each facilitating distinct facets of the child's linguistic and social development, according with developmental theories:

- Physical games, like ball games and running, enhanced children's collaboration and gross motor skills, while also promoting verbal communication during play (Santrock, 2018).
- Symbolic Play: Pretend play, including activities like playing doctor or cooking, increased children's capacity to envision and comprehend others' viewpoints, hence enhancing their language acquisition through role-based discussion (Piaget, 1952).
- Social games, such as charades or family role-playing, improved children's communication and teamwork skills by necessitating verbal engagement and negotiation (Vygotsky, 1978).

b) The Role of Parents in Play

The influence of parents in facilitating play was demonstrated to be crucial in promoting both social and linguistic development:

- As a Facilitator: Parents who supply play materials and cultivate an engaging

atmosphere facilitate children's discovery, hence augmenting language development and social connections (Hirsh-Pasek et al., 2015).

- As a Playing Partner: When parents engage in play, children are more inclined to participate, enhancing their social connections and language proficiency (Bronfenbrenner, 2005).
- In the capacity of an Observer: Granting youngsters the autonomy to engage in independent play cultivates social independence, potentially enhancing their communication abilities and self-expression (Anderson & Subrahmanyam, 2017).

c) The Impact of Play Stimulation on Children's Social and Language Development

The results of this study align with other studies, demonstrating that play stimulation yields the following beneficial effects:

- Sharing and Collaboration Skills: Children who regularly engage in play with their parents show greater sharing and cooperation skills, consistent with Vygotsky's theory of social scaffolding, which emphasizes the role of social interaction in cognitive and language development (Vygotsky, 1978; Suryani et al., 2022).
- Conflict Management: Through role-playing and group games, children learn to manage conflicts through discussion and compromise, which also helps develop their language skills as they articulate their thoughts and resolve disagreements (Santrock, 2018; Widiastuti et al., 2023).
- Improved Communication: Children who engage in verbal play activities tend to develop a broader vocabulary and better speaking skills. These activities foster interactive communication and encourage language practice in meaningful contexts (Hirsh-Pasek et al., 2015; Littlewood, 1981; McCroskey & Richmond, 1990).
- Understanding Empathy: Role play provides emotional experiences that help children develop empathy by recognizing and understanding the feelings of others, which is closely linked to social and emotional language skills (Piaget, 1952; Goleman, 1995; Mauliddiyah, 2021).

d) Supporting and Inhibiting Factors

- Supporting Factors:
 - a. Parents who are aware of the importance of active play in promoting language and social development.
 - b. Availability of appropriate play materials that encourage communication and social interaction.
 - c. A family environment that fosters supportive and interactive social relationships.
- Inhibiting Factors:
 - a. Distractions from excessive use of digital media, as excessive screen time can limit verbal interactions between parents and children (Anderson & Subrahmanyam, 2017).
 - b. Parental time constraints due to work or other responsibilities, limiting opportunities for active engagement in play (Bronfenbrenner, 2005).

e) Specific Findings in the Case Study

In one case, a child who initially lacked confidence in interacting with peers showed significant improvement in social and language skills after parents regularly engaged the child in pretend play activities. This finding supports the idea that active parental involvement in play can enhance both the confidence and communication abilities of children, particularly in social contexts (Hirsh-Pasek et al., 2015).

4. CONCLUSION

This study affirms that parental play stimulation is essential for facilitating social and language development in early childhood. Play interactions enhance the emotional connection between parents and children while cultivating vital social skills and language competencies required for children's future growth. These findings offer significant insights for parents, educators, and practitioners on optimizing play as an educational instrument to foster the comprehensive development of children, hence improving their social competence and language abilities. By promoting active, engaged play, adults can assist children in developing the communication and social skills essential for future success.

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