

Facilitating Language Growth for Children with Language Disorders: Can Teachers Act as Key Catalysts?

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Abstract. Language development is an important aspect of early childhood education because it serves as a basis for communicating, thinking, and expressing oneself. However, not all children achieve optimal language development, some children experience language delays that can affect social, emotional, and academic abilities in the future. This study aims to describe the role of teachers in stimulating early childhood language development with language disorders in Bintang Kreasi early childhood education center. The research approach used is qualitative with a case study method. The data collection techniques in this study included observation, interviews, and documentation of classroom teachers and three children who showed symptoms of speech delay. The results of the study show that early childhood education center teachers in Bintang Kreasi have an important role as facilitators, language models, and emotional assistance for children with language disorders. The stimulation strategies carried out include interactive storytelling activities, singing, role-playing, and the use of media adapted to children's abilities. In addition, Bintang Kreasi early childhood education center teachers also apply a personal approach and gradual communication to foster children's confidence in speaking. In addition, collaboration between teachers, parents, and therapists is key in maintaining the consistency of stimulation at school and at home.

Keywords: *The Role of the Teacher, Language Stimulation, Early Childhood, Language Disorders.*

Abstrak. Perkembangan bahasa merupakan aspek penting dalam pendidikan anak usia dini karena berfungsi sebagai dasar dalam berkomunikasi, berpikir, dan mengekspresikan diri. Akan tetapi, tidak semua anak mencapai perkembangan Bahasa yang optimal, beberapa anak mengalami gangguan Bahasa yang dapat mempengaruhi kemampuan sosial, emosional, dan akademik di masa mendatang. Penelitian ini bertujuan untuk mendeskripsikan peran guru dalam menstimulasi perkembangan Bahasa anak usia dini dengan gangguan Bahasa di PAUD Bintang Kreasi. Pendekatan Penelitian yang digunakan adalah kualitatif dengan metode studi kasus. Teknik pengumpulan data dalam penelitian ini meliputi observasi, wawancara, dan dokumentasi terhadap guru kelas dan tiga anak yang menunjukkan gejala keterlambatan bicara. Hasil penelitian menunjukkan bahwa guru PAUD di Bintang Kreasi memiliki peran penting sebagai fasilitator, model Bahasa, dan pendampingan emosional bagi anak dengan gangguan bahasa. Strategi stimulasi yang dilakukan antara



lain melalui kegiatan bercerita yang interaktif, bernyanyi, bermain peran, serta penggunaan media yang disesuaikan dengan kemampuan anak. Selain itu guru PAUD Bintang Kreasi juga menerapkan pendekatan personal dan komunikasi bertahap untuk menumbuhkan rasa percaya diri anak dalam berbicara. Selain itu, kolaborasi di antara guru, orang tua, dan terapis menjadi kunci dalam menjaga konsistensi stimulasi di sekolah dan di rumah.

Kata Kunci: *Peran Guru, Stimulasi Bahasa, Anak Usia Dini, Gangguan Bahasa.*

Introduction

Language development is one of the important aspects that needs to be stimulated from an early age because, language is the basis for every child to be able to communicate, think, and express their feelings and ideas (Suci Rahmadani Lubis & Syamsiah Depalina, 2025). In the golden age (0-6 years), children are at a high level of sensitivity to stimuli from the environment. However, not all children experience language development that is appropriate for their age. There are also some children who show speech delays or language disorders (Sunderajan & Kanhere, 2019). Children who have language disorders can affect their social, emotional, and academic abilities in the future (Angraini et al., 2025).

The factors that cause language disorders in children can come from various internal and external aspects. Internal factors that cause language disorders in children include neurological conditions, genetics, and motor speech skills, while external factors, such as lack of stimulation from parents and teachers (Taseman et al., 2020). In addition, a lack of two-way communication at home and at school can cause children to have difficulty imitating vocabulary and difficulty in forming sentence structures correctly (Leenders et al., 2019). From this context, teachers in Bintang Kreasi early childhood education center have an important role because they are the first social environment outside the home that is able to provide targeted stimulation of children's language skills through daily interactions (Suci Rahmadani Lubis & Syamsiah Depalina, 2025).

The problem that arises in Bintang Kreasi early childhood education center is that there are several children with symptoms of language disorders, such as limited vocabulary to difficulty in pronouncing words. From these conditions, it shows that a special strategy is needed from teachers in stimulating children's language development in order to achieve their developmental tasks (Voltmer et al., 2021). Efforts that can be made such as through a communicative approach, with interactive storytelling methods, the use of visual media, and cooperation with parents (Depalina & Yanti, 2025).

The problem-solving plan in this study is to identify and describe the role of teachers in providing effective language stimulation to children with language disorders (Bruinsma, Wijnen & Gerrits, 2020), and teachers are expected to collaborate with parents in providing language stimulation at home so that the efforts made can be consistent and comprehensive (Taseman et al., 2020).

The purpose of this study is to describe the role of teachers in stimulating the development of language after an early age of children who experience language disorders in Bintang Kreasi early childhood education center. In addition, this study also aims to be able to identify learning strategies and the role of teachers in Bintang Kreasi early childhood education center in dealing with children with language disorders so that they develop according to their stages.

Theoretically, this research refers to the theory of language development according to Santrock and Vygotsky which emphasizes the importance of social interaction and the role of the environment in helping the formation of children's language (Remorosa et al 2024; Suci Rahmadani Lubis & Syamsiah Depalina, 2025). Language not only functions as a tool used to communicate, but language is also a means of learning and thinking. Teachers as educators have a role as a language model which is expected to facilitate children to communicate (Rahman et al., 2025). By using interactive storytelling methods and by using visual media, it can be more effective in improving children's vocabulary and listening skills (Depalina & Yanti, 2025; Ilham et al., 2023; Yasin & Mohamad, 2024). In addition, learning strategies that involve an individualized approach through positive reinforcement, and verbal play can help children with language disorders become more confident in speaking and interacting (Angraini et al., 2025).

Thus, this research is expected to contribute to educators in Bintang Kreasi early childhood education center in understanding the importance of the role of teachers as the main stimulator outside the home environment in helping children's language development after an early age, especially in children with language disorders, so that they can grow and develop optimally and can achieve their developmental tasks.

Methodology

This study uses a qualitative approach with a case study (Miller et al., 2024), it focuses on deepening the role of teachers in stimulating the language development of

early childhood children who experience language disorders, in Bintang Kreasi early childhood education center. This approach was chosen so that researchers can comprehensively understand the teacher's experience when providing language stimulation to children through learning activities in the classroom.

The population and sample in this study are teachers and early childhood at Bintang Kreasi early childhood education center. Researchers took a sample of teachers from class A who directly accompanied children with language disorders, as well as three children who showed symptoms of speech delay. The selection of this sample was carried out based on direct involvement with teachers in learning activities and the researcher's ability to observe the behavior of children with language disorders.

The research subjects are teachers who play a role in providing language stimulation. In addition, the subjects in this study are three class A children with language disorders. The researcher makes observations on the subject during the learning activity.

The research location was carried out at Bintang Kreasi early childhood education center which is located in Trangsang, Gatak District, Sukoharjo Regency. This research activity was carried out on Friday, October 10, 2025, by conducting observations in class, interviews with teachers, and documenting learning activities related to stimulating children's language development.

The data collection techniques used include observation, interviews, and documentation. Observation is carried out directly in the classroom to observe the interaction between teachers and children, especially on how teachers provide language stimulation through storytelling, mian, question and answer, and singing. Interviews are conducted with classroom teachers to find out strategies, obstacles, and efforts that can be made in dealing with children with language disorders. Documentation in the form of photos of learning activities is used to strengthen the data of observation and interview results.

The research plan began at the pre-field stage, where the researcher asked for permission from the school and classroom teachers. The next step is for researchers to conduct data collection through observation and interviews, and the last stage is to analyze for the preparation of research report results. Researchers are present directly as the main research instrument that plays a role in collecting data, as well as ensuring the authenticity of findings in the field.

The data analysis technique of the researcher is carried out by selecting and summarizing important data from observations and interviews which are then compiled in the form of descriptive descriptions, and drawing conclusions is carried out by associating field data with relevant theories. To maintain the validity of the data, the researcher compares the results of observations with the teacher's interview data, then matches them with the documentation of learning activities to ensure that the data is in accordance with reality.

Results and Discussion

Inclusion Education aims to provide opportunities for all students who have physical, emotional, mental, and social disorders. One of the social disorders in early childhood is difficulties in language. Language skills are one of the important aspects that need to be considered in the development of every early childhood. Because with language, children can interact with the surrounding environment. However, if there is a language delay disorder in children, then the child will experience difficulties in socializing, in addition to being emotional and academically not optimal. For this reason, it is necessary to have the right analysis for parents and parents in approaching early childhood who experience language delays (Iqbal et al., 2023; Nurfadhillah, 2023).

The Role of Teachers in Stimulating Early Childhood Language Development with Language Disorders

Stimulation is an activity carried out to stimulate children's development by involving all children's five senses and motors. Through stimulation activities, it can pave the way to improve neural connections so that children can grow and develop properly and comprehensively. In addition, stimulation can help children in opening up the potential of the child's brain to form millions of nerves during their growth (Desmariansi et al., 2025).

Based on the results of interviews with teachers at Bintang Kreasi early childhood education center, it was found that teachers have an important role in providing language stimulation that is in accordance with children's abilities and needs. Teachers at Bintang Kreasi early childhood education center strive to create a safe environment and support children with language disorders so that they feel accepted and motivated to speak.

One of the stimulations provided by Bintang Kreasi early childhood education center teachers is by providing triggering questions or simple sentences to children at Bintang Kreasi early childhood education center who are delayed in language. By doing this stimulation, it is hoped that it will be able to encourage children to be more courageous in trying to talk and express what they feel.

Bintang Kreasi early childhood education center teachers also adapt learning materials to the abilities of children who experience language delays. The material for children who experience language delays at Bintang Kreasi early childhood education center is more simplified so that it is easy for children to understand. This is in line with the principle of Developmentally Appropriate Practice (DAP) in Early Childhood Education where as a teacher must consider and adapt language learning methods to the developmental stage, interests, and unique needs of each child (Dhida et al., 2024).

Collaboration between Teachers and Therapists and Parents in Language Stimulation

The results of the study show that Bintang Kreasi early childhood education center establishes good cooperation with therapists outside the school. This is an initiative carried out to support the development of children with language disorders at Bintang Kreasi early childhood education center. The therapist's activities are carried out regularly every Saturday, where children with language disorders receive special therapy tailored to their individual needs.

Apart from therapists, the results of the study also show the importance of collaboration between teachers, parents, and therapists in order to understand the condition of children's language development. Thus, language stimulation given at school and at home can run according to the direction of the therapist. Therefore, teachers at Bintang Kreasi early childhood education center are not only limited to teachers, but also facilitators and liaisons between the school and home environment by trying to implement learning strategies that are in harmony with the therapist's program.

This statement is in line with research that claim that language development in early childhood is influenced by systems that interact with each other, including the family and school environment that can create collaboration between teachers and parents in supporting children's language development effectively and

comprehensively. To realize the success of this collaboration, open communication between parents and teachers is needed to provide each other with information, support and appreciate each other's roles, and create a friendly home and school environment that does not make children afraid to express what they feel so that good communication can be created to help children's language development (Suwanto & Rahman, 2022; Liana Rochmatul Wachidah & Purnomo Ahmad Putikadyanto, 2024).

The Role of Language Stimulation Through Meaningful Activities

Teachers at Bintang Kreasi early childhood education center use play while singing as a means of stimulating children with language disorders in the in Bintang Kreasi early childhood education center. Using children's songs that have simple lyrics can help improve vocabulary, because playing and singing activities are considered fun and easy to accept by children with language disorders.

In addition to singing, children with language delays at Bintang Kreasi early childhood education center are not separated from their peer groups. This is done so that children who experience language delays at Bintang Kreasi early childhood education center can learn by interacting together. Teachers believe that other children can be positive language models, Findings from this study show that social interaction between peers makes a significant contribution to early childhood language development. Therefore, Bintang Kreasi early childhood education center uses children's songs with simple lyrics and does not separate children with language disorders from other groups.

Singing and playing activities are games that are not only fun but also easily accepted by children with language disorders (Lim et al., 2022). Thus children can imitate, practice, and finally be able to understand vocabulary and be able to express language better. This statement is strengthened through research conducted by Ririn Anggraini, Risnita, and Fridiyanto that through playing and singing activities in educational institutions are very suitable for the needs of children's language development (Anggraini et al., 2023).

Teachers' Strategies in Facing the Challenges of Children with Language Disorders

According to Asri Cicilia Ndiy and Fredericksen Victoranto Amseke, optimization in communication for children who have language delays needs special

attention so that teachers can choose the right strategy in dealing with children with language disorders (Ndiy & Amseke, 2024). Teachers play the role of facilitators who are able to adjust communication to children's abilities. In addition, as a facilitator, teachers can provide emotional support so that children feel safe and motivated. Therefore, early childhood who experience language delays need special learning strategies.

In the implementation of language stimulation activities at Bintang Kreasi early childhood education center, teachers face various challenges arising from the condition of children who experience language disorders. One of the obstacles that arises is when children show their emotional reactions by crying, being silent and even not wanting to participate in activities because the child feels embarrassed and is unable to speak fluently like his friends.

From this incident, it was realized by the Bintang Kreasi early childhood education center teacher that children's feelings of insecurity and self-confidence can hinder the language stimulation process. Therefore, teachers need to take a personal and emotional approach to children who experience language disorders. To overcome this, Bintang Kreasi early childhood education center teachers approach by calming children through gentle touches, asking about the child's condition, and inviting them to play calmly so that children feel safe and accepted in the learning environment. Bintang Kreasi early childhood education center teachers also show empathy by listening to children and not forcing children to speak before they feel ready.

In addition to emotional support, Bintang Kreasi early childhood education center teachers also use communication strategies that are tailored to each child's language skills. Because children with language disorders have different levels of understanding. With this situation, teachers need to provide simple and gradual instructions. In practice, Bintang Kreasi early childhood education center teachers provide simple instructions to children with language disorders with instruction sentences arranged in one simple sentence and carried out in stages. For example, the teacher gives one command first, then adds the next command after the child with a language impairment understands the first command. This strategy is carried out to help children understand the language gradually so as not to cause confusion. In addition, Bintang Kreasi early childhood education center teachers use soft voice intonation, clear facial expressions, and clear body movements or visual cues to help children with language disorders understand the sentences conveyed.

Overall, the results of this study show that teachers at Bintang Kreasi early childhood education center show that Bintang Kreasi early childhood education center teachers use strategies that are full of empathy and adjust to each child's ability to stimulate language development. Teachers not only pay attention to the child's thinking ability, but also look at the child's emotional condition and readiness to speak (Qureshi et al., 2022). With this approach, learning activities become more fun, friendly, and can help children develop their language better

Conclusion and Suggestions

Based on the above research, it can be concluded that the role of teachers in stimulating the development of language in Bintang Kreasi early childhood education center can be concluded that teachers have an important role in helping children with language disorders to be able to develop their communication skills optimally. The role of teachers does not only function as a facilitator, but also as an emotional companion for children who have language delays.

In the stimulation process, Bintang Kreasi early childhood education center teachers apply various empathetic and adaptive learning strategies according to the abilities and needs of each child. Teachers create a safe, comfortable, and inclusive learning environment, where children with language disorders can feel accepted and not alienated from their peers. Through meaningful activities such as playing and singing, Bintang Kreasi early childhood education center children get a fun learning experience and encourage them to be able to speak up and help expand their vocabulary.

Collaboration between teachers, parents, and therapists is an important factor in the success of stimulating children's language development. With good cooperation between the three parties, it is possible to have continuity in the stimulation provided, both at school and at home, so that the development of children with language disorders can be monitored and handled thoroughly and in line with the stimulation suggested by the therapist.

Teachers face various challenges in dealing with children with language disorders such as low child confidence, to difficulties in understanding the instructions given. However, through a personal approach, gradual communication, and emotional support, teachers can face these challenges well. Therefore, it can be concluded that teachers at Bintang Kreasi early childhood education center play an important role in stimulating the language development of children after early childhood with language

disorders through an empathetic, collaborative, and child-centered approach, so that they can help children achieve more optimal language development.

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