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PAPUQ PARENTING STYLES ON CHILDREN'S LANGUAGE DEVELOPMENT AGED 5-6 YEARS (CASE STUDY AT KARANG SIDEMEN VILLAGE NORTH BATUKLIANG)

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ABSTRACTS	ARTICLE INFO
<p>This study aims to determine the "papuq" parenting style on language development and to determine its impact on the language development of children aged 5-6 years, known as the "golden age." The research approach used in this study is qualitative descriptive. The data sources were "papuq" who were caring for their grandchildren from broken homes aged 5-6 years. Data collection techniques in this study included observation, interviews, and documentation. Data analysis in this study included data collection, data reduction, and drawing conclusions. Data validity was checked using triangulation techniques by comparing observational data with interview results and interview results with documentation. Based on the results of this study, (1) the "papuq" bedengah method in developing children's language development varies, including authoritarian bedengah, permissive bedengah, and democratic bedengah. "papuq" who applies authoritarian bedengah tends to be strict, forcing children and scolding children in a high tone of voice even to the point of hitting children to become fearful and insecure, permissive bedengah tends to spoil children so that children become willful, rebellious and less independent While democratic bedengah applies warm parenting, giving children the freedom to express their opinions children become obedient and confident. (2) The impact of the "Papuq" parenting style on children's language development is that children are able to understand language, but some children are not yet able to express it. They are quieter, do not understand commands simultaneously, and when asked questions, their answers do not match the question. They also tend to use a high-pitched voice when angry. Children communicate using the Sasak language with the words ape "what" and aq "yes." They interact using child-like language such as maum "eat," wowok "feed," and bobok "sleep." They are not yet familiar with all the concepts of the letters of the alphabet A-Z.</p>	<p>Article History:</p> <p>Received: December 13rd 2025 Revised: December 23rd 2025 Published: December 2025</p> <p>Keywords:</p> <p>Papuq" Parenting Style, Language Development, Children Aged 5-6</p>

INTRODUCTION

Early childhood refers to children aged 0-6 years who experience six developmental aspects: religious and moral values, social-emotional development, language development, cognitive development, physical-motor development, and artistic

development. One developmental area that families must foster is language development, as language is the most important communication tool in everyday life for interacting with others and understanding their goals. Language is the identity of every human being. Its use is inseparable from everyday life to carry out human tasks within the social environment. Humans only need one tool: language. Through language, people can express their feelings.

Language development in early childhood is crucial because through language, children can speak, listen, write, and read. Children's language skills allow them to express themselves, facilitate play, interact with their peers, and facilitate understanding of lessons learned in school. Language skills develop according to their developmental stage, and family parenting plays a crucial role in optimizing a child's language development. Parenting is the form applied to children in caring for, protecting, guiding, training, and influencing. The Quranic verse explains parenting patterns. Allah SWT states in the Quran, Surah An-Nisa', verse 9.

وَأَلْحِشْنَ الَّذِينَ لَوْ تَرَكَوْا مِنْ خَلْفِهِمْ ذُرِّيَّةً ضِعْفًا خَافُوا عَلَيْهِمْ فَلْيَتَّقُوا اللَّهَ
 ﴿٩﴾ وَلْيَقُولُوا قَوْلًا سَدِيدًا

And let those who leave behind them weak offspring whose welfare they fear should fear (Allah). Therefore, let them fear Allah and speak with correct language.

The above argument demonstrates the obligation of caregivers to guide and educate their children and the importance of parenting that emphasizes good and correct communication skills with children, as a child's survival rests in the hands of caregivers. Parents are their children's first educators and are responsible for organizing and providing various stimuli. Optimizing a child's language development is certainly inseparable from their role. However, some parents shift their care to "papuq" due to several factors, one of which is broken homes. Divorced parents are forced to entrust their children to the care of their children due to economic constraints or because each parent has established a new relationship with a new family, requiring parents to transfer care to another family member, especially the "papuq."

"Papuq" is a Sasak term meaning "grandmother" and "grandfather." Sasak people typically call grandmothers and grandfathers "papuq." Parenting "papuq" serves as a substitute for parents, helping them become primary caregivers, carrying the burden of caregiving responsibilities. "Papuq" parenting is influenced by the culture of their environment, resulting in certain attitudes in caring for, guiding, educating, and directing their grandchildren. "Papuq" parenting patterns will impact a child's language development due to the influence of age and education. "Papuq" typically parent their grandchildren based on their previous parenting patterns. The vast differences between "papuq" culture and current culture can hinder a child's development. The education level of "papuq" also impacts children. "Papuq" with a high level of education will have a positive impact on their grandchildren, but a low level of education will negatively impact a child's language development. However, most "papuq" from rural areas have very low levels of education

and are unable to provide a good education for their grandchildren. Based on observations in Karang Sidemen Village, located in North Batukliang District, Central Lombok Regency, West Nusa Tenggara, Karang Sidemen Village is a highland area, mostly covered by rice fields and forests. The majority of residents are farmers and livestock breeders. The "Papuq" who raised his grandchildren in Karang Sidemen Village works as a farmer and livestock breeder, so he is busy working and pays little attention to their children's development, especially language development. The "papuq" rarely communicates with the children due to their work. Consequently, the "papuq" spends very little time communicating, interacting, and sharing stories with their grandchildren. This was reinforced by the results of an interview with the Principal of Ceria Early Childhood Education School, who stated that "there are 5 children cared for by "papuq" from broken homes. 2 from Persil, namely Idayatul Hasni cared for by "papuq" Jumaiyah and M. Fikri Ramadhan cared for by "papuq" Sitah and 3 people from East Selojan, namely Rendi Abdulloh cared for by "papuq" Selemah, Andini Aulia Putri cared for by "papuq" Masiah and Zifana cared for by "papuq" Seniyah. Some of these children do not interact well with their friends, when asked to interact, the child has difficulty using the right vocabulary so that sometimes he only nods or shakes his head. In class when studying, the child is different from his other friends, he often daydreams and has difficulty writing and listening to what the teacher explains." Based on the results of the interviews and observations, the researcher is interested in conducting a more in-depth study on the language development of early childhood children who are raised by "papuq" from broken home families with the research title "Papuq" Parenting Patterns on the Language Development of 5-6 Year Old Children (Case Study in Karang Sidemen Village, North Batukliang District). The researcher will use a descriptive qualitative approach and the object of the research will be children raised by "papuq" from broken home families in Karang Sidemen Village, North Batukliang District.

RESEARCH METHODS

Denzin and Lincoln state that qualitative research uses a natural setting to interpret existing phenomena and is conducted using a variety of methods. Meanwhile, according to Erikson, qualitative research seeks to discover and narratively describe the activities undertaken and the impact of these actions on their lives. The research approach used by the researcher in this thesis is a qualitative research method that focuses on in-depth observation. The type of research used in this study is descriptive, aiming to objectively describe the facts in the field. The researcher will collect data on how "Papuq" parenting styles affect language development and the impact of "Papuq" parenting on early childhood language development. The researcher will interview informants and then describe the phenomena that occur or the data collected.

RESEARCH FINDING AND DISCUSSION

Language is a system of arbitrary sounds used by a group of people to collaborate, interact, and identify themselves. Language is a system for interaction that includes sound

units, meaning units, and grammatical units. Through language, children can express themselves, convey goals, thoughts, and feelings to others. Development is a lifelong process influenced by several factors, including biological, cognitive, and emotional factors. Language development is one aspect of a child's developmental stage that is essential for family attention and education. Indicators of language development in children aged 5-6 are divided into two categories: understanding language and expressing language. Indicators of understanding language include listening to what others say, understanding the sounds of animals or objects around them, answering questions appropriately, understanding multiple commands simultaneously, repeating more complex sentences, understanding the rules of a game, and appreciating reading material. Meanwhile, indicators for expressing language include answering more complex questions, recognizing groups of pictures that have the same sound, interacting verbally, having a vocabulary and recognizing symbols for reading, writing, and arithmetic readiness, constructing simple sentences in complete structures, having a wide range of words to express ideas to others, and telling parts of stories or fairy tales they have heard, demonstrating an understanding of concepts in storybooks.

Based on data presentation and findings in Karang Sidemen Village, North Batukliang District, researchers found several children struggling to express language. This is consistent with observations on November 23, 2023, which revealed that children cared for by "papuq" already understood language. However, some children were less proficient in language, such as being unable to construct sentences, tending to be quiet, responding inappropriately, and not understanding the rules of playing with their peers. The findings of the researcher of the bedengah method "papuq" Jumaiyah uses a permissive and democratic bedengah method but tends to apply a democratic bedengah method because she always pays attention in caring for, guiding her grandchildren and always gives advice with a soft voice so that her grandchildren become children who accept criticism, have high self-confidence and respect others. When Ida wants something she is always advised by "papuq" telling her to be patient and explaining that there is no money yet Ida always accepts criticism and advice given by "papuq" without getting angry and crying she is also an obedient child and never contradicts "papuq" orders. The bedengah method "papuq" has an impact on social and emotional behavior she becomes a child who is good at controlling emotions without getting angry and throwing tantrums but occasionally she expresses emotions by crying without saying impolite words. In the social environment Ida is very loved by her friends so she has many friends who often come to her house to invite Ida to play. The "papuq" style of speaking also influences children's language development. Although "papuq" rarely interacts with her grandchildren due to her busy work, Ida is quite a talkative child, quickly understanding what others are saying and responding quickly because she often tells stories and communicates with her uncle, aunt, and friends. She has a wide range of words to express her ideas and opinions, although sometimes she cannot answer more complex questions. At school, she quickly understands explanations and assignments given by teachers and completes them independently, but she is not yet familiar with all the concepts of the letters of the alphabet A-Z. In daily communication,

she is accustomed to using children's language and Sasak Jajar Karang Aok, Ape, because she follows the language habits used by family, friends, and people in her neighborhood.

Based on the results of observations, interviews, and findings, these are relevant to Reza Habulloh Rumberoa's opinion that Indonesia has a diverse culture, so differences in language can influence the language development of children living in a region, who will use the language used in their neighborhood. Girls have higher language development than boys, and most girls are able to speak well earlier. Children differ in their language development; some are fast, others slow. Some enjoy talking, while others prefer to listen. This difference arises from differences in developmental stage and environmental influences.

Based on the explanation above, it can be concluded that children can listen to what others say, but they are not yet able to answer complex questions and are not talkative. They do not have a large vocabulary to express their ideas. The language used by children to interact with others is Sasak, a language still used by children today.



Figure 1. Ida is writing

CONCLUSION

It can be concluded that: 1. Based on the results of research conducted by researchers examining the "papuq" parenting style on the language development of 5-6 year-old children in Karang Sidemen Village, North Batukliang District, families from broken homes apply different parenting styles to their grandchildren, including authoritarian, permissive, and democratic parenting. 2. The impact of "papuq" parenting on the language development of children aged 5-6 years is that some children are less able to construct sentences, tend to be quieter, respond inappropriately to questions, and do not yet understand the rules of playing with their friends. The language used by children in everyday interactions is "jajar karang" (feeding) language, such as "aok" (yes), "ape" (what). They often interact using "maum" (eat), "bobok" (sleep), and "wowok" (feeding)

language, and they are not yet familiar with all the concepts of the letters of the alphabet A-Z.

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