

BASIC COMPONENTS IN CREATING EFFECTIVE COMMUNICATION IN EARLY CHILDHOOD

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Abstract

The ability to communicate effectively is a crucial skill that should be developed from an early age, as it significantly influences a child's social, emotional, cognitive, and language development. However, in practice, many parents and teachers face challenges in communicating with young children. These difficulties often arise because the messages conveyed are not understood as intended by the child. This study aims to identify the key elements of effective communication that can be applied in interactions with early childhood. The method used is qualitative research with a literature review approach, where data is gathered from various sources such as books, journals, and previous studies. The findings reveal that there are five essential components of communication that must be considered to create effective communication: (1) the communicator or sender of the message, (2) the message itself, (3) the channel or medium used to convey the message, (4) the communicant or message receiver, and (5) feedback. These five elements are interconnected and play a vital role in the success of communication between adults and young children. Understanding these components can help teachers and parents create a communication environment that supports the holistic development of the child. Therefore, the application of these five basic components of effective communication should continue to be developed and integrated into the early childhood education process on an ongoing basis.

Keywords: Communication Components, Early Childhood.

Abstrak

Komunikasi Kemampuan berkomunikasi secara efektif merupakan keterampilan penting yang perlu diasah sejak dini karena sangat berpengaruh terhadap perkembangan sosial, emosional, kognitif, dan bahasa anak. Namun, dalam praktiknya, banyak orang tua dan guru mengalami tantangan dalam menjalin komunikasi dengan anak usia dini. Kesulitan ini sering kali muncul karena pesan yang disampaikan tidak dipahami sebagaimana dimaksud oleh anak. Penelitian ini bertujuan untuk mengidentifikasi unsur-unsur utama komunikasi efektif yang dapat diterapkan dalam interaksi dengan anak usia dini. Metode yang digunakan adalah penelitian kualitatif dengan pendekatan studi literatur, di mana data diperoleh dari berbagai sumber seperti buku, jurnal, dan penelitian sebelumnya. Hasil penelitian menunjukkan bahwa terdapat lima komponen dasar komunikasi yang penting untuk diperhatikan dalam menciptakan komunikasi yang efektif, yaitu: (1) komunikator atau pengirim pesan, (2) pesan yang disampaikan, (3) saluran atau media penyampaian pesan, (4) komunikan atau penerima pesan, dan (5) umpan balik. Kelima elemen tersebut saling terhubung dan memainkan peran penting dalam keberhasilan komunikasi antara orang dewasa dan anak usia dini. Memahami kelima komponen ini dapat membantu guru dan orang tua menciptakan lingkungan komunikasi yang mendukung perkembangan anak secara menyeluruh. Oleh karena itu, penerapan lima komponen dasar komunikasi efektif perlu terus dikembangkan dan dijadikan bagian dari proses pendidikan anak usia dini secara berkelanjutan.

Kata kunci: Komponen Komunikasi, Anak Usia Dini.

INTRODUCTION

Childhood, or early childhood, is a crucial period for future life. Everything a child experiences and acquires during this period will form the foundation for their future development. Early childhood often relies on various forms of communication, both verbal and nonverbal. Research conducted by Inten (2017) states that communication skills are a crucial aspect of a child's life. With good communication skills, children can express their thoughts to others. Body language, facial expressions, and tone of voice are some of the ways in which communication occurs. Understanding the various components of communication can help teachers and parents build an environment that supports the effective development of communication skills in early childhood.

Effective communication is a key skill that must be developed from an early age. As children grow, they begin to interact with their environment and the people around them. Good communication skills not only support them in building social relationships but also play a crucial role in their cognitive, emotional, and social development. Therefore, paying attention to the basic components of effective communication is crucial in early childhood education. Beyond these basic components, various teaching methods and techniques can be applied to enhance effective communication in early childhood. Play, for example, is highly effective in encouraging children to interact and communicate. Through play, children can learn to express themselves and understand others in a fun way.

One of the basic components of effective communication is the ability to listen. This skill is crucial because good listening allows children to understand the information conveyed by others. By listening, children also learn to respect the opinions and feelings of others, which is an essential part of social interaction. In addition to listening skills, appropriate language use is also crucial. Children need to be taught appropriate vocabulary and how to use it in the right context. Educators and parents must set good examples in language use so that children can imitate and learn.

In the educational context, the role of educators is crucial for children's communication skills. Educators must be able to create a conducive atmosphere for communication and provide constructive feedback. This way, children will feel comfortable communicating and participating in learning activities. Furthermore, educators can also provide instruction on technology. In today's era, technology has become a vital aspect of life. Technology can also be a useful tool in children's communication development. The use of educational applications

and interactive media can help children learn to communicate in an engaging way. However, technology use must be supervised to prevent it from interfering with direct social interactions.

By considering all these basic components of effective communication, it is hoped that children can develop the skills necessary to interact effectively in their social environments. Further research on best methods and practices for teaching effective communication to young children would be beneficial. Therefore, researchers are interested in reviewing the basic components of effective communication in early childhood

METHOD

This research uses a qualitative approach. According to Moleong (2010:14) in Kusumastuti & Khoiro (2019), the theoretical basis of qualitative research is rooted in phenomenology. Therefore, phenomenology serves as the primary theoretical foundation for this research, while other theories such as symbolic interaction, culture, and ethnomethodology serve as additional theoretical support.

The method used in this research is library research. This method involves analyzing various theories from the literature that discuss the basic components of effective communication in early childhood. The references used are sourced from data collected through library research, analyzing theories from books, journals, and various other literature related to the theme of effective communication in early childhood.

RESULT AND DISCUSSION

Early Childhood

According to NAEYC (National Association for the Education of Young Children) as quoted in Amini & Aisyah (2014), early childhood is an individual aged between 0 and 8 years, who is included in various educational programs such as childcare centers, family child care homes, public and private preschools, kindergartens (TK), and elementary schools (SD). Meanwhile, based on research by Maryani, Khosiah, & Amaliah (2022), the National Education System Law No. 20 of 2003 defines early childhood as an individual aged 0 to 6 years. This age range is often referred to as the golden age because during this period children experience very rapid growth and development. Each child develops in a unique way and has a different rate of development. Child growth and development include six aspects, namely religious and moral values, physical motor skills, cognitive, language, social emotional, and art.

According to Khaironi & Ramadhani (2017), children are born into the world with all their God-given potential (intelligence). However, this potential is not optimally developed in

children and appears to be optimal when not stimulated at a young age. Childhood is the golden age and occurs only during a crucial period in a child's development. Research shows that children have 100 billion brain cells from birth, and these cells need to be stimulated and utilized for their development.

In research conducted by Sulaiman, Ardianti, & Selviana (2019), it was stated that early childhood development encompasses several aspects. The first aspect is moral and religious development, where children aged 5–6 years demonstrate indicators such as recognizing their religion, imitating prayer movements in the correct sequence, and being able to say and respond to greetings. The second aspect is physical motor development, which consists of three parts: gross motor skills, fine motor skills, and health and safety behaviors. Third, cognitive development has three parts: learning and problem-solving, logical thinking, and symbolic thinking. Fourth, language development has two components: understanding language and expressing language. Fifth, social-emotional development is divided into three areas: self-awareness and a sense of responsibility for oneself and others.

As children grow and develop, they begin to demonstrate their ability to produce sounds and develop speaking skills. They also begin to observe and imitate various forms of communication around them. According to Saribu & Hidayah in a study by Nduru, Combi, Zai, & Kawatu (2024), children have communication potential from birth, which continues to develop rapidly as they grow. Through communication, children can interact with others, making it important to optimize communication skills in early childhood. Communication serves as a means to meet social needs, express themselves, and build and maintain social relationships. From this explanation, it can be concluded that early childhood, namely children aged 0–6 years, is in a golden age because their growth and development are very rapid. Each child has a different developmental rate, so each child has unique characteristics.

Pengertian Komunikasi Efektif

Etymologically, the word communication comes from Latin, namely "cum" meaning with or together with, and "units" meaning one. Meanwhile, etymologically, the word communication comes from the Latin words "communis, comunico, and communication," which have the same meaning or make the same (Effendy in Kadri, 2022). According to Ivana & Kurniawati (2023), communication is an activity that can create a common understanding between the communicator and the communicant.

In simple terms, the term "effective" means effective or on-target. Therefore, effective communication can be defined as the process of conveying a message that successfully achieves its objectives and provides benefits. The message is clearly conveyed by the communicator to the recipient, and the recipient responds according to the communicator's expectations (Baharuddin, 2022). According to Zahra & Yuliana (2023), effective communication occurs when the communicator uses the appropriate media to successfully convey and effectively receive the message. Communication is considered effective when there is a two-way exchange of information between the communicator and recipient, where the information conveyed receives a response that meets the expectations of both parties.

Furthermore, Asmaunizar (2023) argues that effective communication is communication that results in a change in attitude in others, which is evident during the communication process. From the explanation above, it can be concluded that effective communication is the process of conveying information from the communicator to the recipient using the appropriate channel, which then results in a response or change in attitude that aligns with the communicator's desired goals.

Effective Communication for Early Childhood

According to Kurnia (2019) in Sarnoto (2022), effective communication is a type of communication that can produce attitude change in the interlocutor, which is visible during the interaction process. The main goal of effective communication is to facilitate understanding of the message between the sender and recipient of information, by using clear, complete, and easy-to-understand language. Furthermore, effective communication aims to create a balance between information delivery and feedback to prevent monotony. Effective communication also trains the use of nonverbal language effectively.

In research conducted by Faisal (2019), effective communication can be achieved if someone has good language skills, uses language that is easy to understand, and has the ability and willingness to listen to children's expressions. Furthermore, it is important to understand children's feelings, attitudes, and behaviors, and to be a role model for them. By implementing these principles, children will feel comfortable, valued, cared for, protected, and able to develop optimally according to their potential. To achieve effective communication with young children, it is important for adults to understand how the child's brain works. With this understanding, adults can understand how children think, learn, and process information before communicating (Musrifah, 2021).

Effective communication between early childhood and educators or parents is crucial for various aspects of child development. Effective communication can enrich a child's

vocabulary, improve their speaking and language comprehension skills. Furthermore, effective communication also supports a child's cognitive development through discussion and problem-solving. Through these activities, children learn to think critically and logically. Effective communication also plays a vital role in a child's emotional and social development. Through effective communication, children feel more valued and heard, which can boost their self-confidence. (Pakpahan, Jumra, & Ginting, 2024).

Basic Components of Effective Communication in Early Childhood Education

The basic components of communication are the elements necessary for the communication process to run smoothly and effectively. According to Natalina (2019), there are five basic components of effective communication, namely:

1. Sender

According to Akib & Perkasa (2022), the information source, also known as the sender, communicator, speaker, or encoder, is the party that initiates the communication process with the goal of conveying information to others. Before being received by the other party, information must undergo an encoding process, which transforms it into a series of symbols that can be interpreted or understood by the recipient.

2. Message

A message is information conveyed by a source to a recipient in the communication process (Herlina et al., 2006). A message is a combination of verbal and nonverbal symbols that reflect the ideas, attitudes, and values of the communicator. A message is a combination of verbal and nonverbal symbols that reflect the ideas, attitudes, and values of the communicator. A message consists of three main components, namely (1) Meaning, namely the content and purpose to be conveyed, (2) symbols, namely the elements used to convey the meaning, and (3) structure, namely the composition of the message itself. In addition, (Suryanto, 2015 in Akib & Perkasa, 2022) describes several types of messages, namely:

- a. Informative, namely the delivery of information or statements that enable the communicator to draw their own conclusions. An example of an informative message for early childhood is "Fish are animals that live in water. They can swim and have many beautiful colors!".
- b. Persuasive, which is an attempt to persuade through certain attitudes or forms with the aim of building awareness or understanding so that someone wants to change of their own accord. An example of a persuasive message for early childhood is "Come

on, let's keep things clean together! If we throw trash in the right place, our environment will be cleaner and more beautiful."

- c. Coercive, which is the delivery of a message using sanctions as pressure, which aims to create psychological pressure on the recipient. An example of a coercive message for young children is "If we don't finish our homework, we can't play outside. So, let's finish this task first!".

3. Channels

Communicators use various means of communication, both verbal and nonverbal. In general, communication occurs through two main channels: audio and visual. Furthermore, media can also refer to the method of delivering a message, whether directly face-to-face or through mass media. The choice of communication media by the communicator is adjusted to the situation, purpose, audience size, and characteristics of the message recipient (Akib & Perkasa, 2022). Meanwhile, according to Herlina et al., (2006), a channel is the means used to convey a communication message. This channel can be electronic media, such as social media, or print media. A communication channel is the path through which a message moves from the sender to the recipient.

4. Receiver

The recipient is the party receiving a message from another party. The recipient can be one or more individuals, and can be a group, organization, or country. According to Dirgantari, Ansar, Rustandi, & Lestaluhu (2024), the process of receiving a message involves several stages, as follows:

a. Listening/Reading

The listening/reading stage allows individuals/children to understand the message conveyed by the communicator. To convey messages to children, teachers can use media such as educational games (APE), storybooks, posters, videos, and so on. An example of this listening/reading stage is when young children listen to a story from their parents.

b. Understanding

At this stage, the recipient attempts to comprehend the information received. During this process, the child will interpret the information they receive based on their knowledge and experience.

c. Response

The stage where the recipient responds to the message received. To encourage children to respond to the messages they receive, parents can use a persuasive

approach. This approach allows children to respond according to their desires and interests.

d. Feedback

Feedback is the recipient's response to the sender's message. Through feedback, the sender can determine whether the message was understood as intended (M, Umailiha, & Ramawati, 2024). In dynamic communication, the sender and receiver can continuously exchange roles (Sari, 2016). According to Sugiyanti (2021), feedback is divided into two types:

a. Internal feedback

This feedback originates from within the communicator. An example of internal feedback in the context of young children is a child listening to their parent give instructions, then suddenly remembering that they forgot to put away their toys. The child then corrects themselves by saying, "Oh, I forgot! I have to put away my toys first," before continuing the communication.

b. External feedback

This feedback is provided by the other person throughout the communication process. An example of external feedback is a child telling a story about an activity at school, and a parent or teacher responds with something like, "Wow, that's cool! Can you tell me more?" This feedback supports the child's story and encourages them to continue speaking. External feedback can also take the form of body movements such as smiling, nodding, shaking the head, clapping, patting the shoulder, slapping the cheek, and so on.

With the basic components of communication, the communication process can run more effectively, clarify understanding, reduce confusion, and improve the quality of relationships between individuals and social interactions as a whole.

CONCLUSION

Effective communication plays a crucial role in supporting early childhood development, including cognitive, social, emotional, and linguistic development. Research shows that five key components are essential for successful communication: the communicator, the message, the channel, the recipient, and feedback. These components are interrelated and form a unified whole that determines the success of interactions between children and adults. By understanding and implementing these components, teachers and parents can foster more effective communication with children. The impact of effective communication is not only evident in children's ability to convey and receive information, but also in the development of

character, self-confidence, and social skills, which are essential for their future. Therefore, communication with early childhood must be consciously and precisely designed to ensure that the message is received and understood appropriately for the child's developmental level.

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