

ABSTRAK

Filma Wahab, 2024. Analisis Perkembangan Bahasa Anak Di Tempat Penitipan Anak (TPA) PAUD Telkom Ternate. Pembimbing: Nurhamsa Mahmud, S.Pd., M.Pd dan Dr. Rosita Wondal, S.Pd., M.Pd

Pada penelitian ini bertujuan untuk mengetahui Analisis Peran Pengasuh Tempat Penitipan Anak (TPA) dalam menstimulasi perkembangan bahasa anak Di PAUD Telkom Ternate. Tipe penelitian deskriptif kualitatif. Subjek penelitian adalah 2 orang pengasuh di PAUD Telkom Ternate. Teknik pengumpulan data dalam penelitian ini dilakukan dengan observasi, wawancara, dan dokumentasi. Teknik analisis data menggunakan reduksi data, penyajian data, dan penarikan kesimpulan.

Berdasarkan observasi dan wawancara yang peneliti dapatkan terkait dengan analisis peran pengasuh tempat penitipan anak (TPA) Dalam Menstimulasi Perkembangan Bahasa Anak Di PAUD Telkom Ternate, yakni dengan : Di TPA Paud Telkom anak yang dititipkan berusia 0-10 bulan, 10-13 bulan, 18-24 bulan, dan 20-30 bulan. Anak-anak belum mampu berkomunikasi secara verbal, mereka masih dalam tahap perkembangan awal di mana ekspresi mereka hanya berupa tangisan dan ocean. Pengasuh Di TPA PAUD Telkom mampu memahami kebutuhan dasar anak. Pengasuh di TPA mengajarkan kata-kata yang baik dan panggilan yang sopan, sehingga kata-kata pertama yang diucapkan anak-anak keluar dengan baik. Salah satu metode yang digunakan adalah pengulangan kata-kata seperti ‘mama’ dan ‘papa’, yang sudah dikenal oleh anak-anak sebelum mereka dibawa ke TPA. Anak ada yang sudah mampu menggabungkan kata-kata dengan baik, seperti membuang sampah namun, ada juga yang belum lancar dalam mengombinasikan kata-kata tersebut. Anak-anak pada usia umumnya belum mampu dan sudah mampu mengucapkan kalimat dengan menggunakan 4-3 kata secara maksimal. Pengasuh kelas umumnya menstimulasi pengembangan tata bahasa anak dengan cara menggunakan ucapan yang sopan dan tidak kasar, karena anak-anak rentan meniru bahasa yang mereka dengar disekitar mereka.

Kata Kunci: Mestimulasi, Bahasa Anak

ABSTRACT

Filma Wahab, 2024. Analysis of Children's Language Development at Telkom Ternate Daycare Center (TPA). Supervisors Nurhamsa Mahmud, S.Pd., M.Pd and Dr. Rosita Wondal, S.Pd., M.Pd.

This study aims to determine the Analysis of the Role of Daycare Caregivers (TPA) in Stimulating Children's Language Development at Paud Telkom Ternate. Descriptive qualitative research type. The research subjects were 2 teachers at PAUD Telkom Ternate. Data collection techniques in this study were carried out by observation, interview, and documentation. Data analysis techniques use data reduction, data presentation, and conclusion drawing.

This research is a qualitative descriptive research. The subjects of this study are two caregiver teachers. The data collection techniques in this study were carried out by observation, interviews, and documentation. Data analysis techniques use data reduction, data presentation, and conclusion drawn. Based on the observations and interviews obtained by the researcher related to the analysis of Children's Language Development at the Telkom Ternate PAUD Child Care Center (TPA), namely: At the Telkom PAUD TPA, the children who are entrusted are 0-10 months, 10-13 months, 18-24 months, and 20-30 months. Children are not yet able to communicate verbally, they are still in the early stages of development where their expressions are only in the form of crying and babbling. Caregivers at Telkom PAUD TPA are able to understand the basic needs of children. Caregivers at the landfill teach kind words and polite calls, so that the first words that children say come out well. One method used is the repetition of words such as 'mom' and 'father', which are already familiar to children before they are taken to the landfill. Some children are already able to combine words well, such as throwing out garbage, but there are also those who are not fluent in combining these words. Children at a general age are not able to say sentences using 4-3 words to the maximum. Classroom caregivers generally stimulate children's grammar development by using polite and non-rude speech, because children are prone to imitating the language they hear around them.

Keywords: Children's Language, Child Care Places (TPA)