EFFECTIVE STRATEGIES FOR EARLY CHILDHOOD LANGUAGE SKILLS WITH VYTGOTSKY'S PROXIMAL DEVELOPMENTAL ZONE (ZPD) THEORY APPROACH IN RA MUBAROKAH

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Abstract

Strategy to improve language skills in early childhood by adopting the theoretical approach of the Zones of Proximal Development (ZPD) proposed by Vygotsky. This research in RA Mubarokah was conducted through a qualitative narrative method, which explored the experiences and perspectives of educators and parents in applying the principles of ZPD in children's learning environments. In this context, ZPD refers to the distance between a child's real ability to complete tasks independently and potential abilities that can be achieved through interaction and social support. Through in-depth observation and interviews, it was found that supportive and communicative interactions between educators and children played a very important role in stimulating language skills. The strategies implemented include the use of educational games, reading books together, and interactive dialogues that encourage children to express themselves. Educators create a safe and engaging learning environment, so that children feel motivated to actively participate. The results of the analysis showed that children who received guidance in this zone experienced significant improvements in vocabulary, sentence structure, and speaking skills. These findings underscore the importance of the role of adults as mediators who can help children go beyond their limits, and show that a personalized approach tailored to the child's individual needs accelerates the learning process. Thus, the implementation of ZPD theory by Vygotsky is not only relevant for the development of language skills, but also for strengthening children's social and emotional relationships in an educational context. This study suggests the need for continuous training for educators in understanding and applying the concept of ZPD to maximize the potential of early childhood in learning.

Keywords: *Effective Strategies; Early Childhood Language; Proximity Zone Approach (ZPD); Vytgotsky*

Abstrak

Strategi untuk meningkatkan keterampilan bahasa pada anak usia dini dengan mengadopsi pendekatan teori Zona Perkembangan Proksimal (ZPD) yang dikemukakan oleh Vygotsky. Penelitian ini di RA Mubarokah dilakukan melalui metode naratif kualitatif, yang menggali pengalaman dan perspektif para pendidik serta orang tua dalam menerapkan prinsip ZPD di lingkungan belajar anak. Dalam konteks ini, ZPD merujuk pada jarak antara kemampuan nyata anak dalam menyelesaikan tugas secara mandiri dengan kemampuan potensial yang dapat dicapai melalui interaksi dan dukungan sosial. Melalui pengamatan dan wawancara mendalam, ditemukan bahwa interaksi yang suportif dan komunikatif antara pendidik dan anak sangat berperan dalam menstimulasi

keterampilan bahasa. Strategi yang diimplementasikan mencakup penggunaan permainan edukatif, pembacaan buku bersama, serta dialog interaktif yang mendorong anak untuk berekspresi. Para pendidik menciptakan lingkungan belajar yang aman dan menarik, sehingga anak merasa termotivasi untuk berpartisipasi aktif. Hasil analisis menunjukkan bahwa anak yang mendapatkan bimbingan dalam zona ini mengalami peningkatan signifikan dalam kosa kata, struktur kalimat, dan kemampuan berbicara. Temuan ini menegaskan pentingnya peran orang dewasa sebagai mediator yang dapat membantu anak melampaui batas kemampuan mereka, serta menunjukkan bahwa pendekatan yang dipersonalisasi sesuai dengan kebutuhan individu anak mempercepat proses pembelajaran. Dengan demikian, implementasi teori ZPD oleh Vygotsky tidak hanya relevan untuk pengembangan keterampilan bahasa, tetapi juga untuk memperkuat hubungan sosial dan emosional anak dalam konteks pendidikan. Penelitian ini menyarankan perlunya pelatihan berkelanjutan bagi pendidik dalam memahami dan menerapkan konsep ZPD untuk memaksimalkan potensi anak usia dini dalam belajar.

Kata Kunci: *Strategi Efektif; Bahasa Anak Usia Dini; Pendekatan Zona Perkembangan Proksimal (ZPD); Vytgotsky*

INTRODUCTION

Improving early childhood language skills is very important, especially by adopting the theoretical approach of the Zones of Proximal Development (ZPD) proposed by Vygotsky (Hamdani, 2025). ZPD refers to the range between a child's actual ability to complete tasks without assistance and his or her potential ability that can be achieved through social support from an adult or peers (Saniya & Filasofa, 2025). In early childhood education, the application of ZPD principles becomes very relevant, considering that at this age, social interaction and communication are the main foundations in the development of language skills (Aziza, Wulansari, & Rahmawati, 2025). Effective strategies that can be applied include the use of directed play methods, in which children engage in educational activities that reinforce their spoken and written language (Hamida et al., 2025). Examples of these activities include reading together, where educators and children dialogue with each other about stories, as well as games that involve the use of new vocabulary in a fun context (Nuraini, 2025).

The importance of creating a supportive learning environment, where children feel comfortable expressing themselves and asking questions, also contributes to their language development. In this framework, the role of educators as mediators is crucial, as they not only provide direct guidance, but also observe and tailor their approach according to the unique needs of each child (Purwanti, Hasan, & Pratiwi,

2025). The results of the implementation of this strategy can be seen in the obvious improvement in children's language skills, such as vocabulary mastery, communication skills, and understanding more complex language structures (Wulandari, Suriansyah, & Sulistiyana, 2025). Thus, the research and application of this ZPD-based strategy not only focuses on the academic aspect, but also on strengthening children's social and emotional relationships, which in turn supports a holistic and comprehensive learning process (Supardi, Masdalis, Nahira, & Musdar, 2025). This introduction confirms that in order to achieve optimal results in the development of children's language skills, a ZPD-focused approach is a very strategic and necessary step (Nabila & Nafi'ah, 2025).

Improving children's language skills in school is one of the important aspects in the development of education, because language is the main tool to communicate and understand the world around them (Maharani et al., 2025). One effective strategy that can be applied is a social interaction-based approach, which is rooted in Vygotsky's theory of the Zones of Prolonged Development (ZPD) (Insani, 2025). In this context, educators act as facilitators who help children recognize the potential of their language through directed and supportive interactions (Imamah & Mulyaningsih, 2025). Educational play methods can be used as a means to present situations that encourage children to practice speaking, listening, and reading with confidence (Lutfansyah, 2025). Activities such as interactive reading, in which the teacher and child share roles in telling stories, allow children to reflect and discuss meanings, while enriching vocabulary and sentence structure (Ulfa et al., 2025). Additionally, collaboration in small groups can foster communication between peers, which creates a dynamic and enjoyable learning atmosphere (Jesika, Andayani, Sari, Afrianti, & Hadiati, 2025).

Create a safe and supportive environment, where children feel free to express their ideas, teachers contribute to the development of a positive attitude towards language and learning (Rahmawati, 2020). The use of media such as pictures, songs, and language games can also strengthen children's involvement, making learning more contextual and relevant (Parozak & Rosita, 2025). Periodic evaluations and constructive feedback from educators are also important to help children understand their progress and areas that need improvement (Alam, Mattalatta, Ansar, Kurniawaty, & Safrida, 2025). By implementing these strategies consistently, it is hoped that children's language skills will not only improve, but also have a positive impact on other academic achievements, as well as prepare them to interact

effectively in an increasingly complex society (Safrida, Iskandar, & Marisa, 2025). This holistic approach will provide a strong foundation for children's language development, making the school a place full of creativity and collaboration (Susanti & Lestari, 2025).

The Zones of Proximal Development (ZPD) approach introduced by Vygotsky offers in-depth insights into how the learning process occurs through social interaction, and this is an important foundation for teachers to design effective learning strategies (Amelia, 2025). In the context of education, ZPD refers to the distance between a child's actual ability to complete tasks independently and their potential ability when assisted by an adult or peers (Zuhra, Filasofa, & Mursid, 2025). By understanding this concept, teachers can apply a more focused and directed teaching method, where they act as facilitators who guide students through a variety of challenging but still achievable activities with the right support (Putri & Munajah, 2024). The implementation of ZPD can be done in various ways, such as conducting an initial assessment to identify the level of student ability, then designing learning materials and activities that suit the needs of individuals or groups (Rohman & Faliyandra, 2024). It includes the use of scaffolding techniques, in which teachers provide gradual support tailored to the learner's development, so that they are able to transition from relying on adults to independence (Haifaturrahmah, Malajusammar, & Sari, 2024).

Teachers can also create a collaborative learning environment by facilitating interaction between students, where they help each other and discuss to solve problems (Pandiangan, Anggeraini, Aulia, Khairunnisa, & Marsella, 2024). Through small group discussions or collaborative projects, students can learn from each other's experiences and perspectives, while developing invaluable social skills. Teachers need to actively observe and evaluate students' progress, providing constructive feedback that encourages them to reflect on their learning process. In this way, the ZPD approach not only improves academic ability, but also builds students' confidence and interest in learning, making the learning process more enjoyable and meaningful. With consistent and strategic implementation, this approach can transform the way children understand and master knowledge, and prepare them for future challenges.

METHODS

Qualitative narrative research in RA Mubarokah applied to explore effective strategies in improving early childhood language through the Vygotsky Proximity Development Zone (ZPD) approach focuses on tracing experiences, interactions, and social contexts that affect children's language development. In this study, researchers will collect data through in-depth interviews, observations, and analysis of documents related to the language learning process. Interviews will be conducted with educators, parents, as well as the children themselves to gain diverse perspectives on the use of the ZPD approach in everyday language activities. Observations at RA Mubarokah will include interactions in educational settings, such as during play, reading, or discussion, where researchers will record how social support and collaboration occur, as well as how children respond to input provided by adults or peers. In document analysis, researchers will review learning materials, lesson plans, and children's developmental records related to their language skills.

The data in RA Mubarokah collected will then be analyzed narratively to identify important themes, interaction patterns, and strategies used by educators in supporting children's language development. Emphasis will be placed on how the support provided contributes to the child's ability to use language more effectively and independently. The results of this study are expected to provide in-depth insights into best practices in language teaching that utilize ZPD, as well as applicable recommendations for educators in creating a learning environment that is rich, interactive, and responsive to early childhood language needs. Thus, this research not only serves as a theoretical reflection, but also as a practical guide for educators to improve teaching strategies and strengthen children's language skills in relevant contexts.

RESULT AND DISCUSSION

A concept that describes the distance between what a child can do independently and what they can achieve with the help of an adult or peers. In the context of education, the implementation of ZPD by teachers at RA Mubarokah is very important to support children's cognitive and social development. In schools, teachers can apply ZPD by identifying the ability level of each student through observation and assessment. Once they know the areas where students need support, teachers can provide appropriate guidance, such as gradually explaining new concepts, encouraging group discussions, and offering constructive feedback.

In addition, teachers can also facilitate collaborative activities in which students help each other, so that the role of peers in learning is increasing, in accordance with Vygotsky's idea of the importance of social interaction.

Teachers at RA Mubarokah should create a safe and supportive environment, where students feel comfortable sharing and asking questions. Through this approach, children not only learn from teachers, but also from their peers, enriching the learning experience. In addition, teachers can also take advantage of learning-enabled tools and technologies to expand the reach of ZPD, such as interactive learning apps that students can access outside of school hours. When teachers successfully apply the principles of ZPD in teaching, students will experience an increase in motivation and confidence, as they can feel significant progress in learning, both individually and in groups. Thus, the application of ZPD in the classroom is not just a pedagogical approach, but also a holistic strategy, building critical and social skills, which children need to succeed in the future.

Research on effective strategies to improve children's language skills in RA Mubarokah shows that an integrated and fun approach has a great influence on children's language development. One of the strategies implemented is through story-based learning, where teachers use interesting storybooks and involve children in the process of discussing the content of the story and the characters in it. This activity not only improves the child's vocabulary, but also his listening and speaking skills. In addition, role-playing that involves dialogue between children is also an effective method, allowing them to practice communicating in a real social context. At RA Mubarokah, a supportive learning environment is strongly emphasized, where teachers create a bold and positive atmosphere so that children feel comfortable expressing themselves. The use of songs and poetry is also used as a means to introduce the rhythm and intonation of language, which strengthens their memory of new words. Through small group discussions, children are given the opportunity to share personal opinions and experiences, which helps build speaking and critical thinking skills.

Collaboration with parents in supporting language activities at home is also encouraged, so that learning continues outside of the school environment. Through the implementation of these strategies, RA Mubarokah has succeeded in creating a dynamic and interactive learning atmosphere, which supports the overall improvement of children's language skills, preparing them for effective communication in the future. The evaluation data showed significant progress in

the level of fluency and confidence of children in language, which is an indicator of the success of the teaching program at the institution. Thus, the strategies implemented not only improve language skills, but also build a strong social and emotional foundation for children.

Children's language skills in school are a complex challenge, but they can be overcome through a variety of effective strategies (Lestari & Prima, 2024). One approach that teachers can apply is to integrate context-based learning with the use of relevant and interesting materials for students (Mutakim et al., 2025). By relating language lessons to everyday experiences or themes that are close to their lives, children will find it easier to understand and apply language in real-life situations (Damanik, Malau, Sinaga, Siburian, & Simanjutak, 2025). In addition, the application of cooperative learning methods, in which students work in groups, can encourage more active verbal interaction, strengthening speaking and listening skills (Walid & Susilawati, 2025). Teachers should also take advantage of educational technology, such as language learning applications, interactive videos, and online platforms, to make the learning process more engaging and interactive (Sunanih et al., 2025). In this case, formative assessments are essential, where teachers provide regular feedback to empower students in responding and improving their language skills (Yektiningsih, Jaya, & Khosasih, 2025).

An inclusive and supportive classroom environment, where every student feels safe to communicate without fear of being wrong, will also increase their confidence and motivation in learning the language (Salma & Najibah, 2025). Teachers must play an active role in providing emotional and academic support, as well as holding activities that involve reading, writing, listening, and speaking in a balanced manner (Ruliandari, Safitri, & Putri, 2025). By implementing these strategies consistently and adaptively, it is hoped that children's language skills will improve significantly, equipping them not only for academic success but also for life outside of school (Ulfadhilah & Nurkhafifah, 2024).

Effective language stimulation during classroom learning is key to developing their communication and literacy skills. One way teachers can apply this is to create a language-rich learning environment, where different forms of communication including oral, written, and visual are introduced consistently (Jadidah, Mukhlis, Hidayah, & Fadilah, 2025). Teachers can start the session by reading interesting stories that can not only stimulate children's imagination, but also introduce new vocabulary and sentence structure (Hapsari, Maulia, Herniyanti,

& Cinantya, 2025). After that, teachers can invite students to discuss the story, encourage them to share their opinions and give verbal responses. This technique not only trains their speaking skills, but also improves their listening and comprehension skills in information (Hatami, Herawati, & Sudarti, 2024). In addition, the use of visual media such as images, graphics, and videos can help children connect words with meaning, making learning more concrete and easy to understand. Interactive activities, such as language games and dramas, are also very effective in stimulating student activity (Siagian, Sutrisnaniati, Mulyati, Setiyono, & Warman, 2023).

Students' involvement in role-playing or collaborating on group projects can improve social skills and language skills simultaneously. Not to mention, writing activities in the classroom, from writing a daily journal to making posters or presentations, can provide an opportunity for students to actively practice composing sentences (Ulfadhilah, 2023). Through this approach, teachers act as facilitators who not only teach the language in theory, but also provide useful practical experience. A dynamic and creative approach to children's language stimulation will help create high motivation to learn and make the learning process more enjoyable. Thus, children's language skills not only improve in the classroom, but also equip them to communicate confidently in various situations in daily life.

CONCLUSION

In RA Mubarokah, the application of effective strategies in the development of language skills in early childhood is greatly influenced by the theoretical approach of the Proximal Development Zone (ZPD) proposed by Vygotsky. This theory emphasizes that children learn best when they are in an environment that supports social interaction, where they can receive guidance from educators or peers. In its implementation, RA Mubarokah implements various learning methods that involve collaborative activities, such as role-playing and group discussions, allowing children to explore language in real contexts. The use of interactive media is also an important part of this strategy, providing the stimulation necessary to provoke interest and improve children's vocabulary. Educators act as facilitators who identify children's language proficiency levels and provide appropriate challenges to encourage them to develop to a higher level of skill.

Interactive reading and storytelling activities create a fun learning atmosphere, allowing children to actively participate and express themselves. In

addition, parental involvement in the learning process at home is a major supporting factor, reinforcing the language skills that have been built in schools. With Vygotsky's approach that focuses on social interaction and guidance support, RA Mubarokah has succeeded in creating an environment conducive to children's language development. This not only improves children's language skills, but also builds their confidence in communicating, which is crucial for future social and academic development. Overall, the application of strategies based on ZPD theory at RA Mubarokah proves its effectiveness in facilitating the growth of early childhood language skills.

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