



**THE INFLUENCE OF TEACHERS' VERBAL COMMUNICATION ON EARLY
CHILDHOOD LEARNING MOTIVATION: A STUDY
OF PRESCHOOLS IN PADANG SARAI**

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Abstrak

Komunikasi verbal guru mempunyai peranan krusial untuk mengoptimalkan motivasi belajar anak, namun penerapannya di kelas belum sepenuhnya optimal. Studi ini bermaksud memahami dampak komunikasi verbal guru pada motivasi belajar anak usia dini di TK se-Kelurahan Padang Sarai. Kuantitatif merupakan pendekatan yang diterapkan dengan metode deskriptif. Sampel diambil secara purposive sampling, sehingga didapatkan sampel berjumlah 30 guru. Kuesioner skala Likert digunakan untuk mengumpulkan data, kemudian menganalisisnya secara statistik deskriptif dan regresi linier sederhana. Hasil temuan membuktikan koefisien korelasi $r = 0,875$ ($p < 0,05$) yang menandakan hubungan positif sangat kuat. Analisis regresi menunjukkan komunikasi verbal guru mempengaruhi motivasi belajar anak secara signifikan, di mana nilai $R^2 = 0,766$, yang berarti 76,6% variasi motivasi belajar anak dipengaruhi oleh komunikasi verbal guru. Temuan ini menegaskan komunikasi verbal guru adalah aspek krusial terhadap pengoptimalan motivasi belajar anak.

Kata Kunci: *Komunikasi Verbal Guru, Motivasi Belajar, Anak Usia Dini*

Abstract

Teacher verbal communication plays an important role in enhancing early childhood learning motivation; however, its implementation in classroom practice is not always optimal. This finding aimed to identify the impact of teachers verbal communication on early childhood learning motivation in kindergartens in Padang Sarai Subdistrict. This finding implements a descriptive quantitative approach. A total of 30 teachers were used as samples taken using purposive sampling. Data collection applies a Likert scale questionnaire. were then analyze using descriptive statistics and simple linear regressions. The study proved a very strong positive correlation between teacher verbal communication and learning motivation ($r = 0.875$, $p < 0.05$). Regression analysis showed that teacher verbal communication significantly affected learning motivation, with R^2 of 0.766, indicating that 76.6% of the variance in children's learning motivation was explained by teacher verbal communication. These findings confirm that teacher verbal communication is a key determinant of learning motivation in early childhood education.

Keywords: *Teacher Verbal Communication, Learning Motivation, Early Childhood.*

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A. INTRODUCTION

Early Childhood Education (ECE) represents a pivotal educational stage that establishes the fundamental foundation for a child's development prior to entering subsequent levels of schooling. Within this framework, teachers occupy a central role in fostering meaningful learning experiences for young learners. Serving as both facilitators and figures of emotional attachment, educators are required to cultivate interactions that are warm, responsive, and supportive of holistic child development. Consequently, the quality of verbal communication established by the teacher emerges as a decisive factor in determining the success of the instructional process.¹ Verbal communication encompasses all forms of oral message delivery, including the provision of instructions, explanations of materials, verbal encouragement,

and responsive feedback to children's expressions and inquiries. Through effective verbal communication, teachers can establish a secure emotional bond, ensuring that students feel valued and subsequently motivated to engage actively in the learning process.²

Learning motivation in early childhood is inherently dynamic and heavily influenced by the quality of interaction within the learning environment, particularly the communication provided by the teacher. Children who consistently receive positive verbal reinforcement tend to demonstrate higher enthusiasm, better persistence, and more developed autonomy in their learning process.³ Preliminary study results across kindergartens in the Padang Sarai Village reveal several issues regarding teachers' verbal communication practices. Some

¹ I Ketut Tanu, 'Pentingnya PAUD Agar Dapat Tumbuh Dan Berkembang Sebagai Generasi Bangsa Harapan Di Masa Depan', *Adi Widya: Jurnal Pendidikan Dasar*, 2.2 (2019), 20.

² Andi Saputra, 'PAUD', *At-Ta'dib: Jurnal Ilmiah Pendidikan Agama Islam*, 10.2 (2018), 201.

³ Muhammad Fadli Syafruddin and Citra Ardiana, 'Kinerja Guru Dalam Meningkatkan Motivasi Belajar Anak Di Taman Kanak-Kanak Al-Gifari Kota Bima', *Bunayya: Jurnal Pendidikan Anak*, 7.1 (2021), 39.

educators have yet to optimize the consistent delivery of verbal encouragement, while children's opportunities to express their opinions remain limited. Furthermore, there is a notable lack of affirmative responses to inquiries posed by children during the instructional process.⁴

These conditions have resulted in low levels of participation and learning motivation among many children in kindergartens throughout Padang Sarai. Various empirical studies have demonstrated that the quality of teacher communication correlates positively with student learning motivation. Nisa and Sujarwo, in their research, revealed that the effectiveness of teacher communication significantly influences the learning enthusiasm of early childhood students.⁵

Echoing this sentiment, Syafruddin and Ardiana found that teacher

performance—specifically encompassing the quality of instructional communication—contributes significantly to children's learning motivation in early childhood education institutions.⁶ Julaiha et al. also demonstrated that educational management and the quality of teacher interaction exert a significant influence on the learning motivation of early childhood students.⁷

Given the discrepancy between these ideal conditions and the current realities on the ground, this study is designed to empirically analyze the extent to which teachers' verbal communication influences learning motivation in kindergartens throughout the Padang Sarai Village. The findings of this research are expected to serve as a strategic reference for efforts to enhance the

⁴ Elya Siska Anggraini, 'Pola Komunikasi Guru dalam Pembelajaran Anak Usia Dini Melalui Bermain', *Jurnal Bunga Rampai Usia Emas*, 7.1 (2021), p. 27.

⁵ Khairun Nisa and Sujarwo Sujarwo, 'Efektivitas Komunikasi Guru terhadap Motivasi Belajar Anak Usia Dini', *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 5.1 (2020), p. 229.

⁶ Muhammad Fadli Syafruddin and Citra Ardiana, 'Kinerja Guru dalam Meningkatkan Motivasi Belajar Anak di Taman Kanak-Kanak Al-Gifari Kota Bima', *Bunayya: Jurnal Pendidikan Anak*, 7 (2021), p. 39.

⁷ Siti Julaiha and others, 'Analisis Pengaruh Manajemen Pendidikan terhadap Motivasi Belajar pada Anak Usia Dini', *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 7.3 (2023), p. 2659.

quality of instruction in early childhood education.

1. The Nature of Teacher Verbal Communication

Within the educational context, verbal communication refers to all forms of message delivery that utilize spoken language as the primary medium. Kusumawati defines verbal communication as the process of exchanging information and ideas through words, whether conducted directly or through specific media.⁸

There are five primary dimensions of teacher verbal communication in early childhood education: (1) instructional clarity using age-appropriate language; (2) the quality of verbal responsiveness to children's inquiries; (3) the frequency and quality of verbal interactions throughout the learning process; (4) the provision of oral reinforcement through praise and

motivation; and (5) the granting of opportunities for children to speak and express themselves.⁹

Educators who employ verbal communication adaptively and responsively to children's individual needs are more effective in fostering meaningful learning experiences. Conversely, poor-quality verbal communication can negatively impact a child's self-confidence and diminish their interest in learning.¹⁰

2. Learning Motivation in Early Childhood

Learning motivation is defined as a psychological condition that drives an individual to initiate, sustain, and complete learning activities actively and persistently. In early childhood, this motivation is not yet stably formed; consequently, it is heavily influenced by the quality of interactions and support within the learning environment, particularly from the

⁸ Tri Indah Kusumawati, 'Komunikasi Verbal dan Nonverbal', *Jurnal Pendidikan dan Konseling*, 6.2 (2016), p. 85.

⁹ Elya Siska Anggraini, 'Membangun Komunikasi Efektif Verbal dan Non Verbal dalam Pembelajaran Anak Usia Dini di Kelurahan Negeri Baru', *Jurnal Usia Dini*, 8.1 (2022), p. 26.

¹⁰ Umar Bin Abdul Aziz and others, 'Perbedaan Individu Dan Gaya Belajar Peserta Didik', *Bunayya: Jurnal Pendidikan Anak*, 8.2 (2022), 178.

teacher as the primary authority figure.¹¹

Deci and Ryan developed the Self-Determination Theory (SDT), which posits that a child's intrinsic motivation reaches its peak development when three basic psychological needs are fulfilled: competence, autonomy, and relatedness. Within this framework, effective teacher verbal communication plays a vital role in simultaneously satisfying these three fundamental needs.¹²

Observable indicators of learning motivation include enthusiasm and eagerness in participating in lessons, persistence in completing tasks, and autonomy in learning activities. When teachers consistently provide positive and supportive verbal communication, children are more likely to develop a stronger learning disposition.¹³

3. Relationship between Teacher Verbal Communication and Learning Motivation

Vygotsky, through his sociocultural theory, asserts that verbal interaction between teachers and students serves as the primary medium for children's cognitive and motivational development. Through verbal scaffolding, educators assist children in transcending their Zone of Proximal Development (ZPD), which directly reinforces their sense of competence and intrinsic motivation.¹⁴

Teachers who are capable of employing consistent, warm, and supportive verbal communication have been proven to create a conducive learning environment. Purba found that teacher communication skills correlate significantly and positively with learning motivation. Similarly,

¹¹ Monita Oktavia Purba, 'Hubungan Kemampuan Komunikasi Dengan Motivasi Belajar Siswa Kelas VI SDN 122345 Pematang Siantar', *Pengembangan Penelitian Pengabdian Jurnal Indonesia (P3JI)*, 1.1 (2023), 109.

¹² Nur Hamidah and Muhammad Irsan Bar Nur Hamidah and Muhammad Irsan Barus, 'Analisis Faktor yang Mempengaruhi Motivasi Belajar Siswa Sekolah Dasar Negeri 093 Mandailing Natal', *Jurnal Literasiologi*, 7.3 (2022), p. 9.

¹³ Sulistya Widya Wati, Beta Puspitaning Ayod Sulistya Widya Wati, Beta Puspitaning Ayodya, and Muchammad Rizqi, 'Pengaruh Komunikasi Interpersonal dan Gaya Mengajar Guru terhadap Motivasi Belajar Siswa Kelas 6 SDN Sukomanunggal III Surabaya', *SEMAKOM: Seminar Nasional Mahasiswa Komunikasi*, 1.01 (2023), p. 2.

¹⁴ Lev S. Vygotsky, *Mind in Society: The Development of Higher Psychological Processes* (Cambridge, MA: Harvard University Press, 1978).

Wati, Ayodya, and Rizqi demonstrated that teacher interpersonal communication exerts a substantial influence on students' learning motivation.¹⁵

B. METHODOLOGY

This study employs a descriptive-correlational quantitative design. The selection of this design is based on the research objective, which focuses on measuring and analyzing the correlation between variables using systematic and measurable numerical data obtained from the respondents.

The research was conducted at kindergartens throughout the Padang Sarai Village during the 2025 academic year. The population comprised all teachers actively engaged in instructional activities and direct daily interactions with students. A sample of 30 teachers was selected through purposive sampling, based on the criteria of active participation in the learning process.

Data collection utilized a four-point Likert scale questionnaire (1-4). The instrument for Teacher Verbal Communication (Variable X) consisted of 25 items across five dimensions: clarity of delivery, verbal responsiveness, verbal interaction, verbal reinforcement, and opportunities for expression. Meanwhile, the Learning Motivation instrument (Variable Y) comprised 10 items covering three dimensions: enthusiasm, persistence, and learning autonomy.¹⁶

Prior to field implementation, the instruments were subjected to validity testing using Pearson's Product-Moment correlation. Reliability was subsequently assessed through Cronbach's Alpha coefficient. The data were analyzed using descriptive statistics, specifically the Respondent Achievement Level (RAL/TCR) calculation, to describe the condition of each variable. Furthermore, simple linear regression analysis was

¹⁵ Pu Purba, p. 112.

¹⁶ Na Nana Marlina Cahyani, Edo Indriyanto, and Siti Masripah, 'Uji Validitas dan Reabilitas terhadap Implementasi Aplikasi Penjualan dan Pembelian', *Information System For Educators and Profesional*, 1.1 (2016), p. 29.

performed to test the research hypotheses.

C. RESULTS AND DISCUSSION

1. Validity and Reliability Testing

Prior to the primary data collection, the research instruments were pre-tested to ensure their feasibility and psychometric adequacy. The results of these tests are presented in the following table.¹⁷

Table 1. Results of Instrument Validity and Reliability Testing

Variabel	r Hitung	r Tabel	Keterangan
Komunikasi Verbal (X)	0,349 – 0,660	0,361	Valid
Cronbach's Alpha	0,837	0,60	Reliabel

Source: Primary Data, processed (2025)

Based on the results presented in the table, all items within the teacher verbal communication instrument are considered valid and reliable; therefore, the instrument is deemed highly suitable for use as a data collection tool in this study. This indicates that each item is capable of accurately measuring the intended aspects of teacher verbal communication consistently across

observations. Consequently, the instrument can be confidently used to obtain dependable data, as it meets the required standards of validity and reliability for research purposes.

Table 2. Descriptive Statistics of Teacher Verbal Communication (Variable X) by Indicator

No	Indicator	∑ Score	Mean	Ideal score	TCR (%)	Category
1	Clarity of Delivery	596	3,40	700	85,14	High
2	Verbal Responsiveness	624	3,56	700	89,14	High
3	Verbal Interaction	542	3,09	700	77,43	Fair
4	Verbal Reinforcement	575	3,29	700	82,14	High
5	Opportunity to Speak	654	3,74	700	93,43	High
	Overall Average	598	3,42	700	85,49	High

Source: Primary Data, processed (2025)

Based on the table above, teacher verbal communication is in the high category with an average TCR of 85.49% and a mean of 3.42. The highest indicator is the opportunity to speak with a TCR of 93.43%, indicating that teachers have provided good opportunities for children to participate in learning. In addition, clarity of

¹⁷ Priyono, *Metode Penelitian Kuantitatif*, ed. by Teddy Chandra (Surabaya: Zifatama Publishing, 2008).

delivery, verbal responses, and verbal reinforcement are also in the high category. Meanwhile, verbal interaction received the lowest score of 77.43% with a sufficient category, so it still needs to be improved so that communication between teachers and children becomes more active and effective in the learning process.

To clarify the results of the respondents' achievement levels on the teacher's verbal communication variable, the following data is presented in graphical form so that the comparison of each indicator can be seen more clearly and is easier to understand.

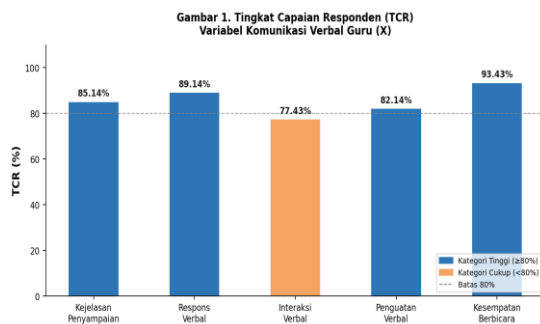


Figure 1. RAL Scores for Teacher Verbal Communication Indicators

Based on the graph, it can be seen that most of the teachers' verbal communication indicators are in the high category. The opportunity to speak indicator received the highest

score, while verbal interaction had the lowest score compared to the other indicators. Therefore, improvements are needed to make communication in learning more effective. To determine the level of students' learning motivation based on each indicator, the data processing results are presented in the following table.

Table 3. Descriptive Statistics of Early Childhood Learning Motivation (Variable Y) by Indicator

No	Indicator	Σ Score	Mean	Skor Ideal	TCR (%)	Category
1	Enthusiasm	275	3,06	420	65,48	Cukup
2	Persistence	334	3,71	420	79,52	Cukup
3	Autonomy / Learning Independence	285	2,38	420	67,86	Cukup
	Overall Average	298	3,05	420	69,71	Cukup

Source: Primary Data, processed (2025)

Based on the table, it is known that children's learning motivation is in the sufficient category, with an average TCR of 69.71%. The perseverance indicator received the highest score compared to other indicators, while the enthusiasm and independence indicators remained in the sufficient category, suggesting that efforts are

needed to improve children's learning motivation in the learning process.

To clarify the level of achievement of respondents in the early childhood learning motivation variable, data for each indicator is presented in the following graph to more clearly compare values between indicators.

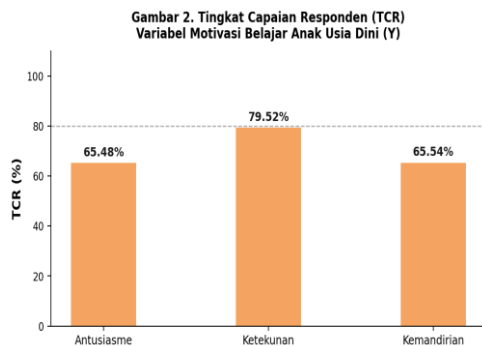


Figure 2. Respondent Achievement Level (RAL) of Early Childhood Learning Motivation by Indicator

Based on the graph, it can be seen that the perseverance indicator scored highest compared to the other indicators. Meanwhile, the enthusiasm and independence indicators remained in the adequate category, indicating that early childhood learning motivation still needs to be improved to optimize the learning process.

To determine the relationship and influence of teacher verbal communication on early childhood learning motivation, statistical tests

were conducted, including correlation tests, t-tests, coefficients of determination, and simple regression analysis. The results are presented in the following table.

Table 4. Summary of Hypothesis Testing Results

Statistical Test	Value	Comparison Value	Conclusion
Correlation (r)	0,875	$p < 0,05$	Very Strong
t Count	12,259	t tabel = 2,013	Significant
R ² (Determination)	0,766 (76,6%)	-	Major Contribution
Regression Equation	$Y = -24,88 + 0,355X$	-	Positive Effect

Source: Primary Data, processed (2025)

2. Descriptive Analysis of Teacher Verbal Communication (Variable X)

Based on Table 2 and Figure 1, the overall teacher verbal communication is categorized as 'High,' with an average RAL of 85.49%. The 'opportunity to speak' indicator achieved the highest score (RAL 93.43%), reflecting that teachers are consistently providing space for children to express their opinions. Furthermore, the 'verbal responsiveness' indicator also showed a high achievement (RAL 89.14%), indicating the teachers' ability to respond positively to children's expressions.

Meanwhile, the 'verbal interaction' indicator obtained the lowest score (RAL 77.43%) and was classified in the 'Fair' category. This suggests that there

are still obstacles regarding the frequency of active dialogue between teachers and children during the learning process. This aspect should become a priority for improvement, as active verbal interaction is a key element in building children's understanding and motivation.

3. Descriptive Analysis of Children's Learning Motivation (Variable Y)

Based on Table 3 and Figure 2, learning motivation is classified in the 'Fair' category, with an average RAL of 69.71%. The 'persistence' indicator showed the highest achievement (RAL 79.52%), indicating children's persistence in completing tasks. Meanwhile, the 'enthusiasm' (RAL 65.48%) and 'autonomy' (RAL 67.86%) indicators still require further attention and reinforcement from teachers through more adaptive and supportive verbal communication.

4. Hypothesis Testing

Prior to testing the hypothesis, prerequisite tests were conducted, specifically the Kolmogorov-Smirnov normality test and the linearity test. Both tests indicated that the data are normally distributed (Asymp. Sig. > 0.05) and the correlation between

variables is linear (Significance > 0.05), thus allowing the regression analysis to proceed.

Based on Table 4, the correlation coefficient r is 0.875 ($p < 0.05$), indicating a very strong positive relationship between teacher verbal communication and children's learning motivation. The regression equation $Y = -24.88 + 0.355X$ demonstrates that every one-unit increase in the quality of teacher verbal communication is predicted to increase children's learning motivation by 0.355 units.

The coefficient of determination $R^2 = 0,766$ signifies that 76,6% of the variance in early childhood learning motivation can be explained by the teacher's verbal communication variable. This magnitude indicates a very dominant contribution, while the remaining 23.4% is influenced by other factors, such as parental involvement, the home learning environment, and the individual characteristics of the child.

The t-test result, with a t count of $12.259 > t$ table of 2.013, proves that teacher verbal communication significantly affects children's motivation. Therefore, the hypothesis

stating that teacher verbal communication influences children's learning motivation in kindergartens across the Padang Sarai Village is accepted.

5. Discussion

These findings emphasize that teacher verbal communication is not merely an instrument for delivering instructional material, but a psychological force that directly influences a child's motivational state in learning. Teachers who utilize warm, clear, and supportive language are able to create a secure emotional climate, allowing children the freedom to explore and express themselves.¹⁸

These results are consistent with the findings of Nisa et al., which suggest that the effectiveness of teacher communication has a significant impact on student learning motivations.¹⁹ Similarly, a study by Julaiha et al. demonstrates that the quality of teacher interaction contributes significantly to children's learning motivation.²⁰

The strength of this study compared to previous research lies in the measurement of verbal communication's contribution specifically by dimension, providing practical insights into which aspects require the most improvement. The finding that 'verbal interaction' received the lowest score implies that teachers need to be more proactive in opening spaces for dialogue, asking open-ended questions, and responding to every child's expression affirmatively.²¹

From the perspective of Vygotsky's theory, the quality of verbal scaffolding provided by the teacher determines how far a child can transcend their actual developmental level. The more effective the verbal communication established, the greater the opportunity for the child to develop both cognitively and motivationally.²²

Agusriani and Fauziddin also revealed that consistent verbal support within the learning environment, from both teachers and parents, serves as a

¹⁸ Anggraini, 'Pola Komunikasi Guru Dalam Pembelajaran Anak Usia Dini Melalui Bermain'.

¹⁹ Nisa and Sujarwo.

²⁰ Julaiha and others.

²¹ Anggraini, 'Membangun Komunikasi Efektif Verbal Dan Non Verbal Dalam Pembelajaran Anak Usia Dini Di Kelurahan Negeri Baru'.

²² *Vygotsky-Mind in Society*.

protective factor that maintains the stability of a child's learning motivation, even in challenging conditions.²³

Amalia, Khamdun, and Fathurohman, in their study, emphasize that the role of the environment—including the quality of communication received by the child—significantly determines the level of learning motivation in school-aged children.²⁴ Meanwhile, Nasution et al. demonstrate that basic teaching skills, including the quality of verbal communication, serve as the primary foundation for improving the quality of learning within early childhood education (ECE) institutions.²⁵

Overall, these findings reinforce the conviction that investing in the improvement of teacher verbal communication is a strategic step that

has direct implications for optimizing children's learning motivation.²⁶

D. CONCLUSION

Based on the results and discussion, this study concludes that: (1) teacher verbal communication in kindergartens across Padang Sarai Village is in the "High" category (RAL 85.49%), with the highest achievement in the 'opportunity to speak' dimension and the lowest in 'verbal interaction'; (2) early childhood learning motivation is categorized as "Fair" (RAL 69.71%), with 'persistence' being the strongest dimension; and (3) teacher verbal communication has a positive and significant effect on children's learning motivation ($r = 0.875$; $R^2 = 0.766$; regression equation $Y = -24.88 + 0.355X$). The practical implication of these findings is the need for structured and sustainable competency

²³ Rosi Dwi Aminah Chusnul Khotimah, *Pengaruh Komunikasi Verbal dan Nonverbal Guru terhadap Motivasi Belajar Siswa Kelas IX MTs Ar-Rohman Tegalrejo* (Ponorogo: IAIN Ponorogo, 2019).

²⁴ Iftita Rizki Amalia, Khamdun, and Irfai Fathurohman, 'Peran Orang Tua dalam Memotivasi Belajar Anak Sekolah Dasar di Desa Wonorejo Jepara', *Jurnal Inovasi Penelitian*, 2.4 (2021), p. 1218.

²⁵ I Ifni Oktiani, 'Kreativitas Guru dalam Meningkatkan Motivasi Belajar Peserta Didik', *Jurnal Kependidikan*, 5.2 (2017), p. 220.

²⁶ Julaih Julaiha and others, p. 2669.

enhancement programs for early childhood education (ECE) teachers, encompassing training in active dialogue, verbal reinforcement techniques, and providing speaking opportunities for children. Future researchers are encouraged to examine other factors that influence children's learning motivation and to employ a mixed-methods approach to enrich the understanding of verbal communication dynamics in ECE settings.

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