



# Teacher's Strategy in Familiarizing Children to Speak Good Words in Early Childhood

Aprita Deska Luma<sup>1✉</sup>, Asdi Wirman<sup>1</sup>

<sup>1</sup>Department of Early Childhood Education Teacher Education, Universitas Negeri Padang, Padang, Indonesia

Received: 29 07 2022 :: Revised: 28 09 2022 :: Accepted: 30 09 2022

## Abstract

**Purpose** – An attractive teacher's strategy for getting children to speak kind words to friends, teachers and parents. TK Harapan Bunda Parak Laweh, children are accustomed to speaking kind words from an early age, so, in the future, children will get used to speaking kind words to the people around them. This research aims to describe teachers' strategies, such as approaches and methods in getting children to speak words. good at TK Harapan Bunda Parak Laweh Padang.

**Design/methods/approach** – This study uses a qualitative approach. This method uses descriptive qualitative. The informants of this study were the principal and teacher of TK Harapan Bunda Parak Laweh Padang. Data collection techniques, namely observation, interviews, and documentation. Data analysis techniques were carried out by collecting, reducing, presenting, and drawing conclusions. The data validation technique is a triangulation technique.

**Findings** – The research results show that the teacher accustoms children to speaking good words by making the teacher a role model, and rules with children behaving at school, giving advice and punishment if children speak bad words. While the approach used by the teacher to instill a good speech attitude is to apply child-centered learning, the teacher gives the child space for children to think and explore, the teacher serves as a companion or facilitator for the child when the child makes a mistake in behaving and speaking, the teacher immediately scolds and gives directions to the child. So, it can be concluded that the strategy used by the teacher is the strategy of implementing role models. The teacher is an example for children and takes approaches and methods to accustom children to speaking well, such as telling stories and conversing and implementing learning strategies with student center learning methods where learning is child-centered.

**Research implications/limitations** – This research only focuses on teachers' strategies to get children to speak good words at Harapan Bunda Parak Laweh Padang.

**Practical implications** – This research contributes knowledge and provides teachers with examples of strategies for getting children to speak well.

**Originality/value** – Research can be used to find out the strategies used by teachers to familiarize children with good speech.

**Keywords:** Teacher strategy; Early childhood; Speech habit

**Paper type:** Research paper

## Introduction

Early childhood refers to children from 0 to 8 years. The frequently used term “Early Childhood Care and Education” (ECCE) is broadly used to refer to the various processes and mechanisms that underlie and support development during the early years of life, including educational, physical, social and emotional, intellectual stimulation, health care and nutrition (Suryana & Rizka, 2019). At that age, the development of children occurs so rapidly, during which time the child is experiencing a golden age or what is known as the period of the golden age (Hamide et al., 2021). The golden age is an adequate time, and it is essential to optimize various potentials of children's intelligence to lead to quality Human Resources (Janković et al., 1999; Tamanna et al., 2013).

Teachers are highly respected because they contribute to school learning success (Cohen et al., 2009). Teachers play an essential role in helping students develop their full potential (Alderman, 2013; Vess & Russell, 2018). According to this, Teachers can be role models for children when communicating during the learning process. When leading a child to pray, the teacher first shows the child how to pray. A teacher participates in efforts to train human resources with growing potential. Some of the roles of the teacher are the teacher as an inspiration, where a teacher always teaches polite behaviour to their children, the teacher as a model, wherein the sense that the teacher is a role model and role model for children, the teacher as a motivator, where here the teacher always provides support for children to behave politely in speak well to parents, friends, and also teachers (Gasser-Haas et al., 2021; Wawrzynski et al., 2022).

The schools as a strategy environments must be designed to attract children. Therefore, the principal and teacher must create a culture that supports learning and builds student character. In the view of Islam, educators have significant duties and responsibilities. Not only the educational process and knowledge transfer but all aspects of value transformation, character formation, and education towards a better education. Therefore, as coaches of the younger generation, educators must always present personalities worthy of emulation. Educators who exemplify their personality must be able to develop and shape their students' character and high personal qualities by always orienting themselves to society's moral, social and religious norms (Feng et al., 2020; Selivanova et al., 2019; Sudarsana et al., 2019).

The teacher is a model for children. The teacher is used as a role model by the child. For example, the teacher sets a good example for children in terms of politeness in speech. Teachers play an essential role in improving education in early childhood, such as teachers helping children in developing aspects of child development, one of which is the aspect of developing religious and moral values, for example in this aspect, the teacher gives an example to children how to behave politely, aspects of language development, for example in developing aspects of language, in this case, the teacher gives an example or teaches children how to be polite in speaking good words.

Good speech is a process in which children develop one aspect of their development, namely the aspect of language development. Manners in speaking good words are essential to children from an early age so that when children grow up, the words taught will make them accustomed to polite speech. In TK Harapan Bunda, the teacher also provides exemplary examples for children, such as the teacher speaking with kind, gentle words, does not raise his voice, always saying the word “please” when he wants to ask for help, always saying the word “thank you” when he has been helped, always say the word “sorry” when you make a mistake, always say hello and answer greetings when someone says hello.

According to, Polite language is related to grammar and word choice. Speakers of the language use standard grammar and choose words per the content or message and the values that apply in their society. Strong language is offensive, hurtful or a vocabulary that makes people uncomfortable to hear it. For this reason, polite language is related to the feelings and moral values of the people who use it.

According to Ulwan, good speech includes ethics in speaking, whereas good speech includes karma in speaking well to peers, parents and people younger than us (Windasari, 2017).

Speaking polite words is taught from a young age when children already understand the language and can speak well. According to Amir in, not everyone can say sweet and kind words. It is a condition of being a primary human being. From what he says, one can often get an early prediction of success or failure. People who are used to being gentle, polite, and kind will also be used to dealing with problems calmly and patiently. Because in good speech and good manners, there is a lesson about good and proper manners. Speaking kind and polite words is very easy if you have been trained from an early age. Therefore, training children to speak kind and polite words early on is essential. Moreover, when talking about learning strategies, teachers need to design and focus on learning methods that make students happy, receptive, creative and dynamic so that they are stress-free and not overwhelmed.

Learning strategies include all components of learning materials and processes or steps of learning activities determined by the teacher to help students achieve specific learning (Hidayati, 2021). Learning strategies include methods and techniques to help students achieve these learning objectives. Anita (2007) argues that techniques (sometimes called methods) are present in all learning activities. Technique, namely a method or tool (means or means) used by a teacher to direct student activity towards a goal to be achieved. Effective teachers are ready to use various methods (techniques) effectively and efficiently to achieve their goals.

According to Riyanto An approach can be seen as a starting point or view of the learning process so that the learning strategy and methods used by a teacher (Akbar, 2020). The approach to learning refers to the vision of the emergence of a joint process that welcomes, inspires, and strengthens learning methods in a specific theoretical scope. Learning is carried out through several approaches: procedural, specific, holistic, and exploratory.

As the results of observations at TK Harapan Bunda Parak Laweh Padang, researchers found that teachers used several strategies to get children to speak good words. in their homes. So that the problems that arise are an imbalance of learning in schools and the community environment. Therefore, this study needs to explore the teacher's strategy for solving these problems more deeply.

## Methods

This study uses a qualitative descriptive research method that describes facts, phenomena, events or incidents in the field as they are, not created, without adding to the research objectives. Data collection techniques used observation, interview, and documentation techniques to see the teacher's strategy in getting children to speak well at TK Harapan Bunda Parak Laweh Padang. Analysis of the research data using Miles and Huberman analysis, namely: data reduction, data display, and conclusion. Test the validity of the data using triangulation. In detail, this research method can be seen in Figure 1.

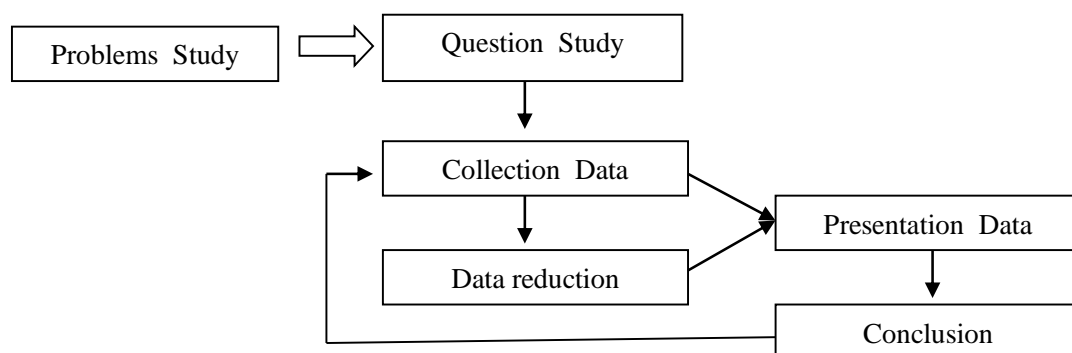


Figure 1. Research design

## Result and Analysis

### Approaches to Children's Learning Process

Approach the learning method used by the teacher for his response to children whose speech is not good at the TK Harapan Bunda Parak Laweh Padang is where the teacher uses a child-centred learning approach where this learning approach is the child who becomes *the center* of learning at school, if there are children who say they are not good at it, the strategy that the teacher uses is a direct strategy where the strategy is presented directly by the teacher to their students. If a child's speech is not good, the teacher immediately reprimands the child, gives advice, and tells the child that the words he said earlier are not good and should not be repeated. We also tell him how to say good words. Based on the description above, it can be concluded that the teacher's response at TK Harapan Bunda Parak Laweh Padang towards children who speak poorly is by advising them and telling them that saying things like that is not good and justifying their words by telling them to speak good words so they can get used to it in the future.



Figure 1 . Teacher's approach to children

### Children's Habituation Method of Speaking Good Words

The method that the teacher uses in strategy get used to children speaking well at TK Harapan Bunda Parak Laweh Padang and also assisted by using learning methods, namely by telling stories and also conversing with children because teacher's children really feel happy listening to stories and also making they are interested in listening to it.

The teacher uses a direct strategy which is also assisted by storytelling methods such as telling children of heaven and hell, angels who record our good deeds and evil deeds and also the teacher tells that if we like to speak evil words, then the angel on our left will record them and also we will go to hell because God has forbidden us to say dirty words or say bad things, the teacher also tells us that if we speak good words, an angel will be recorded on our right. We can also go to heaven because God loves children who speak. He says fine.

Based on the description above, it can be concluded that the teacher's method at TK Harapan Bunda Parak Laweh Padang used to accustom children to speaking good words by telling stories and also conversing with children because according to the teacher, this storytelling and conversation method can make children are interested in listening to it.



Figure 2. Practice getting used to speak good words

Methods of getting used to speaking well with the word “Please” when asking for help, using the word “Thank you” after being helped by someone, and using the word “Sorry” when making a mistake so that children are also used to saying the words the teacher said at TK Harapan Bunda Parak Laweh Padang is when the teacher is learning or explaining material to children, the teacher always uses good words so that the child can imitate him because the child has the trait of imitating what he sees and what he listens to. Therefore, the teacher gets used to speaking words well, and also the teacher tells the child when asking for help not to forget to say the word “please” after being helped not also forget to say the word “thank you” and if someone is at fault do not forget to say the word “sorry” to each other and also say the word “excuse me” when want to pass his friend. In carrying out this habituation, the teacher is also assisted with a learning model, namely the area, where during the play area, after playing, the children are accustomed to the teacher cleaning up the games that have been used with the words “please” and “thank you” when the child has tidied up the play area. Based on this description, it can be concluded that the habituation of teachers in TK Harapan Harapan Bunda Parak Laweh Padang is to use good speech and polite language when conducting or explaining learning so that children can also get used to speaking kind words like what teachers do at school.



Figure 3. The habit of saying the word “please” to ask for help from others

### **Teacher’s Strategy in the Habit of Speaking Good Words**

The strategy that the teacher uses in telling children how to speak well in TK Harapan Bunda Parak Laweh Padang at the opening of learning is the teacher always tells children to speak kind and polite words to their friends, such as calling their friends by name, not shouting when calling teacher, shout when greeting, say excellent and polite words, do not say dirty words because saying bad or dirty words is sinful and will be recorded by the angel on our left, and we will also go to hell.

The supporting and inhibiting factors are obtained in getting children to speak good words. The supporting factors and obstacles are that some parents can be invited to work together in getting children to speak well in their living environment, and some parents cannot be invited to work together in this case because of work that makes them pay less attention to children when they are in their neighbourhood. Based on the description above, it can be concluded that teachers at TK Harapan Bunda Parak Laweh Padang tell children how to speak good words so that children can get used to speaking good words in the future.

### **Discussion**

According to the 2003 National Education Law, “early childhood is a child who is vulnerable from 0-6 years.” Children usually grow and develop rapidly at this age and will not be repeated in the future (Prasanti & Fitriani, 2018). From a religious (Islamic) point of view, children are a mandate (entrusted) by Allah SWT and must be protected, cared for and cared for by every parent as much as possible. Children are born with various potentials that can be developed to support their future.

Abdillah (2019) explained that schools need to be designed in an attractive way as a strategic environment so that children can embrace the three Lickona concepts. In this case, the role of the principal and teacher is to create a culture that supports learning to shape student character. From an Islamic point of view, educators have an enormous duty and responsibility not only to teach and pass on knowledge but to transform values and personal development in all aspects and to develop technical skills. We need to educate students for training. Therefore educators, as leaders of the next generation, must always show exemplary personalities.

As role models with character, educators are always committed to obedience and consistency with ethical, moral, social and religious norms to help develop students' character and shape higher education needs to depend on and maintain societal authority and status. Teachers, as educators, do not only know the subject matter. However, he must also have a strong personality that makes him a role model for his students and must have specific personal quality standards, including responsibility, authority, independence and discipline (Djollong, 2017).

Teachers are also included as role models in schools to give children good speaking examples. Speaking good words is included in aspects of religious and moral development and includes aspects of language development for early childhood. According to Vygotsky, language is essential in early childhood development because, through this language development, Vygotsky believes children absorb new understandings or values. -new values that are considered helpful for himself. Here the role of teachers and parents is essential in children's language development because, with the help of the role of adults, children can learn about speaking, one of which is speaking with good speech. In applying good behaviour and speech, as well as good attitudes at school, children need to be exemplary, namely the teacher provides an example or example for children (as a role model), news and provides habits with children about instilling character education.

The role of the teacher in getting children to speak well is also significant. Therefore, teachers use strategies to accustom children to speak the suitable language. Strategy is a combination of actions to achieve activity objectives. Activities in Kindergarten can be in the form of games and other activities. Moreover, strategic activities emphasize children's activities over teacher activities. It is following Mulyasa reveals that character education with habituation can be carried out in programmed and non-programmed daily life, such as routine activities that have been scheduled continuously, spontaneous activities, activities that are carried out directly without being planned, and habituation activities that have been programmed with planning for a certain period.

In addition, teachers' early childhood learning strategies must be attractive, friendly, full of play and happiness, and not deprive their children of their world. In addition, in Learning Strategies, teachers develop learning approaches and methods that are used to make children happy, involved, creative and active in an atmosphere that is not full of pressure and is not burdened and must be considered.

This study's results also follow the research results, which state that children's character education is carried out through habituation and exemplary or role models. It is due to the child's habit of doing things positively by giving good role models to children. According to Saur (2002) in his research entitled "Strategy Development Polite Language Education in Schools" has similarities with the research that the researcher wants to do, namely about polite language strategies as one of the general education studies that can be used as an initial bridge towards fundamental meaning in the goals, roles and functions of general education by taking values from religion. There is a method used in this study, namely multi-method, so it has different from the method that researchers use, namely the descriptive method. In addition, this research produces a polite language value education strategy and a polite language learning strategy that can be an alternative for developing polite language in schools.



## Conclusion

Based on the results of this study, the teacher uses a strategy with a direct approach, such as habituation, role mode or exemplary, where the teacher becomes an example for children, as well as with a learning approach child-centred. Habituation by the teacher also varies strategies with approaches such as giving punishment and making specific rules in class with children. The teacher's approach is assisted by the storytelling method in getting children to speak good words, such as telling stories about heaven and hell, angels who record good deeds and evil deeds, and teachers telling children how to speak good words. In addition to telling stories, the teacher also uses the strategy of conversing with fellow children, asking questions and answers to children about speaking bad words or saying dirty words will be sent to hell or heaven and will be recorded by the angel on our left or the angel on our right. The teacher also always tells the children to get used to speaking good words to get a reward, and the teacher also tells the children how to speak evil words so that children know which words are good and which are not good because it is sinful.

## Declarations

### Author contribution statement

Aprita Deska Luma conceived the presented idea, developed the theory of early childhood education and Teacher's strategy. Asdi Wirman verified the analytical methods. All authors discussed the results and contributed to the final manuscript.

### Funding statement

This research received no specific grant from any funding agency in the public, commercial, or not-for-profit sectors.

### Data availability statement

The datasets generated during and/or analysed during the current study are available from the corresponding author on reasonable request.


### Declaration of interests statement


The authors declare that they have no known competing financial interests or personal relationships that could have appeared to influence the work reported in this paper.

### Additional information

Correspondence and requests for materials should be addressed to lumadeska@gmail.com.

## ORCID

Aprita Deska Luma  <https://orcid.org/0000-0002-0760-2413>

Asdi Wirman  <https://orcid.org/0000-0002-7956-3679>

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