



PARENTAL PARENTING STRATEGIES IN PREVENTING THE DEVELOPMENT OF CORRUPTING LANGUAGE IN EARLY CHILDHOOD

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ABSTRAK

Penelitian ini bertujuan untuk menganalisis fenomena akuisisi bahasa kasar pada anak usia dini serta mengidentifikasi strategi pengasuhan yang diterapkan orang tua dalam mencegah dan menangani perilaku berbahasa kasar di Grumbul Kedung Raya, Desa Dawuhan Kulon, Kecamatan Kedung Banteng, Kabupaten Banyumas. Penelitian menggunakan pendekatan kualitatif dengan desain studi kasus yang melibatkan lima keluarga sebagai subjek penelitian, yang dipilih melalui purposive sampling. Pengumpulan data dilakukan melalui observasi partisipatif, wawancara mendalam, dan studi dokumentasi selama bulan Oktober hingga Desember 2025. Analisis data menggunakan teknik analisis tematik pada reduksi data, penyajian data, dan penarikan kesimpulan, serta , metode, dan teori. Hasil penelitian menunjukkan bahwa bahasa kasar yang paling dominan digunakan anak adalah kata 'goblok', 'anjing', dan 'anjay', yang diperoleh melalui mekanisme imitasi dari teman sebaya, orang dewasa di sekitar lingkungan, serta konten media digital. Bahasa kasar cenderung muncul pada situasi konflik saat bermain, kondisi emosi negatif, dan minimnya pengawasan orang tua. Merespons fenomena ini, orang tua menerapkan empat strategi utama, yaitu: (1) keteladanan bahasa positif, (2) pendekatan religius dan moral, (3) disiplin positif tanpa hukuman fisik, dan (4) pembiasaan perilaku berbahasa santun secara konsisten. Temuan penelitian menegaskan bahwa keberhasilan penanganan bahasa kasar tidak bertumpu pada satu strategi tunggal, melainkan pada penerapan kombinasi strategi secara konsisten dan berkelanjutan dalam lingkungan keluarga.

ABSTRACT

This study aims to analyze the phenomenon of foul language acquisition in early childhood and identify parenting strategies implemented by parents in preventing and handling foul language behavior in Grumbul Kedung Raya, Dawuhan Kulon Village, Kedung Banteng District, Banyumas Regency. The study used a qualitative approach with a case study design involving five families as research subjects, selected through purposive sampling. Data collection was conducted through participatory observation, in-depth interviews, and documentation studies from October to December 2025. Data analysis used thematic analysis techniques that include data reduction, data presentation, and conclusion drawing, and was strengthened by triangulation of sources, methods, and theories. The results showed that the most dominant foul language used by children were the words 'stupid', 'dog', and 'anjay', which were acquired through imitation mechanisms from peers, adults in the surrounding environment, and digital media content. Foul language tends to appear in conflict situations during play, negative emotional conditions, and minimal parental supervision. In responding to this phenomenon, parents apply four main strategies, namely: (1) positive language modeling, (2) religious and moral approaches, (3) positive discipline without physical punishment, and (4) consistent habituation of polite language behavior. Research findings confirm that the success of handling bad language does not rely on a single strategy, but rather on the consistent and continuous application of a combination of strategies in the family environment.

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1. INTRODUCTION

Language is a crucial part of human life as a means of conveying meaning or messages to others. Linguistically, language is defined as the sounds produced by the human vocal tract and used in communication to convey information or convey specific intentions. Good communication is inseparable from the role of language used, whether written or spoken (Afifah & Kuswanto, 2020). The relationship between language and society is very close, because language development is highly dependent on society; conversely, society will not develop

without language. Thus, language occupies a very central position in human social life, including in the process of child development from an early age (Harahap & Daulay, 2023) .

Language development in early childhood can occur rapidly if the child has the ability supported by a positive environment. Language skills are the result of a combination of all child development systems, as language skills are sensitive to delays or damage to other systems (Pondok et al., 2018) . Language skills involve motor, psychological, emotional, and social skills. Like motor development, early childhood language development also occurs gradually according to age. Children receive language instruction from zero to six years of age and acquire hundreds of millions of vocabulary words that are used daily as symbols of communication with their interlocutors. Therefore, the early childhood phase is a very crucial period in the development of children's language skills as a whole (Budi Utomo, 2020) .

The environment plays a crucial role in a child's language development. Children learn language by listening to and imitating their surroundings. Parents play a crucial role in helping children complete their developmental tasks, including developing language skills. Every parental speech act within the family and social environment influences a child's language development. Social environments that directly influence a person include family, peers, school, and the community, while those that indirectly influence them include information or electronic media such as radio, television, newspapers, and so on. Therefore, the quality of a child's environment from an early age will significantly determine the direction and quality of their language development (Adhimah, 2020).

The process of language acquisition in children is a complex one, in which children develop language skills through social interactions with their environment. At an early age, children begin to absorb various types of language from parents, family, friends, and the surrounding environment (Montessori, 1915) . This process includes not only the ability to understand and speak, but also how children adopt language that is in accordance with the social norms and values prevailing in society. One interesting phenomenon in language acquisition in early childhood is the use of bad language. Bad language refers to the use of words or expressions that do not conform to the norms of social politeness prevailing in society. In research conducted by Prasetyo, bad language is defined as a form of communication that does not comply with the social norms prevailing in a society. The acquisition of bad language in children can occur through two main mechanisms: imitation and reinforcement; children often imitate bad language they hear from adults and peers. (Randolph et al., 2023) .

The use of foul language in early childhood can have a significant negative impact on a child's social and emotional development (Zamzami et al., 2021) . Foul language is often associated with aggressive behavior, frustration, or uncontrolled emotional expression. Children who habitually use foul language tend to have difficulty building healthy social relationships and can trigger bullying, which negatively impacts psychological development or mental health, emotional disorders, and social well-being of the victim. This situation is certainly not in line with the goals of early childhood education, which emphasize character building, politeness, and polite communication skills. Therefore, an active role is needed for parents to guide, supervise, and provide examples of good language use to children from an early age, because every parent wants their children to grow up to be intelligent, well-adjusted, and a source of pride for the family (Dina Armita, 2023) .

Based on observations made by researchers in the Grumbul Kedung Raya area, Dawuhan Kulon Village, several concerning conditions were found, including: (1) more and more children often use bad language and this is done intentionally; (2) only a few community members dare to reprimand children when they speak badly; and (3) there are parents who are accustomed to saying bad words to children without giving advice, so that children feel free to communicate and easily imitate these bad words.¹¹ In rural areas such as Grumbul Kedung Raya, previous research has focused on elementary school-aged children or on aspects of impact and general factors, but less in-depth in the local rural context and at the PAUD age. Therefore, researchers are interested in conducting research with the title "Parental Strategies in Handling Acquisition of Bad Language in Early Childhood in Grumbul Kedung Raya, Dawuhan Kulon Village" in order to delve deeper into the process of acquiring bad language in early childhood and the handling that can be done by parents and the environment.

2. METHODOLOGY

This research uses a qualitative approach with a case study type that aims to understand in depth the phenomenon of coarse language acquisition in early childhood in Grumbul Kedung Raya, Dawuhan Kulon Village, Kedung Banteng District, Banyumas Regency. The choice of a qualitative approach is based on a research orientation that does not focus on measuring frequency or quantifying data, but rather on the meaning, process, and social context as experienced and practiced by the research subjects. As stated by Moleong (Moleong, 2020) , qualitative methods are research procedures that produce descriptive data in the form of written or spoken words from people or observable behavior. The analytical framework of this research is based on the theory of

behaviorism, which views language as behavior formed through a process of stimulus, imitation, repetition, and reinforcement from the surrounding environment. The research subjects were parents and children aged four to seven years who lived in Grumbul Kedung Raya, as a group that was in the sensitive phase of language acquisition and was selected using purposive sampling technique, namely taking samples of data sources with certain considerations according to the focus of the research problem (Sugiyono, 2013) .

Data collection in this study was conducted through three main techniques: participant observation, in-depth interviews, and documentation studies. As stated by Sugiyono (2019), in qualitative research, data collection is conducted in natural settings, where the most commonly used techniques are participant observation, in-depth interviews, and documentation. Observations were carried out directly in the home environment and children's play areas for three months, from October to December 2025, to obtain a clear picture of the patterns of acquisition and use of abusive language in children's daily social interactions. Interviews were conducted with five families selected purposively in the Grumbul Kedung Raya area, including parents as the primary parties implementing various language guidance strategies within the family environment. Data sources were determined gradually according to information needs; as explained by Muhammad, sample determination in qualitative research is carried out when researchers begin entering the field and continues throughout the research process, by selecting individuals deemed capable of providing complete data.

The data analysis technique used is qualitative thematic analysis, which includes three stages, namely data reduction, data presentation, and conclusion drawing. Data reduction is carried out by systematically organizing all collected data and selecting information relevant to the research focus, so that the analysis can be directed precisely to the problems to be revealed. Data presentation serves to describe patterns, themes, or relationships that emerge from the collected data in an organized and easy-to-understand form (Miles, M. B & Huberman, 1992) . To ensure the validity of the data, this study applies a triangulation technique that includes three dimensions, namely source triangulation—by collecting data from various informants such as parents, children, and teachers. Using method triangulation through a combination of observation, interviews, and document analysis as well as theory triangulation by comparing research findings with various theories of language acquisition and child development. The use of this layered triangulation aims to minimize the potential for bias and increase the validity and reliability of the research findings as a whole (Lexy J. Moleong, 2018).

3. RESULTS AND DISCUSSION

3.1. Description of Five Families in Grumbul Kedung Raya

This research was conducted in Grumbul Kedung Raya, Dawuhan Kulon Village, Kedung Banteng District, Banyumas Regency, Central Java. This area is a rural area with a social condition that still upholds the value of togetherness and quite intense social interaction, both between residents and between children in the surrounding environment (*Dawuhan Kulon, Kedungbanteng, Banyumas - Indonesian Wikipedia, Free Encyclopedia* , nd) . Most of the Grumbul Kedung Raya community works as farmers, laborers, and other informal sector workers. In everyday life, social interactions take place openly and naturally, including in the use of language when communicating. Early childhood in this area tends to interact a lot with peers in the home environment and playgrounds without intensive supervision from adults. This open social environment has a major influence on early childhood language acquisition, where children acquire language through the process of imitating and familiarizing themselves with the language they often hear from parents, family members, and the surrounding community.

Based on the results of initial observations, the researcher involved five families selected through purposive sampling, taking into account the presence of young children who exhibited the use of foul language in daily interactions, both within the family and community. The use of foul language by young children in Grumbul Kedung Raya has become a fairly common phenomenon, where the foul language appears in the form of teasing words, mild curses, and expressions that are inappropriate for children their age. The five families have diverse characteristics, both in terms of family structure, communication patterns used, socioeconomic backgrounds, and parenting strategies applied in responding to children's foul language behavior. This diversity of characteristics is a unique strength in qualitative case study research, as stated by Rohmat (Rohmat, 2010) that the selection of representative and varied cases can produce richer and more comprehensive findings.

A detailed profile of the five families that served as the research subjects can be seen in Table 1 below. The data presented includes the children's identities, parental backgrounds, ages, language variations used in family communication, the occurrence of abusive language, and parental responses to their children's abusive language behavior. This tabular presentation of the data is intended to provide a systematic and comparative overview of the conditions of each family as a context for further analysis.

Table 1. Profile of Five Research Subject Families in Grumbul Kedung Raya

Child's Name	Parent	Age	Language Variety	The Phenomenon of Foul Language	Parents' Response
Fathurohman	Mr. Warso & Mrs. Siti	6.5 years	Ngoko	Imitating harsh words from social media and peers while playing	Spontaneous reprimand; not yet implementing consistent language development strategies
Arsya	Mr. Warisun & Mrs. Sri	4 years	Ngoko	Imitating rude expressions from adults who often gather at home; not yet understanding the meaning	Advising children; not consistently providing examples of polite language
Muh. Faris	Mr. Leonard	6.5 years	Formal/closed language	Experiencing harsh language from peers at school; the influence of the play environment is quite strong	Advise and give examples of good language; Peer influence is still dominant
Muh. Rafa	Mr. Faozan & Mrs. Sari	7 years	Ngoko	Foul language appears when angry or losing a game as a spontaneous expression of emotion.	Beginning to realize the importance of coaching; replacing harsh words with more polite language choices
Revan	Mr. Fuad & Mrs. Ida	5 years	Ngoko	Using mild swearing while playing; coarse language sourced from digital media	Tend to let it go on the grounds of still being young; language development is not yet optimal

Based on the data in Table 1, there are varying patterns in terms of the sources of acquisition of foul language and parental responses to this phenomenon. In the first (Fathurohman) and fifth (Revan) families, social media and digital content were the main sources of foul language, in addition to interactions with peers. Meanwhile, in the second (Arsya) family, the home environment, which is often used as a gathering place for adults, provided direct stimulation of foul language to the child. In the third (Muhammad Faris) family, peer influence at school was a dominant factor that was difficult to control given the limited time for parental supervision due to work demands. In the fourth (Muhammad Rafa) family, foul language tended to emerge as an emotional response when the child experienced defeat or frustration in play activities. In general, all five families demonstrated that parents had an initial awareness of the need to address foul language in children, but the consistency and effectiveness of the

strategies implemented varied widely. This condition is in line with Haoxing's findings that state that the role of parents as first language models for children has a significant influence on the development of early childhood language behavior (Haoxing & System, n.d.).

3.2. The Phenomenon of Acquisition of Rude Language in Early Childhood in Grumbul Kedung Raya

The phenomenon of abusive language acquisition among young children in Grumbul Kedung Raya, Dawuhan Kulon Village, is one of the main findings of this study. Based on the results of participant observation and in-depth interviews conducted by the researchers, it was found that the use of abusive language by young children in the area occurs unintentionally through a process of imitation that occurs in everyday social interactions. Children absorb words they frequently hear from their surroundings, whether from peers, family members, adults in the neighborhood, or from digital media—then reuse them without understanding the meaning or social impact of those words. This condition is in line with Vygotsky's view that language acquisition in children does not occur in isolation, but rather through intensive social interactions with their immediate environment. In Grumbul Kedung Raya, the open social environment and interactions between residents that occur without clear boundaries provide children with exposure to a wide variety of languages, including varieties of language that do not conform to prevailing norms of politeness. In Skinner's behaviorist perspective, children's language behavior is shaped through a stimulus-response-reinforcement mechanism: the harsh language a child hears is the stimulus, its reuse is the response, and the laughter or attention from peers received afterward is the reinforcement that strengthens and perpetuates the behavior. Understanding this theoretical framework is the basis for analyzing the phenomenon of harsh language found in the field (Skinner & Smith, 2000).

3.2. 1. Time and Situation of the Emergence of Foul Language

Based on field observations, foul language among early childhood children in Grumbul Kedung Raya does not appear randomly, but rather tends to occur at certain times and in certain situations that are closely related to the child's social activities and emotional state. The first and most dominant situation is when children play with peers. Play activities in the yard or surrounding environment are the main space for children to interact and express themselves freely, often without direct supervision from adults. During this play process, children often face minor conflicts such as fighting over toys, losing a game, not getting a turn, being teased by friends, or feeling treated unfairly, which trigger spontaneous emotional reactions. When children are not yet able to manage their emotions appropriately, foul language becomes the easiest and quickest form of expression to utter. This was observed by researchers in the case of a child named Arsyia (4 years old), who said the word "stupid" when he lost a game of running around, and repeated the same word when he failed to get a toy car from his friend. Mrs. Sri, Arsyia's parent, confirmed these findings in an interview:

Mrs. Sri (Mrs. Arsyia): *"My child often joins in swearing when playing with his friends, even though he doesn't know what it means. Sometimes he hears it from people who hang out here, and also Ilham (his older brother's son) likes to talk like that and shout, so he imitates it. If he's angry or his wishes aren't fulfilled, even if he's angry when someone jokes with him, he definitely says something like that. At first, I just kept quiet. I thought it would go away on its own, but after a while, he often says that."*

A similar phenomenon was observed in a 6.5-year-old child named Faris, who uttered the word "stupid" after failing to catch his friend in a game of tag and was subsequently teased. The child immediately reacted spontaneously by uttering the insult as an outburst of disappointment. Mrs. Saroh, Faris's parent, confirmed this:

Mrs. Saroh (Mrs. Faris): *"I was surprised when my child said that, because we are not always at home, because I work and his father also works out of town, so he only plays with his little brother at home and friends at school. I often hear that when he doesn't like something or is upset, he likes to say that. Sometimes, when he is playing with his little brother, if there is something he doesn't like, he immediately says that."*

The second situation that triggers the emergence of bad language is a child's negative emotional state, such as anger, annoyance, disappointment, or frustration due to their desires not being met. Early childhood is still in the early stages of emotional development and therefore does not yet have mature emotional regulation skills. As a result, harsh words heard from the surrounding environment become the most readily available form of emotional outlet. This was observed in Rafa (7 years old), who said "stupid" when his friends ran away from him, and said "dog" when a friend revealed his position in a game of hide-and-seek, causing him, who should have won, to lose. Mrs. Sari explained this situation in an interview:

Mrs. Sari (Rafa's mother): *"My child likes to say that, even though no one at home says that, but when he's angry and doesn't like something, sometimes he says that. He does that because he sometimes plays with friends and older friends. Actually, he's afraid of his father. If his father is at home, he doesn't dare say that, but if his father isn't at home, he likes to say that. I just tell him off and he's afraid, but sometimes he repeats it."*

A third situation that exacerbates this phenomenon is the lack of direct parental supervision. When children play unsupervised, they feel freer to express themselves without correction, leading them to repeat the use of offensive language. The absence of reprimands prevents children from realizing that their language is inappropriate. From a behaviorist perspective, this reflects the absence of punishment as a behavioral restraint, allowing the use of offensive language to persist. In the case of Fathurohman (6.5 years old), the courage to use offensive language only emerged when his father was not at home, indicating that the consistent presence of an authority figure has a significant influence on controlling children's language behavior. Ibu Siti explained in an interview:

Mrs. Siti (Mrs. Fathurohman): *"My child likes to say 'stupid' at home. When I'm at home, I immediately reprimand him and tell his father because he's also afraid of his father. What else can I do? He likes to play with his friends and say that, and then I hear it on my cell phone. I've advised him, scared him, and reprimanded him, but sometimes he still says that."*

3.2.2. Emerging Forms of Abusive Language

Based on observations and interviews, three forms of abusive language were found to be most commonly used by early childhood children in Grumbul Kedung Raya: 'stupid', 'dog', and 'anjay'. These three words have different contexts of occurrence. The word 'stupid' was the most frequently used form of abusive language and was used by almost all of the children who were the subjects of the study. This word is used as an expression of annoyance or disappointment when a game does not go as expected, such as when losing a game, fighting over a toy, not getting a turn, or feeling unfairly treated by a peer. The use of this word occurs spontaneously and reflexively as a momentary emotional outburst, not as a planned or conscious action by the children. Although the children do not yet fully understand the meaning of the word, its use still carries negative connotations and has the potential to hurt others' feelings and trigger further conflict. Furthermore, the use of the word 'stupid' by one child is often followed by imitation by other children around him, indicating a strong social imitation mechanism. Based on the researchers' observations, four of the five children who were the subjects of the study —Fathurohman, Arsyah, Faris, and Rafa—were identified as using this word in various play situations. This condition is emphasized by Mrs. Siti's statement in an interview:

Mrs. Siti (Mrs. Fathurohman): *"My child likes to say 'stupid' when he's at home. What else can he do? He often says that when he's playing with his friends, and then he hears it on his cell phone. I've advised him, scared him, and reprimanded him, but sometimes he still says that."*

The second form of abusive language found was the word 'dog', which appeared in more intense conflict situations than 'stupid'. The use of this word was generally accompanied by stronger expressions of anger, such as a raised voice, a frown, or body movements indicating annoyance, and tended to occur when the child felt deeply wronged, betrayed, or treated unpleasantly. From the results of observations, the word 'dog' was primarily found in Rafa and Revan. In the case of Revan (5 years old), the word was not acquired from the family environment because no family member said it, but from digital media broadcasts accessed via mobile phone when parents were busy doing housework. This confirms that digital media without parental supervision has become an increasingly dominant source of acquisition of abusive language. Mrs. Ida, Revan's parent, expressed her concerns in an interview:

Mrs. Ida (Mrs. Revan): *"I'm confused and sad too. My child likes to talk like that, even though no one at home likes to talk like that. My husband and I actually try as much as possible to teach him to talk nicely, but I'm afraid it will become a habit when he grows up. But I do like to give him a cellphone to keep him quiet, but instead, someone on the cellphone often says that, so he ends up saying that too. Now, when he's angry or if something doesn't go his way, he immediately says that."*

The word 'anjay' has contextually different characteristics from the previous two words. This word tends to be used in lighter situations and is not always conflict-ridden, but rather as an expression of surprise, admiration, joy, or joking when playing with peers. Based on observations, the word 'anjay' is often used when children are happy or impressed by an event in a game—for example, when winning, seeing a friend do something funny, or experiencing an event that is considered surprising. In these situations, the word 'anjay' is often responded to with

laughter and jokes by his friends, thus becoming part of the humorous social dynamics. Fathurohman is the child most frequently observed using this word, whether when playing cards, playing with popsicle sticks, or playing games on his cellphone. The positive response from his friends, who simply laugh, indicates that the word is used for entertainment, not as an insult. However, normatively, this word remains categorized as inappropriate language for use by young children because it is a euphemism for a more offensive term. Ibu Siti explained in an interview:

Mrs. Siti (Mrs. Fathurohman): *"I often hear my child say things like that, when he's playing with his friends, sometimes even when he's playing games on his phone. I've often told him that if he says something like that again, I'll slap him, even though I won't actually slap him. I don't like slapping children, I usually just do it to scare them. I also get annoyed. His older brother often says things like that when he's playing on his phone, so he ends up saying the same thing."*

Overall, the phenomenon of acquiring abusive language in early childhood in Grumbul Kedung Raya shows that children use language as a primary means of expressing emotions and adapting to their social environment, regardless of whether the language conforms to prevailing norms of politeness. The differences in the context in which these three abusive words emerge emphasize that children's language behavior is not always based on the intention to insult or hurt others, but rather is the result of a process of imitation of the environment and the limited emotional regulation that characterizes early childhood development. From a behaviorist perspective, these three forms of abusive language are reinforced by social reinforcement from the environment, both in the form of laughter and peer acceptance for the word 'anjay', and the absence of consistent reprimands for the words 'stupid' and 'dog'. Without appropriate intervention, these language habits have the potential to persist and develop into more severe forms as the child grows older. A thorough understanding of the timing, situations, and forms of abusive language provides an important analytical foundation for parents in designing targeted, proportionate, and sustainable handling strategies, as will be described in the next section (Dina Armita, 2023) .

3.3. Parental Strategies in Handling the Acquisition of Rude Language in Early Childhood in Grumbul Kedung Raya

Based on interviews and observations conducted in Grumbul Kedung Raya, parents employ various strategies to address the acquisition of offensive language in early childhood. The most dominant strategy is modeling through the use of polite language in everyday life. Parents recognize that young children are in the imitation phase, imitating the behavior and language frequently heard in their immediate environment (Khotijah, 2016) . Therefore, parents strive to be mindful of their language when interacting with their children and other family members. When children use offensive language, parents do not immediately scold them but instead provide examples of more polite expressions that are easier for children to understand. Through this process, children learn to replace inappropriate vocabulary with more polite ones, gradually changing their language behavior.

In addition to role models, parents also use religious and moral approaches to shape their children's language character. Religious values are utilized to foster an understanding that speaking politely is good behavior and is favored by God, while using foul language is despicable. Advice is delivered in simple, developmentally appropriate ways, such as through stories of the prophets, group prayers, or reminders that pious children must speak well. This approach has been proven to help children understand the moral consequences of using foul language, fostering an awareness of the need to improve their speech. Reinforcing religious values also provides a strong foundation for developing polite language behavior from an early age.

The next strategy is implementing positive discipline without physical punishment or yelling. Parents prefer to explain the negative impacts of foul language rather than punishing children, which can instill fear. When children use foul language, parents engage in simple discussions about the feelings of others who might be offended by the words. Furthermore, parents offer praise, hugs, or other forms of appreciation when children successfully use polite language. This approach makes children feel valued and motivated to repeat positive behavior. Observations show that children who receive positive reinforcement tend to reduce their use of foul language more quickly than children who only receive prohibitions or punishment (Anggraini, 2021) .

Furthermore, consistently cultivating positive behavior is the most sustainable strategy for overcoming the acquisition of offensive language. Parents build a family environment that supports the use of polite language through good communication, appropriate emotional management, and positive family routines. Some parents cultivate the use of polite Javanese krama in daily conversations to reinforce a culture of politeness. Furthermore,

children are guided to express anger, disappointment, or annoyance with more appropriate words rather than swearing. Continuous habituation has been shown to help children develop better language habits, reducing the use of offensive language and replacing it with more polite communication behaviors.

Table 02. Results of Interviews and Observations of Parents' Strategies in Handling Rude Language

Informant	Strategies Implemented	Interview Results	Observation Results
Mrs. Siti (Fathurohman's Parents)	Modeling/Exemplifying Positive Language	Replace the word "anjay" with a more polite expression such as "wow cool" or "really cool".	Children begin to imitate the expressions their parents give when playing with friends.
Mrs. Sari (Rafa's Parents)	Modeling and Religious Approach	Giving examples of polite sentences such as "please stop, I don't like it" and reading stories of the prophets before bed.	The frequency of use of the words "dog" and "stupid" is starting to decrease, although they still appear in certain situations.
Mrs. Ida (Revan's Parents)	Religious Approach and Habituation	Explaining that Allah loves good words and getting used to using polite Javanese language.	Children begin to apologize after using harsh words and use polite language more often.
Mrs. Saroh (Faris's Parents)	Non-Punishment Positive Discipline	Encourage children to understand the feelings of others who are hurt by harsh words without shouting.	Children appear to be better able to control their emotions and begin to reduce the use of harsh language when angry.
Mrs. Sri (Arsya's Parents)	Repeated Reminding and Habituation	Consistently remind children to replace harsh words with kind words.	Children show improvement in the use of more polite vocabulary after frequent reminders from their families.

Interview and observation results indicate that successful handling of abusive language acquisition does not depend on a single strategy, but rather on a combination of role modeling, moral-religious advice, positive discipline, and consistent practice of polite behavior. The most frequently applied strategies are positive language modeling and practice, as both strategies are implemented in daily interactions and provide direct exposure to children. These findings demonstrate that the family environment plays a central role in shaping early childhood language behavior. The more consistently parents use polite language and provide positive reinforcement, the greater the likelihood that children will reduce their use of abusive language and develop communication skills that are in accordance with community social norms (Hikmah et al., 2025).

4. CONCLUSION

This study concludes that the phenomenon of acquisition of abusive language in early childhood in Grumbul Kedung Raya, Dawuhan Kulon Village, occurs through imitation mechanisms influenced by three main sources, namely interaction with peers, exposure to language from adults in the surrounding environment, and consumption of digital media content without supervision. The most dominant forms of abusive language found are the words 'stupid', 'dog', and 'anjay', each of which has a different context of emergence, both as an expression of negative emotions and as a social expression in play activities. The lack of direct parental supervision and the absence of consistency in behavioral correction are factors that strengthen the persistence of abusive language behavior in children. In response to this phenomenon, parents in Grumbul Kedung Raya apply four main parenting strategies,

namely: (1) positive language modeling by providing direct examples of the use of polite language in daily interactions; (2) a religious and moral approach, namely instilling an understanding of religious values that speaking kindly is commendable behavior; (3) positive discipline without physical punishment, by inviting children to understand the impact of abusive language on the feelings of others and providing positive reinforcement when children succeed in speaking politely; and (4) consistent habituation of polite language behavior, including the use of Javanese krama in family communication as a form of cultural reinforcement. The success of handling rude language in early childhood does not depend on the application of a single strategy, but rather on a synergistic combination of the four strategies that are implemented consistently, continuously, and consciously in the family environment. This finding confirms that parents play a central role as first language models and the family environment is the main foundation for the formation of children's language behavior that is polite, dignified, and in accordance with applicable social norms.

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