

The Effect of Effective Communication in Beyond Centers and Circle Time Learning on Early Childhood Cognitive Development and Language Development

ABSTRACT

Aims: This study aims to analyze the effect of effective communication in learning beyond centers and circle time on cognitive development and early childhood language development.

Study design: Quantitative research with a quasi-experimental research design

Place and Duration of Study: Sample: Children of Khodijah Wonorejo Surabaya Kindergarten, Wonokromo Surabaya Kindergarten and Pandegiling Surabaya Kindergarten, between February 2024 and March 2024.

Methodology: Our sample consisted of 60 children, 30 in the experimental group and 30 in the control group. 10 children in each group were representative of three kindergartens.

Results: The results of the analysis obtained a value of $0.029 < 0.050$ which indicates a significant effect of effective communication in learning beyond centers and circle time on cognitive development and the results of the analysis obtained a value of $0.003 < 0.050$ which indicates a significant effect of effective communication in learning beyond centers and circle time on language development.

Conclusion: effective communication in learning beyond centers and circle time affects cognitive development and language development of early childhood.

Keywords: Effective Communication, Cognitive Development, Language Development

1. INTRODUCTION

Early childhood education is very important in the growth and development of children. In this age range, children have the potential for intelligence and the basics of behavior that are formed quickly. Through this education, children can be given the right stimulation to develop the nine intelligences they have since birth. Early childhood education has a very important role in providing the right stimulation to optimize the development of children's brains and intelligence. Early childhood is also often referred to as "the golden age" because in this age range, children have a very high learning ability and optimal absorption of information. By providing good education during this period, children can develop potential intelligence and skills that will help them in the future. Therefore, it is important for parents and educators to understand the importance of Early Childhood Education for a child. This is supported by the opinion that early childhood education is very important to implement as a basis for the formation of a whole human personality, namely for the formation of character, noble character, smart, cheerful, skilled, and devoted to God Almighty. Early childhood education can start at home or in family education (1). Early childhood education is a level of education before the level of basic education which is a coaching effort aimed at children from birth to 6 years of age which is done by providing educational stimuli to help physical and spiritual growth and development so that children have readiness to enter further education (2). The

importance of Early Childhood Education for child development states that in the age range of birth to 6 years children experience a golden period (which is a period in which children begin to be sensitive / sensitive to receive various stimuli. The sensitive period is the period of maturity of physical and psychological functions, children are ready to respond to stimulation provided by the environment. The sensitive period in each child is different, along with the rate of growth and development of the child individually. This period is also the first basic laying period for developing cognitive, language, movement-motor, and socio-emotional abilities in early childhood (3).

Reviewing the needs of early childhood education today does need to be prepared as early as possible to be trained and developed in each individual child. Coupled with the needs of the 21st century that requires at least four must-have criteria known as 4C (Creativity, Critical Thinking and Problem Solving, Communication, Collaboration). The 4C skills are key to unlocking lifelong learning and creative work (4). 4C skills are critical, creative, innovative thinking activities as well as collaboration and communication activities in solving simple problems in everyday life (5). This is supported by the opinion of Draper & Wood who explain that early childhood education, as one of the basic education institutions, must also be prepared to respond to the challenges of the times, needing to make changes in both curriculum and learning (6). Children studying at the primary level must develop a wide range of skills (hard and soft skills) in order to adapt to the changes taking place around them.

However, all of that requires a foundation to achieve these 21st century skills, because in early childhood, rationally, it cannot be maximized if these skills are developed independently. The need for support from the closest people such as parents and teachers by always communicating intensely to accompany the learning process and develop their skills. By familiarizing good communication in early childhood with parents or teachers, there will be effective communication between them. In early childhood education, communication is important to help children build academic skills and confidence in learning (7). One type of communication that is often used in interactions in early childhood education classrooms is formal or informal face-to-face oral communication (8). Oral communication can include strands of speech that become effective communication strategies to build and maintain relationships between children and teachers, so that interactions can run efficiently to achieve learning goals.

Effective communication must be done with the same meaning and understanding between teachers and children in early childhood education. A child can more easily solve their problems and face various life challenges better with the presence of parents or teachers who can help develop these abilities in children through various ways. This shows that the importance of effective communication in early childhood with parents and teachers. Children learn to express thoughts, feelings and information through communication (9). Parenting by parents greatly influences children's cognitive development (10). Effective communication between teachers and students must pay attention to aspects of clarity, accuracy, context, flow, and culture. So that communication can run effectively when these five aspects are well met (11). Communication in early childhood education is a relationship between educators and students, in learning children will always communicate with teachers, by conveying information or messages so that there is feedback between educators and students. Effective communication patterns can improve close relationships

between children and parents, children and educators and make them feel happier and more valuable because of emotional support (12).

In addition, children's cognitive development is strongly influenced by the communication style in the teaching and learning process. Cognitive processes in early childhood are observable and closely related to other disciplines. Children's cognitive development is a development related to children's understanding of something obtained from interactions with their environment. Children's cognitive development is closely related to perception, knowledge, understanding, memorization, evaluation, problem solving, and decision making (13). Cognitive abilities involve complex thinking, reasoning and problem solving. For children, this cognitive development plays quite an important role. The central figure in children's cognitive development is Jean Piaget, a Swiss philosopher and developmental psychologist (14).

In early childhood, cognitive development is very important to get attention and stimulation for them because it is closely related to other aspects of development (15), such as aspects of language and psychosocial development (16). If a separate part of cognitive is well developed, then other aspects of development will also develop optimally. Various important factors determine optimal cognitive development, according to Setyaningrum (17) found that cognitive development is related to learning. The role of parents in the learning and playing process can also have an impact on optimizing cognitive development in children (18). The learning process in early childhood education institutions is generally carried out face-to-face in the classroom. This is because in the early childhood learning process still requires direct teacher guidance, because the teacher is the executor and guide of the learning process in the classroom (19). In addition to providing convenience in the implementation of the learning process, children who learn directly in the classroom have more opportunities to choose various activities, which can then stimulate increased achievement of children's cognitive development (20).

From the perspective of cognitive development, language development is an aspect that must be in early childhood. In fact, many young children still have difficulty in capturing or digesting work instructions given by teachers and parents. Language reception or language used as direction needs to be considered when communicating with early childhood. Thus, it is necessary to pay attention to early childhood language development from the beginning so that they begin to get used to receiving information by capturing various languages but still with full guidance by teachers and parents. Language development in early childhood has a very important role because this phase is a critical period where children experience a surge in their ability to understand, use and communicate with language (21). Early childhood education has the main function of developing all aspects of child development, including cognitive, language, physical (gross motor and fine motor), social, and emotional development (22).

Language learning in early childhood should be done in situations that allow children to be actively involved, get real examples, get opportunities and responsibilities, practice and estimate, and get appropriate responses from adults. Children need to see and hear correct language use in everyday situations, both from adults and peers. Children also need to be given opportunities and responsibilities in using their language. This is supported by the opinion that the importance of language especially for children in early childhood education, because effective language use gives children the power to say what they want and need. This is very important for early childhood development (23). Another example is when

children learn to compare, sort, count, estimate, classify, measure, and even share explanations with others in their learning activities, the process of these skills going into math, language, and technology is expected to happen in the early childhood world. (24).

In addition to the school environment as a place for early childhood language development because there is a role of teachers who always accompany improving children's language, in the home environment also participates in supporting children's language development accompanied by the role of the child's parents. This is supported by the explanation that the home environment also plays an important role in children's language development (25),(26). Thus, the interaction between parents and children has a strategic role in optimizing children's language development in the first five years of life. Therefore, stimulating children's language development requires parents' involvement at home. At school there are teachers and at home there are parents, all playing a complementary role in improving children's language development

Therefore, the role of effective communication from teachers and parents is needed with the help of Beyond Centers and Circle Time learning which is learning to focus children's activities in certain centers or areas to optimize all children's intelligence, including nine multiple intelligences. In learning, each center or area has specific learning objectives and is designed to develop children's intelligence in various aspects, such as cognitive, motor, social, emotional intelligence, and others. Children are given the freedom to choose activities that suit their interests and development in each center.

Based on the explanation above, this study aims to determine the effect of effective communication in learning beyond centers and circle time on cognitive development and language development of early childhood

2. LITERATURE REVIEW

2.1 Effective Communication

In this definition, communication must be intentional and bring about change. Communication can be defined as the procedure of sending information from one person to another and understanding it. Communication is also recognized as the core of social relationships by helping people to understand themselves, to stay in touch with others, to understand and predict their response to a situation (27). Communication is the process of conveying a statement, idea, or information by one person to another. communication comes from the Latin term 'communes', which means broad, and hence communication involves sharing the same experience with individuals (28). Communication is defined as the sharing of ideas, sentiments, intentions, expectations, perceptions, or commands between two or more individuals by voice, writing, gestures, or other methods (29). Communication is an act by which a person known as the sender provides information to another person known as the receiver based on that person's needs, wants, knowledge, opinions and perceptions (30). Communication is very important in building relationships by communicating with others.

The purpose of communication is to influence the thoughts, attitudes, or actions of others. In intentional communication, a person deliberately conveys a message to another person with a specific purpose. The message conveyed can be in the form of information, instructions, opinions, or other statements. This intentional communication can be done through various media, such as oral, written, or through electronic media. In addition, communication must also bring about change. Someone with good communication skills has the potential to influence others, and an effective communication strategy will encourage someone to achieve success (31).

Effective communication is the exchange of information, ideas and feelings from one party to another. This results in a change in attitude so that there is a good relationship between the messenger and the recipient of the message (32), (33), (34). Effective communication is a two-way process that involves sending and receiving relevant information among team members (35). The purpose of effective communication is actually to make it easier to understand the messages conveyed between the informer and the recipient of the information so that the language used by the informer is clearer and more complete, and can be understood and understood properly by the recipient of the information (36). The function of effective communication is to build relationships and mutual understanding with others (37). Effective communication in schools is absolutely necessary considering that everything that is done must be agreed upon in deliberation (38), (39).

Communication can be divided into two types, namely verbal communication and nonverbal communication. Verbal communication involves the use of words, sentences, and conversation. It involves the use of language to convey messages and communicate with others. Nonverbal communication, on the other hand, involves the use of body language, facial expressions, gestures, and eye contact. It also includes the use of gestures and touch to convey messages. The communication pattern established between parents and children will affect the development of the child's psyche and mindset. The communication process includes verbal and non-verbal components designed to mediate educators and learners (40). This is supported by the explanation that communication consists of verbal and non-verbal. Both are as important as verbal communication or non-verbal communication can also ensure a successful workplace environment. This communication includes gestures, posture, and facial expressions. Non-verbal communication is also the way a person expresses their feelings and emotions. Our feelings and thoughts about others are part of non-verbal communication (41).

2.2 Cognitive Development

Cognitive understanding refers to the ability to develop rational abilities or reason. Cognitive theory focuses on processes and efforts to optimize the rational abilities possessed by individuals. Children's cognitive development involves progressive learning processes, such as attention, memory, and logical thinking. These abilities are important so that children can process information, learn to evaluate, analyze, remember, compare, and understand cause-and-effect relationships. Proper practice and training can improve children's thinking and learning abilities. Cognitive (psychic) abilities are the highest functions of the brain. These abilities include comprehension, thinking, spatial orientation, learning, speaking, etc. The development of cognitive abilities is determined by the development of memory and attention (42).

According to Piaget, there are several stages of cognitive development that occur during childhood through adolescence. These stages include sensory-motor (0-2 years), pre-operational (2-7 years), operational (7-11 years), and formal operational (11 years-adult). At preschool age, children play an active role in their own cognitive development, especially in terms of understanding, explaining, organizing, manipulating, constructing and predicting. During the process of moving from one stage to the next, children's cognitive abilities change qualitatively (Sigelman & Rider, 2012). Piaget also believed that cognitive development is a continuous process and all children, even in the context of different environments and cultural diversity around the world, have the same sequence of cognitive development (43).

Based on Piaget's theory during the sensorimotor stage, there are three important developments that occur. First, by 18 months of age, children can express a limited vocabulary, and by two years of age, they can express short, meaningful sentences. Second, children at the end of the sensorimotor stage develop their capacity to imitate others. Deferred imitation is the ability to reproduce the activities of a model that has been witnessed in the past. The last stage, children imagine and represent symbols relatively (44).

An important concept of Piaget's theory of cognitive development is the steady progression from one stage to another. Piaget views cognitive growth as progressive change. Growth varies from person to person. Piaget assumes that it follows a fixed sequence (45).

Cognitive development is a broad concept that involves the maturation of a wide range of abilities and is defined by the American Psychological Association, as "the skills involved in performing tasks related to perception, learning, memory, understanding, consciousness, reasoning, judgment, intuition, and language." (46). Cognitive development is a complex and diverse set of mental abilities. In children, this process tracks the development of areas such as reasoning, memory, problem solving, learning and knowledge representation. The optimal level of cognitive development depends on the classic achievements in thinking, language and understanding as seen in children, especially from a well-off environment (47). Cognitive development focuses on thinking skills, including learning, problem solving, rationality and memory. The development of cognitive skills is directly related to the development of other skills, namely: communication, motor, social, emotional, and adaptive skills (48). In other words, an individual's cognitive abilities will increase gradually from birth through the child's interaction with their environment.

Cognitive development in early childhood involves the development of thinking, attention, memory, and problem solving, all of which help children to make sense of the world around them (49). The cognitive development aspect is closely related to the child's ability to think in receiving, processing, and understanding something. The characteristics of cognitive abilities of children aged four and five years include the ability to count and feel four or more objects, recognize some numbers and letters, and sort numbers up to ten (50). Another opinion explains that children's cognitive development is an important aspect of learning, because understanding how children think and learn can help develop effective learning approaches (51).

2.3 Language Development

Language development in children involves their ability to symbolize thoughts and feelings and convey meaning to others receptively and expressively (52), (16). Language development is a complex process that depends on several mechanisms that are partly intrinsic to the child (e.g., the capacity to share attention and learn linguistic patterns) and partly extrinsic to the child (e.g., the context in which language is learned), and these mechanisms interact with each other (53).

In early childhood, communication is closely related to language development. Language development in early childhood has started since the child was born. It is not as easy as mastering spoken language which is a natural process. Children's language development starts from a simple level and progresses to a more complex level along with their understanding. Language as a means of human communication is acquired from birth to the age of five, known as language acquisition. In addition, language is a means of formulating intentions, generating feelings and allowing us to organize and create social activities, as well as plan and direct the future (54). It is expected that teachers can identify children's developmental needs and strategies by knowing the stages of language development in children. When young children engage with adults, they learn the language that adults speak. Adults take the initiative and respond by listening, understanding, fostering and modeling (55).

The development of language skills in early childhood aims to enable them to express their thoughts through simple language appropriately, which basically means being able to communicate. Therefore, language development is a very important aspect in the development of children's basic abilities, especially in oral language development. Language is the main tool for humans to communicate with each other. Stimulation of language skills in children has an important role in their language development (56). In activities that involve subjects and activities that they are interested in, children can learn new vocabulary (57).

Communication with children should have a meaningful context to understand the meaning they want to convey while increasing their vocabulary.

School is one of the many contexts where language is learned and children's language development benefits from attending school. Schools provide a conversational environment for children to practice various language functions, such as analyzing, reflecting, reasoning and justifying, to achieve their communicative goals. Thus, schools provide a rich language learning environment. According to Ellis(58) a language learning environment rich in physical characteristics such as materials that encourage creativity, problem solving, and that can serve as tools for play (59). Thus, schools are expected to be a place to improve children's language even better with full guidance and supervision from teachers.

Children learn language through interactions with adults around them, such as through conversations, questions and stories. The more language a child hears, the faster the child's vocabulary grows. Language development becomes one of the scopes in the formation of behavior in children because most of the language development patterns in children are obtained from conversational interactions, and or dialogue with others. In addition, through these activities, children are expected to obtain language models, expand the scope of expressive vocabulary, and become a motivation for children when interacting with others or in social life. This is because language development is always related to the social context in society (60).

3. MATERIAL AND METHODS / EXPERIMENTAL DETAILS / METHODOLOGY

3.1 Research Design

This research uses a quantitative approach with experimental research. The experimental research carried out is a quasi-experiments or quasi experimental. The quasi experiment tests whether there is a causal relationship between the independent and dependent variables. In simple terms, this quasi-experimental research leads to testing the independent variable as the influencing variable to the dependent variable as the influenced variable. The form of quasi-experimental design applied is nonequivalent pretest-posttest control group design. This design empirically assesses differences in the two groups (61), The experimental group and the control group that has been divided, in the control group and the experimental group are groups that gather naturally such as classrooms not randomly, can be tested using a pretest, then given treatment to one group or the other under the control of the researcher, and after being given the treatment then tested again with a posttest. The advantage of the pretest and posttest research design is the directness of the study, which means that there is a test of the dependent variable before and after the intervention with the independent variable (62). Since the researcher could not build a new class for this study, the existing classes in the school were used as research subjects. The researcher did not use randomization in the experimental or control groups. The nature of quasi-experimental research findings is more suitable for application in real-world learning. Researchers did not use random sampling in this study because it could have an impact on school schedules. The existing subjects adapted to the existing classroom environment.

3.2 Research Subject

The subjects were 60 kindergarten children, divided into two groups, 30 children in the experimental group and 30 children in the control group. 10 children each were taken from 3 different kindergartens namely KhodijahWonorejo Surabaya Kindergarten, Wonokromo Surabaya Kindergarten and Pandegiling Surabaya Kindergarten. The experimental group applied Beyond Centers and Circle Time learning and the control group applied the usual learning.

3.3 Data Collection and Data Analysis Techniques

The data of this study were collected using performance and performance tests. The data were then tested with normality test, homogeneity test and t test (independent sample t test). As for the interpretation of data analysis in the normality test, if the data count > 0.05 then the data is normally distributed. As for the interpretation of the homogeneity test, getting the count > 0.05, the data is homogeneous.

4. RESULTS

4.1 Cognitive Development Analysis Results

The following are details of the results of data analysis of students' cognitive development after learning, starting with the results of the normality test:

Table 1. Cognitive Development Posttest Normality Test Results

One-Sample Kolmogorov-Smirnov Test			
		E	K
N		30	30
Normal Parameters ^{a,b}	Mean	66.50	62.33
	Std. Deviation	6.318	7.958
Most Extreme Differences	Absolute	.177	.155
	Positive	.127	.155
	Negative	-.177	-.132
Kolmogorov-Smirnov Z		.969	.849
Asymp. Sig. (2-tailed)		.305	.467
a. Test distribution is Normal.			
b. Calculated from data.			

Table 2. Results of Homogeneity Test of Posttest of Cognitive Development

Test of Homogeneity of Variances			
Posttest_Cognitive_Development			
Levene Statistic	df1	df2	Sig.
2.749	1	58	.103

From the results of table 1 above, it can be seen that the normality test with Kolmogorov-Smirnov shows a significant value (Sig) of 0.305 and 0.467 greater than 0.05. So it can be concluded that the data from both groups are normally distributed. Then in table 2 the results of the homogeneity test can be seen that the Sig value. 0.103 is greater than 0.05, it can be concluded that the cognitive development data after learning in both groups is statistically homogeneous

Table 3. Independent Sampe Test Results Posttest Cognitive Development

Group Statistics					
	Class	N	Mean	Std. Deviation	Std. Error Mean
Posttest_Cognitive_Developmxent	Experiment	30	66.50	6.318	1.153
	Control	30	62.33	7.958	1.453

Independent Samples Test	
Posttest_Cognitive_Development	

		Equal variances assumed	Equal variances not assumed	
Levene's Test for Equality of Variances	F	2.749		
	Sig.	.103		
t-test for Equality of Means	t	2.246	2.246	
	df	58	55.162	
	Sig. (2-tailed)	.029	.029	
	Mean Difference	4.167	4.167	
	Std. Error Difference	1.855	1.855	
	95% Confidence Interval of the Difference	Lower	.453	.449
		Upper	7.880	7.884

Based on table 3, above shows the value of Sig. (2-tailed) of 0.029 < 0.050, meaning that there is a significant effect of effective communication in learning beyond centers and circle time on early childhood cognitive development

4.2 Language Development Analysis Results

The following are details of the results of the normality and homogeneity tests of the language development posttest that have been tested:

Table 4. Normality Test Results of Language Development

One-Sample Kolmogorov-Smirnov Test			
		C	E
N		30	30
Normal Parameters ^{a, b}	Mean	61.07	67.50
	Std. Deviation	8.670	7.399
Most Extreme Differences	Absolute	.182	.178
	Positive	.182	.132
	Negative	-.113	-.178
Kolmogorov-Smirnov Z		.998	.975
Asymp. Sig. (2-tailed)		.272	.298
a. Test distribution is Normal.			
b. Calculated from data.			

Table 5. Results of Homogeneity Test for Language Development

Test of Homogeneity of Variances			
Posttest_Language_Development			
Levene Statistic	df1	df2	Sig.
.372	1	58	.544

From the results of table 4 above, it can be seen that the normality test with Kolmogorov-Smirnov shows a significant value (Sig) of 0.272 and 0.298 greater than 0.05. So it can be concluded that the data from both groups are normally distributed. Then in table 5 the results of the homogeneity test can be seen that the Sig value. 0.544 is greater than 0.05, it can be

concluded that the language development data after learning in both groups is statistically homogeneous.

Table 6. Independent T Test Results of Language Development Posttest

Group Statistics					
	Class	N	Mean	Std. Deviation	Std. Error Mean
Posttest_Language_Development	Experiment	30	67.50	7.399	1.351
	Control	30	61.07	8.670	1.583

Independent Samples Test				
		Posttest_Language_Development		
		Equal variances assumed	Equal variances not assumed	
Levene's Test for Equality of Variances	F	.372		
	Sig.	.544		
t-test for Equality of Means	t	3.092	3.092	
	df	58	56.601	
	Sig. (2-tailed)	.003	.003	
	Mean Difference	6.433	6.433	
	Std. Error Difference	2.081	2.081	
	95% Confidence Interval of the Difference	Lower	2.268	2.266
		Upper	10.599	10.601

Based on table 6, above shows the value of Sig. (2-tailed) of 0.003 <0.050, meaning that there is a significant effect of effective communication in learning beyond centers and circle time on early childhood language development

5. DISCUSSION

5.1 Cognitive Development Analysis Results

Based on the results of data analysis, it is found that effective communication in learning beyond centers and circle time affects early childhood cognitive development. These results have in common with previous research that parental communication patterns are very influential on early childhood cognition (63). Other research explains that parents' interpersonal communication patterns on children's cognitive development show that effective relationships between parents and children can affect children's cognitive development (64).

Effective communication in early childhood has a positive influence on cognitive development. Communication can affect children's cognitive development because communication skills, such as articulating thoughts, listening, and using various media, affect a person's cognitive abilities. Communication skills can be assessed through aspects of expression, evaluation, response, and negotiation that show good cognition (65). Another explanation is that parental communication greatly affects children's cognitive development. If parents do not interact intensely with children, it is likely that children have less than

optimal cognitive development. Intense communication between parents and children allows children to communicate according to their development (16).

Effective communication is a good way of communicating because the message conveyed by the adults around them will be the same as the message received by the child. Effective communication is also a way of communicating in interacting with others by giving and receiving expressively and responsively. Children learn how to communicate effectively by imitating or interacting with parents as the first model for children. Effective communication between parents and children can strengthen children's closeness with parents, improve children's language and thinking skills, improve children's communication and socialization skills, and increase children's self-confidence (66).

cognitive development plays a major role in children's learning success. This is because part of the learning activity is always related to the process of remembering and thinking which will affect children in entering the beginning of formal education (67). Effective communication is a form of positive communication as a means of realizing the effectiveness and efficiency of learning. Effective communication is closely related to the delivery of positive words both by teachers and children. actually the delivery of positive words can provide a sense of security and comfort for children. the comfort and safety of early childhood is needed in facilitating and maximizing the learning process. Whether or not the effective communication process in early childhood learning depends on the teacher's skills and creativity in language processing, so that the pattern of good mutual relations between teachers and children is maximally established because children become open and do not burden children (68).

5.1 Language Development Analysis Results

Based on the results of data analysis, it is found that communication is effective in learning beyond centers and circle time on early childhood language development. This is based on the results of the independent sample t test on posttest data obtained a significance value of $0.003 < 0.050$. These results have similarities with previous research. The results showed that there was an effect of effective communication in center learning on language development in early childhood. This is in accordance with the opinion Musrifah (69) which states that effective communication can affect language development in early childhood. The results of other studies state that there is an influence of communication (nonverbal parents) on children's language development (70). The results of other studies mention the existence of effective communication has a positive effect on children's language skills (71).

Effective communication can train good use of nonverbal language (36). Effective communication can be done if you have effective language skills, speak in a language that is easy to understand, the ability and willingness to listen to what children express, understand, children's feelings, as well as attitudes and behaviors that can be a model for children. If this is done, the child will undoubtedly feel comfortable, protected, appreciated, cared for and can develop optimally according to their potential (72).

Children's language initially develops naturally. this process is known as language acquisition. Through interaction with the environment, children gain experiences that contribute to their language development (73). And will continue to develop as the child grows and the child's communication environment will indirectly add to the language he acquires. Effective communication from parents as education for their children should be able to provide comfort for children with various creative stimuli. In order for communication to be effective between parents and their children, there are several elements, namely; communicating openly, speaking openly, listening attentively, using your statements to reflect the child's ideas and feelings, avoiding the words don't or don't, using my words to express thoughts or feelings, communicating with eye level, using kind words, and using the words that are good (74). Communication has an important role in children, so that children are able to build and develop social-emotional intelligence, language, cognitive, self-

confidence, learn from the surrounding environment, distinguish right from wrong, establish family relationships, means of solving problems, and recognize the existence of God (75).

4. CONCLUSION

Based on the results of research and discussion regarding effective communication in learning outside the center and circle time, it shows that there is an effect on cognitive development and language development in early childhood.

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