

Reducing Verbal Aggression in Early Childhood through the Development of the “Menjaga Lisan” Storybook

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ABSTRACT

Verbal Aggression in early childhood is a form of unwanted behavior that often occurs in the school, home, or playground environment. Actions such as shouting, insulting, or swearing at peers if left without proper intervention, these behaviors can have a negative effect on society. Someone who has this character can disrupt the environment around the child. The development of the book “Menjaga Lisan” aims to reduce verbal aggression in children with a comprehensive approach and based on ethical values. The type of observation or research used is Research and Development or often known as RnD. The RnD method is a research method used to create a product which is then tested for its effectiveness. The subjects of this study were 9 children aged 6 years at one of the kindergarten institutions in Ponorogo Regency. The results of statistical analysis calculations show that the use of the “Menjaga Lisan” guidebook with the storytelling method is effective in reducing verbal aggression in children. This finding supports the research hypothesis that storytelling based interventions can have a positive impact on controlling verbal aggressive behavior in early childhood. After the trial was carried out for 3 days, there was a positive increase in children, such as children's awareness in speaking, the formation of positive habits by speaking more politely, and not speaking rudely, children can respect other people's feelings more, children can communicate well and respect others more, and children also learn to control their emotions.

Keywords: *Aggressive behaviour, book, early childhood, intervention, storytelling.*

INTRODUCTION

Early childhood development (0-6 years) is the most meaningful period that determines various aspects of shaping ethics, attitudes, and behaviors in the future (Prasanti, 2018). In this phase, children are learning to express themselves, interact socially, and manage emotions. Therefore, appropriate education and stimulus are needed for children's development (Puspitasari & Faizatur Rahma, 2023). However, not a few early childhood have difficulty controlling their emotions, which are often expressed through verbal aggressive behavior. Verbal aggression such as yelling,

mocking, or using harsh words, can interfere with the child's social and emotional changes, and bonding with friends and an older person around him (Nuril Fuadia, 2022).

Verbal aggression in early childhood is a form of unwanted behavior that often appears in school, home, or playground settings. Actions such as shouting, insulting, or speaking rudely to their peers if left without proper intervention, these behaviors can cause adverse effects on society. A person who has this kind of character can disturb the environment around the child, for example at school when the child plays or studies with his peers. Children will often disturb their friends by shouting, demeaning or yelling at people who are reluctant to follow their will. In some children's educational institutions, early on, it was found that there were children who showed signs of verbal aggressiveness, such as shouting, throwing harsh words or demeaning peers (Siaahan, 2021).

Verbal aggression in early childhood can be caused by a variety of factors, such as the family environment (Marini et al., 2024), inappropriate parenting, lack of care from both parents about dirty or abusive language, lack of parental understanding of children's education and development (Sumaryanti, 2017), and children's limitations in expressing their emotions in a more positive way. If not handled properly, this aggressive behavior can affect children's future development, both emotionally, socially, and academically (Mastuinda & Suryana, 2021). It is often found that early childhood likes to talk rudely or talk dirty. The sentence that was spoken at first appeared because he often received such remarks from someone in the surrounding environment, one of whom was his parents. Generally, abusive speech that appears is when they experience an undesirable situation. The more children catch rude speech, the more the rude sentences enter the child's memory (Mulat Widyastuti, 2022). Therefore, parents have an important role in the family to teach behavior to children (Al Baqi & Rizki Sista, 2018).

Personality development theory says that the aggressive actions described are due to the habits of parents. Not only that, aggressive behavior is an illustration of the answer to obtain the will and interests of the child himself. Albert Bandura explained that verbal aggressive behavior is an action to be studied, conveyed just like other actions. The task of example (observing and tracing) as well as the educational psychology of aggressive actions. Children can learn to copy the exploits seen at home, school or on social media including TV. The description of the description of the aggressive act starts from the family, for example, the child sees firsthand the violence that occurs to someone or he is the victim of violence, then the sanctions imposed on the perpetrators of violence against the victim are too heavy (Rizal Aziz, 2023).

Utami stated that aggressive actions that are born in a person are the result of observation of their environment which is then strengthened by the environment that continuously shows aggressive actions, therefore a person falsifies these actions. A person examines these actions from within his residence where he sees the persecution

committed among his parents. Aggressive actions are a person's response that can cause damage, injury, and assault (Miswartingsi & N, 2020).

Buss classifies verbal aggressive behavior in a person into 4 types, including (1) Direct verbal aggression, which is verbal aggressive behavior carried out by a person, both individually and in groups, face-to-face with such as swearing, insulting, swearing, and also anger (2) Passive verbal aggression, is verbal aggressive behavior that is carried out with no physical contact or face-to-face, For example, the speaker's refusal. (3) Indirect verbal aggression is verbal aggressive behavior carried out by a person in the absence of a meeting, such as sheep fighting and slander. (4) Indirect passive verbal aggression, is an aggressive behavior that a person commits by dealing with other people who are victims and the absence of direct physical contact, for example, not giving the right to speak and being reluctant to provide support (Arriani, 2014).

Intervention on verbal aggression in early childhood is essential to ensure optimal social development. The inability to control verbal aggression at this age can affect their interpersonal relationships in the future. Aggressive actions in early childhood can affect social conditions in the environment and also in individual children. If the aggressive action is not overcome quickly, the impact is likely to make the action lasting (Karmini et al., 2019). Based on the theory of child social-emotional development by Erik Erikson, the early phases of a child's life are critical in shaping their personality and social interactions. At this stage, the child needs to learn effective ways to express his emotions and desires without using aggressiveness. Aggression that occurs in early childhood, if not treated quickly, can have great potential for child development in the next stage (Akbar, 2021).

The product developed is a "Menjaga Lisan" guidebook designed specifically for early childhood. This book contains a series of sentences that involve strengthening positive sentences. This book is also equipped with solutions so that children know what to say if they are feeling negative emotions. Through this product, it is hoped that there can be a significant reduction in children's verbal aggressive behavior, improve their ability to communicate and express their emotions better, and create a more positive social environment at home and school.

The development of the book "Menjaga Lisan" aims to reduce verbal aggression in children with a comprehensive approach and based on ethical values. Here are some of the specific goals of the development of this book. First, education about the importance of maintaining oral health. This book intends to increase children's knowledge related to the essence of speaking. With the right knowledge, it is hoped that children can realize the consequences of the words they say to others and themselves (Prabowo, 2024).

Second, build positive communication skills. The book is designed to support children to improve positive communication skills. Through a variety of activities and exercises, children are taught how to communicate politely, respect differences, and build healthy social relationships (Hikmah, 2020).

Third, build awareness of speaking ethics. This book aims to instill ethical values in communication, so that children understand the importance of choosing kind and polite words. With proper teaching, children are expected to avoid aggressive behavior in speaking and be better able to express their feelings in a constructive way (Rodja, 2020).

Fourth, increase awareness about verbal aggression. The book can increase the awareness of orangtua or teachers regarding the negative impact of verbal aggression on children's development. Observations made show that verbal violence can trigger aggressive behavior in children, which can interfere with their social and emotional development (Agustina & Simatupang, 2022).

Fifth, providing character education. Through this book, children are expected to be able to instill positive values in communication, such as empathy and self-control. Good character education can help children understand the importance of preserving their words and the impact of the words they say (Maarif, 2024). Sixth, provide strategies for managing emotions. This book is also designed to give children strategies in managing their emotions, especially when angry or disappointed. With the right approach, children can learn to express their feelings without having to use harsh or hurtful words (Pratiwi, 2023).

With these goals, the book "Menjaga Lisan" is expected to be an effective medium in forming positive communication characters and behaviors in children, as well as reducing verbal aggression from an early age.

METHOD

The type of research used is Research and Development or often known as RnD. RnD method is a research method used to create a product that is then tested for effectiveness (Sugiyono, 2006). This research uses the ADDIE model which consists of 5 stages, namely Analyzer, Design, Development, Implementation, Evaluation (Nur Sa'adah, 2020). The subjects in this study were 8 boys and 1 girl who was 6 years old. The subjects in this study are Early Childhood with an age range of 5-6 years in one of the kindergarten institutions in Ponorogo Regency. The data collection technique carried out by the researcher used pre test and post test regarding children's verbal aggressive behavior. The researcher presented a rating scale with the category Never, Sometimes, Often, and Always.

In this research and development, the researcher determines the ADDIE development model to create a guidebook medium, the material in the guidebook will be designed by the researcher using the Canva application. The researcher uses the ADDIE method on the grounds that the development model has advantages at each

stage. Each progress is revised and evaluated. Therefore, the product created becomes a valid product. Not only that, but the ADDIE model is very simple and the implementation is regular.

RESULTS AND DISCUSSION

Result

The results of descriptive analysis of pre-test and posttest data showed that there was a significant change in the level of verbal aggressiveness of children after the use of the "Menjaga Lisan" guidebook with the storytelling method. The minimum score in the pre test is 8, and in the post test there is an increase to 12. The maximum score has also increased, from 14 in the pre-test to 15 in the post-test. The average pre-test score was 11.56 with a standard deviation of 1.667, while the average post-test score increased to 13.56 with a smaller standard deviation, which was 0.882. This shows that there is an increase in the consistency of results in the post-test. With a sample of 9 children, these results indicate that the intervention using the "Keeping Up with the Orals" guidebook is effective in reducing verbal aggressiveness in children.



Figure 1. Trial Implementation

According to statistical analysis calculations using the Wilcoxon Signed Ranks Test, a value of $Z = -2.546$ was obtained with a significance level (Asymp. Sig. 2-tailed) of 0.011. Because the significance value is less than 0.05, it can be concluded that there is a significant difference between the pre test and post test scores. These results show that the use of the "Keeping Up with Oration" guidebook with the storytelling method is effective in reducing verbal aggressiveness in children. These findings support the research hypothesis that storytelling-based interventions can have a positive impact on the control of verbal aggressive behavior in early childhood.

Discussion

The theory of social-emotional development in children is very supportive of the application of storytelling methods to reduce verbal aggression. In the theory of social-emotional development, storytelling is one of the necessary tools to reduce verbal aggression in children. Social-emotional development includes developments in emotions, personalities, and interpersonal relationships. According to Dodge, there are three goals in social-emotional development, namely: first, interpretation and relationships with others. Second, responsibility to oneself such as the ability to obey rules and routines, respect others, and have a sense of initiative. Third, showing social actions, such as empathy, generosity (Putra, 2022).

According to Daniel Goleman as the originator of Emotional Intelligence, it is necessary to have real skills in identifying and emotion so that they are ready to interact effectively with others. Every child has difficulty in creating a complicated network between views and thoughts, of course, resulting in a lack of skills to experience all the problems that are being experienced in a familial way and empathy for others as well as verbal aggressive behavior. The ability of children to carry out their ability to restrain their emotions is important to be developed properly and appropriately so that they can become more flexible individuals and tend to be happy in strengthening brotherhood and can reduce verbal aggressive behavior in children. Emotional development allows humans to be able to regulate emotions according to their place and can regulate their mood. Daniel Goleman divides emotional intelligence into 5 basic Emotional Intelligence (Goleman, 2001), including :

1. Individual awareness, meaning being able to understand one's feelings at a certain moment and being able to use that understanding to help personal decisions, has a real measure of the strength of abilities and a solid sense of confidence. Through storytelling, children are able to know and understand the emotions that appear in the story so that children will more easily manage their emotions and avoid verbal aggressive reactions.
2. Self-regulation, which means being able to manage feelings so that they have a good impact on the implementation of work, being sensitive to conscience, and being able to delay satisfaction before achieving certain goals, being able to bounce back from difficult emotional situations.
3. Motivation, which means using conscience to move and play a role in taking actions and still persevering in the face of failure
4. Empathy means the ability to feel what others feel, understand other people's points of view or emotions, build bonds of mutual trust, and interact with various individuals. Through storytelling, children can feel and understand the feelings of others and have an impact on improving their empathy skills. It is important to reduce verbal aggressive behavior.

5. Social skills, meaning social skills that include how to manage emotions properly when interacting with others and understand social situations and networks appropriately. This includes the ability to communicate fluently, utilize a variety of problem-solving skills, and collaborate well in a team or group (Chintya & Sit, 2024).

Through storytelling, children can learn about social skills such as cooperating, listening, and sharing opinions. Such skills are essential in daily social interactions and can help children avoid problems or conflicts that can trigger children's verbally aggressive behavior.

The storytelling method is very effective in using the theory of social-emotional development proposed by Dodge and Crick (1990) to minimize verbal aggressive actions in children. Through the storytelling method, children can get to know various characters who have different emotions and experiences so that they can understand that everyone has unique feelings and perspectives. With increased self-understanding and empathy, children are able to manage emotions and can interact in a positive way so that they can reduce the occurrence of verbal aggressive behavior.

The method of storytelling often contains a moral message and a situation where as a character must make a choice and must be responsible for that choice. By understanding the responsibility to themselves and others, children are able to control behavior and communication in a better and constructive way than using harsh and hurtful words.

In addition, in the storytelling method, children can learn about positive social behaviors such as empathy and sharing. By modeling good social behavior to children in real life, children will tend to notice and imitate these behaviors and apply them to daily life. Children will learn to reduce the tendency to behave verbally aggressively. Therefore, the storytelling method is an effective tool in reducing verbal aggression by utilizing the theory of social-emotional development. The storytelling method not only serves as a tool for entertainment, but also as a means of education that supports the theory of children's social-emotional development to reduce children's verbal aggressive behavior.

As well as the research conducted by Yayu Mega Purnamasari entitled "Efforts to Reduce Children's Aggressive Behavior Through Storytelling Methods with Puppet Media" (Purnamasari, 2015). The formulation of the problem in Yayu Mega Purnamasari's research is 1) What is the aggressive character of the children in Group B PAUD BR before applying the storrry telling method using puppetry? 2) How to implement the storrry telling method by using puppets in group B of PAUD BR? 3) How effective is the storrry telling method with puppet media in reducing the aggressive behavior of children in group B of early childhood education? The method applied by Yayu Mega Purnamasari is a class action research. Data processing is carried out by qualitative analysis that adopts a grounded theory approach.

The results of Yayu Mega Purnamasari's research are that the real condition of aggressive behavior that occurred in children in group B of PAUD BR before the application of the storytelling method using puppets showed that 3 out of 9 children showed aggressive behavior. This can be seen from several characteristics of aggressive behavior seen in children, including direct physical aggression such as pushing each other, sticking elbows, making benches as toys, pushing, grabbing toys, closing the door hard, climbing tables, disrupting, scrambling over stationery, stomping people's hands, throwing things, throwing back, biting, and others. In addition, there is also passive aggression that is seen directly such as behaving well while studying, following the behavior of friends, staring sharply, seeking attention, and playing around. There are also direct active verbal aggressions such as speaking harshly, getting into arguments, changing friends' names, yelling, mocking friends, defending themselves, and crying.

The application of the storytelling method with puppet media in the observation carried out by Yayu Mega Purnamasari was able to reduce verbal aggressive actions in children in group B of early childhood education by paying attention to several aspects, namely the duration of the storytelling method should not exceed 10 minutes, the application that has been agreed before the action is carried out to create a more supportive atmosphere for children, the presentation of interesting and diverse stories so that children do not feel bored, as well as giving advice and reminding children of aggressive characters in stories when they show aggressive behavior or bad actions.

Aggressive behavior in group B children in PAUD BR showed a shift towards a better direction after the application of the storytelling method using puppet media. One of the changes seen is that children are more willing to apologize when they make mistakes and are more open to listening to advice from teachers. They also no longer want to be equated with the aggressive behavior of the characters in the story. Children begin not to respond to bad actions from their friends, and potentially dangerous physical actions are becoming less frequent, even disappearing altogether. In addition, children show a better attitude and begin to realize that positive behavior will bring good returns, and vice versa.

This book aims to educate children about the importance of maintaining oral health, building positive communication skills, increasing awareness of speaking ethics and managing emotions. Meanwhile, Yayu Mega Purnamasari's research aims to identify children's aggressive behavior before and after the application of the storytelling method using puppet media. In addition, the purpose of the book "Menjaga Lisan" is to provide understanding, understanding, and skills that can help children reduce verbal aggression. It is hoped that by using this "Menjaga Lisan" handbook, children can learn to communicate better and manage their emotions. Meanwhile, the results of Yayu Mega Purnamasari's research show that the

implementation of the storytelling method using puppet media has succeeded in reducing or minimizing children's aggressive actions.

CONCLUSION

The results showed that there was a significant change in the level of children's verbal aggressiveness after the use of the "Keeping Up with the Oral" guidebook with the storytelling method. The minimum score in the pre-test is 8, and in the post-test there is an increase to 12. The maximum score has also increased, from 14 in the pre-test to 15 in the post-test. The average pre-test score was 11.56 with a standard deviation of 1.667, while the average post-test score increased to 13.56 with a smaller standard deviation, which was 0.882. This shows that there is an increase in the consistency of results in the post-test. With a sample of 9 children, these results indicate that the intervention using the "Keeping Up with the Orals" guidebook is effective in reducing verbal aggressiveness in children. It is recommended that this guidebook be used as an effective learning medium to teach children about the importance of speaking well and avoiding verbal aggression. Intensive mentoring and providing real examples are very important so that the values conveyed through the storytelling method can be well embedded in children.

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