

## The Role of Parental Communication in Improving Early Childhood Language Intelligence through Learning the Qur'an and Hadith

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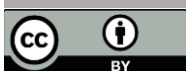
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### ABSTRACT

This investigate employments a subjective approach to look at the part of parental communication in upgrading children's dialect insights through the Qur'an and Hadith in PIAUD Labura. Parents play a crucial role in shaping this intelligence, so effective strategies are needed to overcome challenges. One of the key steps is to improve religious understanding by attending Quranic study classes, participating in religious discussions, or reading Islamic books. Establishing a consistent learning routine at home is also essential, such as setting aside time each day to read, memorize, and discuss the Qur'an and Hadith with children. Additionally, creative methods like storytelling about the prophets or using Islamic educational apps can make learning more engaging and enjoyable for children. Good communication between parents and teachers is important to ensure continuity between home and school education. Parents should also actively participate in school meetings and events to support their child's development more effectively. Moreover, encouraging children to ask questions, engage in discussions, and build a warm emotional connection with them strengthens their involvement in the learning process. Educational technology can be used as a tool to support this learning, and forming small study groups with peers can further encourage interaction and discussion. These strategies enable parents to overcome obstacles and maximize their role in enhancing children's language intelligence through the Qur'an and Hadith.

## INTRODUCTION

The portion of parental communication in moving forward children's lingo experiences through the Qur'an and Hadith is outstandingly imperative and multifaceted. Gatekeepers play a major portion in shaping children's lingo headway, and an approach based on dedicated values as contained inside the Qur'an and Hadith can allow a strong establishment. Early childhood education is a crucial phase for building basic skills, including language intelligence. In Early Childhood Islamic Religious Education (PAUD), tongue experiences isn't because it was seen from a phonetic perspective but additionally from the child's capacity to induce it and apply the values contained inside the Qur'an and Hadith. Parental communication plays an crucial part in this handle since gatekeepers are the primary and preeminent educates for their children. Be that because it may, in sharpen, there are

distinctive challenges that demolish the optimization of the portion of gatekeepers in making strides children's tongue bits of knowledge through direction the Qur'an and Hadith. Currently, there is a concerning phenomenon among Muslim families, especially those with small children. Many parents realize the importance of religious education but often find it difficult to apply it in everyday life. The contributing factors include time constraints due to work demands, lack of in-depth knowledge of the Qur'an and Hadith, and the influence of digital media that is more interesting to children compared to learning activities involving the Qur'an and Hadith. As a result, many children are exposed to more non-religious content, which has the potential to hinder the development of language intelligence based on Islamic values, (Ningrum & Abdullah, 2021; Robinson et al., 2017; Utami et al., 2024)

Dialect insights in children incorporates the capacity to get it, prepare, and utilize dialect in different settings. In Early Childhood Islamic Religious Education (PAUD), language intelligence not only includes linguistic aspects such as speaking, reading, and writing, but also understanding and applying the existence of the Qur'an and Hadith. The role of parents is very important in this regard, because they are the main educators for their children. Consistent parental communication in introducing and teaching the Qur'an to children from an early age can build a strong foundation for language intelligence. When parents regularly read the Quran with their children, they not only introduce their children to the rich structure of the Arabic language but also to complex language concepts such as vocabulary, grammar, and the use of language in various contexts. This activity helps children recognize and master the sounds of the language and enrich their vocabulary. Research by (Early, 2024; Eldegwy et al., 2022; Nurluthfyani, 2023) shows that children who are accustomed to hearing and reading the Quran have better literacy skills compared to those who do not receive similar stimulation. This habituation not only improves children's ability to understand and remember complex texts but also strengthens their overall language skills. In addition to the Quran, the Hadith moreover plays an imperative part in creating children's phonetic insights.

Through the Hadith, children learn not only language but also moral and ethical values that must be applied in everyday life. Parents who actively communicate with their children through stories from the Hadith can help children understand abstract concepts and relate them to their own lives. (Fitri et al., 2023; Gillberg et al., 2024; Ouattara et al., 2023) showed that children who were taught Hadith through stories had better contextual language use skills. They were better able to understand when and how to use language in various social situations, which ultimately improved their communication skills. Guardians who are effectively included in their children's instruction through seriously intelligent, such as dialogs almost verses of the Qur'an or Hadith, can have a noteworthy affect on their phonetic insights. Such interactions encourage children to think critically, ask questions, and formulate answers, all of which are important aspects of linguistic intelligence. emphasized that interactive Qur'an-based methods applied by parents in everyday life have a positive impact on children's linguistic intelligence. They noted that children who frequently interact with

their parents in learning activities involving the Qur'an tend to have more developed language skills compared to those who receive less such interactions (Afifah & Chasanatun, 2023).

The parcel of parental communication in moving forward children's lingo encounters through the Qur'an and Hadith is particularly fundamental and multifaceted. Guardians play a major parcel in forming children's lingo movement, and an approach based on passionate values as contained interior the Qur'an and Hadith can convey a solid establishment. Early childhood instruction may well be a urgent arrange for building basic aptitudes, tallying lingo experiences. In Early Childhood Islamic Sincere Instruction (PAUD), lingo bits of knowledge isn't because it were seen from a etymological perspective but besides from the child's capacity to induce it and apply the values contained inside the Qur'an and Hadith. Parental communication plays an crucial part in this plan since gatekeepers are the essential and to begin with teaches for their children. Be that because it may, in sharpen, there are distinctive challenges that avoid the optimization of the portion of gatekeepers in advancing children's lingo bits of knowledge through guideline the Qur'an and Hadith, (Dzunnurain & Rakhmawati, 2022; Novitasari & Anisah, 2024; Sari & Sitorus, 2024; Utami et al., 2024) Currently, there is a concerning phenomenon among Muslim families, especially those with small children. Many parents realize the importance of religious education but often find it difficult to apply it in their daily lives. The contributing factors include time constraints due to work demands, lack of in-depth knowledge of the Qur'an and Hadith, and the influence of digital media that is more interesting to children compared to learning activities involving the Qur'an and Hadith. As a result, many children are exposed to more non-religious content, which has the potential to hinder the development of language intelligence based on Islamic values (Riset Pedagogik et al., 2020) (Dzunnurain & Rakhmawati, 2022).

## **METHODS**

This consider utilized a qualitative approach to look at the part of parental communication in making strides children's dialect insights through the Qur'an and Hadith in PIAUD children in Labura. This consider points to investigate how guardians communicate the values of the Qur'an and Hadith to their children and how this communication influences the improvement of children's dialect insights. Information for this ponder were collected through in-depth interviews with guardians, PIAUD instructors, and, on the off chance that conceivable, the children themselves. These interviews were laid out to uncover information nearly parental communication sharpens based on the Qur'an and Hadith, and their influence on children's lingo enhancement. Amid the interviews, information were collected by taking notes or recording for advance investigation. In expansion to interviews, this ponder moreover included member perception. The analyst watched intelligent between guardians and children at domestic, particularly amid exercises based on the Qur'an and Hadith. This perception points to pick up a much better understanding of how communication is carried out and how the Qur'an and Hadith materials are connected in regular intelligent. Significant archives, such as instructive materials based on the Qur'an and Hadith utilized at domestic and in PIAUD, as well as children's development records, were also analyzed. Document analysis helps to understand how these materials support parental communication and its influence on children's language intelligence. (Ardiansari & Dimyati, 2021)

## RESULT AND DISCUSSION

In PIAUD North Labuhanbatu, efforts to improve children's language intelligence through learning the Qur'an and Hadith often encounter obstacles. One of the main obstacles is the lack of active involvement of parents in the educational process. Many parents are less involved in teaching and discussing the Qur'an and Hadith to their children at home. This can be caused by various factors, including limited time, limited understanding, or mindfulness of the significance of the part of guardians. In addition, some parents may have limited understanding of the Qur'an and Hadith, making it difficult to teach these religious concepts effectively and appropriately according to the child's age. Inconsistency between what is taught at school and at home is also an obstacle.

The results of interviews with the head of the PIAUD school in Sukaramai, North Labuhanbatu Regency, are as follows;

*'I think that communication between parents and children could be an exceptionally critical calculate within the advancement of children's dialect insights, particularly within the setting of learning the Qur'an and Hadith. Guardians have a central part in providing a solid establishment for their children, particularly in terms of devout learning which is the most establishment of their instruction''*

The explanation emphasized the significance of communication between guardians and children in creating dialect insights, especially through learning the Qur'an and Hadith. Parents act as the first educators who provide a basic foundation in understanding religion for children. By communicating effectively, parents can instill strong religious values from an early age. Learning the Qur'an and Hadith at home not only improves children's language skills, but also strengthens their understanding of Islamic teachings. Good communication between parents and children creates an environment that supports intellectual and spiritual development. This is an important foundation for children's education as a whole.

*“Strategies that can be implemented include strengthening communication between schools and parents through structured parenting programs. We can organize training or workshops for parents, where they are equipped with effective methods and techniques in teaching the Qur'an and Hadith to children at home. In addition, providing practical learning modules that can be used independently at home can also be an effective step.”*

The explanation clarifies procedures to extend parental association in children's instruction, particularly in learning the Qur'an and Hadith. One proposed method is to strengthen communication between schools and parents through structured parenting programs. Schools can organize training or workshops that equip parents with effective methods for teaching the Qur'an and Hadith at home. In addition, providing practical learning modules that are easy for parents to use independently is also a step that can support this success. These strategies aim to help parents provide quality religious education to their children in the home environment.

*"Challenges such as limited time and knowledge are often obstacles. To overcome this, we can offer flexibility in the form of delivering material, for example through learning videos or podcasts that can be accessed at any time by parents. In addition, we can also provide regular guidance through consultation or mentoring, where parents can consult directly with teachers or educators regarding the obstacles they face."*

The statement discusses the challenges often faced by parents, such as limited time and knowledge in educating children, especially in the context of learning the Qur'an and Hadith. To overcome this, it is recommended to provide flexibility in delivering materials, such as through learning videos or podcasts that can be accessed at any time. This allows parents to learn and teach at a time that suits their busy schedules. In addition, schools can also provide regular guidance through consultation or mentoring, where parents can discuss directly with teachers or educators about the obstacles they face. These steps aim to support parents in providing effective religious education at home.

*"My hope is that parents can be active partners in supporting children's education, especially in learning the Qur'an and Hadith. I hope that with the synergy between schools and parents, we can form a generation that not only has good language intelligence, but also has a solid understanding and practice of religion. The role of parents in this case is very crucial, and with good cooperation, we can achieve better educational goals."*

The education provided in PIAUD may not be supported by continuous communication and learning in the family environment, so that children's learning potential cannot be optimized optimally. To overcome these obstacles, there are several solutions that can be done. First, the importance of increasing parental involvement in children's education. This can be done by providing training or guidance that helps parents understand how to effectively teach the Qur'an and Hadith to their children. Special education programs for parents can also help them deepen their understanding of religious materials, as well as appropriate communication techniques for early childhood. In addition, efforts are needed to create consistency in education between school and home. PIAUD can build stronger communication with parents through regular meetings or the use of online platforms, ensuring that learning at school is reinforced at home. The use of interactive and interesting media and learning methods, such as educational games and Islamic story books, will also help children become more interested in and understand the teachings of the Qur'an and Hadith.

With this approach, it is hoped that children's language intelligence in PIAUD North Labuhanbatu can be significantly improved through strong support from effective parental communication and continuous teaching at home. In PIAUD North Labuhanbatu, the part of guardians in moving forward children's dialect insights through instructing the Qur'an and Hadith is exceptionally imperative. Parents are the main models in using correct and effective language in everyday life. If children routinely read the Qur'an and Hadith at home, children will imitate the way they speak, how they pronounce words, and how they remember the verses they hear. Active communication between parents and children, such as discussing the



contents of the Qur'an and Hadith, also plays a role in enriching children's vocabulary. This not only teaches children about religion, but also broadens their understanding of language.

However, there are several problems in implementing this teaching. One of them is the lack of active involvement of parents in the education process. Many parents lack the time, understanding, and awareness of the importance of their role, so they are less involved in teaching and discussing the Qur'an and Hadith at home. In addition, parents' limited understanding of the Qur'an and Hadith is also an obstacle, because they may find it difficult to explain these religious concepts effectively to their children. The inconsistency between education provided at school and at home is also a problem. Education in PIAUD may not be supported by continuous communication and teaching within the family, so that children's learning potential is not optimal. In addition, less interesting teaching methods can also be an obstacle, because early childhood often requires a creative and interactive approach to understand the language and concepts taught. To overcome this problem, the solution is to increase parental involvement in children's education at home. This can be achieved through training or guidelines that help parents understand effective methods for teaching the Qur'an and Hadith to their children. Educational programs or workshops for parents can also help them deepen their understanding of religious material and appropriate communication techniques for early childhood. Building strong communication between PIAUD and parents is also important to ensure consistency in education. Regular meetings or the use of online communication platforms can help maintain continuity between what is taught at school and at home. In addition, the use of interactive and interesting media and learning methods, such as educational games and Islamic story books, will help children become more interested and understand the teachings of the Qur'an and Hadith. With this comprehensive approach, it is hoped that the language intelligence of children at PIAUD North Labuhanbatu can be improved through more effective teaching supported by good communication between parents and children.

### **1.1 Strategies That Parents Can Implement to Overcome Challenges and Maximize Their Role in Improving Children's Language Intelligence**

Guardians play an imperative part in moving forward children's dialect insights through educating the Qur'an and Hadith at domestic. However, parents often face various challenges that can hinder the effectiveness of their role. To overcome these challenges, there are several strategies that parents can implement. First, improving parents' understanding of religion is an important first step. Parents can attend religious classes or workshops organized by educational institutions, mosques, or communities to deepen their understanding of the Qur'an and Hadith. In addition, reading relevant Islamic books and literature can help parents enrich their knowledge, so that they are better prepared to teach religious teachings to their children in an appropriate and interesting way. Furthermore, parents can establish a routine for studying religion at home by setting aside a certain time each day to read and discuss the Qur'an and Hadith with their children. This not only familiarizes children with religious teachings but also shows them that studying religion is an important part of everyday life. In addition,

parents can integrate Islamic values into daily activities so that children can see how religious teachings are applied in real life.

To make learning more interesting and interactive, parents can use creative methods such as storytelling, role-playing, or using Islamic educational applications. A fun learning environment with Islamic decorations or props such as posters of verses from the Qur'an can also help increase children's interest in learning. Improving communication with teachers and early childhood education institutions (PAUD) is also an important strategy. Parents need to build strong relationships with teachers to monitor their children's development and receive suggestions that can be applied at home. In addition, parents can actively participate in parent meetings at school to share experiences and gain insights from other parents.

Encouraging children to actively ask questions and engage in discussions is also important in the learning process. Parents should provide space for children to ask questions about what they have learned from the Qur'an and Hadith, and involve them in discussions about the meaning of the verses or Hadith. These discussions help children develop critical thinking skills and enrich their vocabulary. Finally, parents can ensure continuity between home and school education by following programs or materials recommended by PIAUD. In addition, engaging in learning activities together with other parents who have children in PIAUD can be an effective way to support each other in the process of learning religion.

By actualizing this technique, guardians can more viably overcome the challenges they confront and maximize their part in moving forward children's dialect insights through educating the Qur'an and Hadith at domestic. To reinforce the part of guardians in progressing children's dialect insights through instructing the Qur'an and Hadith, there are a few increases.

#### 1.1.1 Building Strong Emotional Relationships

The passionate relationship between guardians and children is an critical establishment within the learning prepare. Parents can build close relationships with their children through personal and loving learning activities. For example, parents can use bedtime to read verses from the Qur'an or tell stories about the prophets while hugging or gently caressing their children. This emotional connection helps children feel safe and comfortable, so that they are more open to learning and asking questions.

#### 1.1.2 Being a Role Model in Using Language

Parents need to be role models in using good and polite language, both in everyday life and when teaching the Qur'an and Hadith. When parents use positive, clear, and meaningful language, children tend to imitate this style of speech, which will ultimately increase their language intelligence. In addition,

parents who always behave according to religious teachings provide real examples for children on how to apply Islamic values in everyday life.

#### 1.1.3 Encouraging Experiential Learning

In addition to theoretical learning, parents can encourage experiential learning. For example, inviting children to participate in socio-religious activities such as giving alms, visiting orphanages, or attending religious events at the mosque. In these activities, parents can relate these experiences to relevant teachings from the Qur'an and Hadith. These direct experiences not only enrich children's understanding of religious teachings, but also strengthen their use of language in real contexts.

#### 1.1.4 Utilizing Technology as a Learning Tool

In the digital era, technology can be an effective tool in the learning process. Parents can take advantage of Islamic educational applications that provide games, quizzes, and interactive stories based on the Qur'an and Hadith. In addition, watching educational videos that explain the stories of the prophets or religious teachings in an interesting format can help children understand and remember religious teachings better. However, it is critical for guardians to go with and direct their children in utilizing this innovation so that it remains centered and in line with Islamic values.

#### 1.1.5 Forming Small Study Groups

Parents can work together with other parents to form small study groups in their neighborhood. In these groups, children can learn together about the Qur'an and Hadith, share knowledge, and develop language skills collectively. Studying in groups also provides opportunities for children to interact with peers, which can encourage them to be more active in asking questions and discussing.

#### 1.1.6 Encouraging Reflection and Evaluation

After teaching certain material, parents can encourage children to reflect. For example, after reading a verse from the Qur'an or listening to a Hadith, invite children to think about how they can apply the teachings in their daily lives. This evaluation can be done in the form of a casual discussion at the end of the day or through a diary that can be written or drawn by children. By encouraging reflection and evaluation, parents help children internalize the teachings and understand their relevance. This practice not only reinforces learning but also fosters critical thinking skills, allowing children to connect religious principles to their daily experiences.



### 1.1.7 Creating a Supportive Learning Environment

A strong learning environment is basic to viable instruction. Guardians can make a space at domestic that's conducive to learning, filled with books, instructive materials, and assets related to Islamic lessons. This environment should be free from distractions, allowing children to focus on their studies. Additionally, parents can establish routines that include specific times for learning, ensuring that children understand the importance of their religious education.

### 1.1.8 Celebrating Achievements

Recognizing and celebrating children's accomplishments, no matter how small, can significantly boost their motivation and self-esteem. Parents can praise their children for learning new verses, understanding a hadith, or participating in community service. Celebrations can be simple, such as a special treat or family gathering, but they reinforce the value of learning and encourage children to continue trying.

### 1.1.9 Encouraging Questions and Curiosity

Parents should foster an environment where children feel comfortable asking questions about their faith and the teachings of Islam. Encouraging curiosity helps children develop a deeper understanding of their beliefs and fosters a lifelong love of learning. Parents can respond to questions thoughtfully, providing clear explanations and relating them back to the Qur'an and Hadith, which helps children see the relevance of their faith in everyday life.

By implementing this strategy, parents can effectively nurture their children's emotional and intellectual growth in relation to Islamic education. Building a strong foundation in faith and language will empower children to navigate their spiritual journey with confidence and understanding.

This study is also supported by (Ardiansari & Dimyati, 2021; Aziz et al., 2024; Jamil & Mariana, 2024; Kusmayati et al., 2023). This ponder talks about the significance of early childhood instruction within the point of view of the Qur'an, which is considered a source of information. Utilizing the writing think about strategy, this consider investigates the verses of the Qur'an and other pertinent writing to supply an outline of early childhood instruction. The results show that children are an investment for parents, so they must be careful not to leave the generation in a weak condition. Parents and teachers are advised to have a gentle, forgiving nature, and maintain active communication with children. Appropriate education for early childhood includes material on faith, worship, and morals, which should be taught through examples and habits.

This study is also supported by (Aktar et al., 2017; Aziz et al., 2022; Dedi Syahputra Napitupulu, 2017) who discusses the importance of educational interaction in education, which is a form of communication between educators and students, both directly and indirectly. This interaction is a determining factor in the success and achievement of learning. In the educational process, interaction includes the teaching behavior of educators, learning behavior of students, and interaction between students. To create interesting and effective learning, educators need to have the right learning strategies and methods, which must be delivered through good educational interaction.

## CONCLUSION

In improving children's language intelligence through teaching the Qur'an and Hadith, the role of parents is very crucial. To overcome obstacles that may arise, parents can apply several effective strategies. First, improving parents' understanding of religion is an important step. Parents can take classes or workshops on the Qur'an and Hadith and read Islamic books. This knowledge will help them teach religious teachings in a more appropriate way. In addition, establishing a learning routine at home is also very beneficial. Parents should set aside special time every day to read and discuss the Qur'an and Hadith, and relate religious teachings to children's daily activities. This makes children see religious learning as an important part of their lives. Utilizing inventive learning strategies such as narrating, role-playing, or Islamic instruction applications can make the learning handle more curiously. A fun learning environment can to increment children's intrigued in learning.

Good communication with teachers in PIAUD and active participation in parent meetings at school help create continuity between education at home and school. This ensures that the religious education provided is consistent and supports the overall development of the child. Encouraging children to ask questions and discuss the teachings of the Qur'an and Hadith is also important. This helps them develop a deeper understanding and enriches their language skills. Parents also need to build strong emotional connections with their children and be role models in the use of language and the application of religious values. This provides concrete examples and reinforces children's learning. Utilizing educational technology and forming small study groups with other parents can enrich children's learning experiences and provide additional support. By implementing these strategies consistently, parents can overcome various obstacles and maximize their role in improving children's language intelligence through teaching the Qur'an and Hadith. This holistic approach supports children's overall language and social skills development.

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