

Analysis of Social-Emotional Influences on the Language Development of Primary School Children

Banun Havifah Cahyo Khosiyono¹, Amin Al Adib², Jamiu Temitope Sulaimon³

¹ Universitas Proklamasi 45, Indonesia

¹ Universitas Sarjanawiyata Tamansiswa, Indonesia

² Universitas Proklamasi 45, Indonesia

³ University of Ilorin, Nigeria

Corresponding Author:

Banun Havifah Cahyo Khosiyono,
Universitas Proklamasi 45, Indonesia,
Jl. Proklamasi No.1, RT.17/RW.05, Tambak Bayan, Caturtunggal, Kec. Depok, Kabupaten Sleman, Daerah Istimewa
Yogyakarta 55281
Email: banuna.havifah90@gmail.com

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Abstract

Rapid child development at primary school age involves language, emotional, and social development. Factors that influence us are the family environment and primary school. This study aims to analyze social-emotional influences on the language development of primary school children. This type of research is a qualitative case study. The participants are primary school children and teachers. Data collection for this study used observation and teacher interviews. The results of this study indicate that the language, emotional, and social development of primary school-aged children happens quickly. Every youngster develops differently from the next. This growth can be influenced by a variety of circumstances, such as the home and school environment. Teachers can use the study of this development as a guide to implement learning in classrooms and identify issues that arise there. The implications of this study are that it might help educators solve issues with learning and child development.

Keywords: Children, Emotional, Language



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INTRODUCTION

Growing research indicates that having a language impairment at a young age, like developmental language disorder (DLD), increases the likelihood of developing emotional issues later in life (Assaf & Darr, 2024; Willig dkk., 2025). Children with DLD have historically only had their emotional problems examined after being diagnosed. This makes sense because it is simple to investigate psychological issues in this group when their developmental disparities are seen (Kuo & Chou, 2024; Nowland dkk., 2025). The disadvantages of this strategy include the inability to determine the direction of causal factors and the potential for oversampling of the most severely impacted patients if sampling is only based on clinical identification (Birtwell dkk., 2024; Oddleifson dkk., 2025). Children will probably have poor language abilities before being identified, which may impact their social and emotional growth. Researchers must examine development before DLD becomes evident to assess the risk and etiology of emotional disorders in children with DLD. This can be done through sibling studies in families with children at risk for DLD or by looking for evidence of DLD in large-scale cohort studies.

Efforts to increase children's social and emotional competence have proliferated due to worries about how susceptible children and teens are to psychological and social issues and how schools may help them overcome these dangers (Abou Jaoude dkk., 2024; Pihlaja dkk., 2025). The process of comprehending and controlling both children's and adults' emotions, defining and accomplishing constructive goals, exhibiting empathy, building healthy relationships, and making responsible choices to preserve them is known as social-emotional learning (CASEL, 2020). Self-awareness, social awareness, responsible decision-making, self-management, and relationship skills are the five competencies that make up socio-emotional learning, according to CASEL (2017).

Some research shows that children's social-emotional skills are vital to their language development (Khosravi, 2025; Sinaga dkk., 2024). Niehaus & Adelson (2014) explain that their study shows the connections between academic and social-emotional results for English language learners (ELLs), parental school involvement, and school support. Shen et al. (2024) conducted a study that sought to characterize an interactive pattern between pertinent motivational beliefs (i.e., self-efficacy, interest, and growth mindset), social and emotional learning (SEL) skills, and English learning achievements against the backdrop of declining motivation and increasing social and emotional challenges in English learning faced by Hong Kong primary school students. To guide future research, McDonald, Holttum, & Drey (2019) explored a mixed-methods study that looked into whether teachers and students from a single primary school thought that art therapy had improved the social, emotional, and mental health issues of the children and, if so, what the children thought was beneficial about the sessions.

Without a doubt, the primary facilitators of children's language development are their parents and teachers (Bosch dkk., 2025; Han & Kellogg, 2024). Communicating and interacting with children greatly impacts language development because it shows them how to use appropriate and good language. Parents and teachers can help children improve their language skills by acting as role models or examples to listen to, use, and comprehend language while engaging with others (Ennigkeit dkk., 2024; Xia, 2025). Based on the results of preliminary observation for primary school children in Yogyakarta, several factors influence language development, as seen from the results of observations in the classroom, including social-

emotional factors. Therefore, this study aims to analyze social-emotional influences on the language development of primary school children.

RESEARCH METHOD

This research is a qualitative approach with a case study. The data was collected by observation of children in their class and interviews with primary school teachers (Bosch dkk., 2025; Tshering, 2025). The participants are 96 children and 7 teachers (Grades I-VI) in three primary schools in Yogyakarta, Indonesia. Teachers at three elementary schools in Indonesia received an invitation via email from the researcher. The researcher began negotiating the time and date for the interview study after roughly eighteen teachers responded favorably. Ultimately, this study involved roughly seven teachers whose schedules allowed it. Participants gave their written approval for interviews to be recorded and for anonymized quotes to be used in publications and reports (Bub dkk., 2025; Ružić & Balaban, 2024). Before analysis, all data were anonymized, and debriefs of the research findings were sent to primary schools. The primary school teachers received ethical approval.

The analysis data by Miles, Huberman, & Saldana (2014) consists of 3 steps. Data condensation comes first (Rossi dkk., 2024; Timpe-Laughlin dkk., 2024). All of the information gathered throughout this process through interviews, observations, and document analysis is then reselected by the researchers to provide the pertinent information required in this instance concerning a scientific methodology. Data from teacher interviews and data from observations of classroom learning activities created by the teacher were all double-checked and compared by the researchers. The information that was not pertinent to the research problem was subsequently left out. Data display comes next. The chosen data is then given in this step in a concise and methodical narrative that describes the use of the scientific method (Fegeler dkk., 2024; Ziegenfusz dkk., 2025). The results of the observation and interview analysis were used to describe it. Data collection and validation of the study's findings constituted the final phase.

RESULTS AND DISCUSSION

From the results of observations of 96 primary school children and interviews with 7 primary school teachers, several social-emotional factors influence the language development of elementary school children. The results of an interview with a grade 1 teacher stated as follows:

There are still many problems with language development in grade 1, such as many who cannot speak Indonesian because their families are not accustomed to speaking Indonesian, which has a very large factor because grade 1 only has a few hours at school while they spend more time at home, so parents should get used to providing stimulation to their children so that their children's language development is not hampered. (A teacher grade I)

From the interview results, primary school children in grade 1 still have difficulty speaking Indonesian because they often use Javanese (their mother tongue) in everyday life. This is a very important role for the family in training and teaching children to learn various languages. Therefore, primary school children need to practice Indonesian often, especially at school, accompanied by their respective class teachers (Call dkk., 2024; Williams dkk., 2024). Another

grade 1 teacher added that as follows:

The ways to improve the development of speaking Indonesian include using learning media such as pictures so that children's language development will increase because it can attract children's focus and interest in pictures so that children become enthusiastic and active in learning. It can also be done with sociodrama by performing simple drama performances so that children's language development in communicating increases. (Another teacher graded I)

In addition to Indonesian, primary school children also have difficulty speaking English. English in primary school is a compulsory subject in the independent curriculum and as a foreign language in Indonesia. Many primary school children only learn when they are in primary school (Fegeler dkk., 2024; McDonald dkk., 2024). This was conveyed by a 4th grade teacher as follows.

There are still many children who have difficulty understanding foreign languages, such as English. Students are not used to the sounds or intonation patterns, so they have difficulty. The 1st grade teacher also added that "children in learning English use pictures or videos in the learning process. Children are taught to speak English so that they are fluent. The teacher guides the child, and the child imitates the English conveyed by the teacher, assisted by pictures or videos."

The solution to the problem of primary school children learning English is to teach two languages in class (İzoğlu-Tok & Doğan, 2024; Trebacz dkk., 2024). Sun et. al., 2021, in their research, also showed that children with greater multilingual receptive vocabulary and more time spent speaking both languages regularly exhibited superior behavioral and social-emotional abilities. Children's social-emotional and behavioral skills were also found to be substantially correlated with their capacity to recognize gender and emotions. These results were consistent for children from a variety of mother tongue language backgrounds.

A sixth-grade teacher then stated:

"Yogyakarta primary school students are first-graders from different parts of Indonesia. In Yogyakarta, a large number of their parents are immigrants. Thus, their mother tongues and civilizations are varied."

Primary school teachers' perspectives on the acculturation of their kids from diverse backgrounds are "multicultural" or "assimilationist". Teachers that value multiculturalism research the languages and cultures of their students and offer inclusive programs that take into account their backgrounds (Busse dkk., 2024; Klass, Mendelsohn, dkk., 2024). The parents are also children's earliest exposure to a social context in language development. As a result, it facilitates the process of English and Indonesian learning in primary school.

Moreover, emotional development is also very important in child development, where emotions are a very prominent factor that influences individual behavior, in this case, including learning behavior (Klass, Miller-Fitzwater, dkk., 2024; Wadley & Stagnitti, 2024). This emotional development will be in line with the child's social development, where social development is referred to as the achievement of maturity in social relationships and the learning process to adapt to group norms, traditions, and morals. Children's language, emotional, and social development are generally influenced by the child's environment, home, school, and peers. This is supported by the results of an interview with a grade 3 teacher who said that

Children who can interact quickly will also obtain rapid language, emotional, and

social development because children will spend a lot of time interacting with other people. (A teacher grade III; A teacher grade V)

The solution is that parents and educators frequently encourage conversation among kids to foster language development. It gives them examples of acceptable and good language use; interacting and conversing with youngsters has a significant impact on their language development (Ke & Zhou, 2024; Schuitema & Lacchia, 2025). Since language and cognitive development are linked in children, children's cognitive growth affects their level of language proficiency (Rossi dkk., 2024; Schuitema & Lacchia, 2025). As they grow older, children's language grows increasingly sophisticated. The environment also has a big impact on how children experience language. Youngsters will pick up imitation and repetition skills from adults (Desrinelti et al., 2021).

CONCLUSION

At the age of primary school, children are at the most important time in their language development. Children's language is a system of speech icons used by children. Then the system is used by children to interact with special languages, such as their mother tongue, Indonesian, Javanese, and foreign languages such as English. The development of language, emotions, and social skills must be prioritized. It is also necessary to adapt this development to the child's developmental stage. Teachers and parents need to be as involved in a child's growth as possible. For children to grow up successfully and not be impacted by factors that hinder their growth. By examining this development, educators can use it as a guide to implement learning in classrooms and identify issues that arise there. As a result, it might help educators solve issues related to child development and learning. Moreover, fostering a positive language environment for bilingual or multilingual children is important for both their early language development and the possible advantages for their behavioral and social-emotional development.

AUTHOR CONTRIBUTIONS

Author 1: Conceptualization, the research design.

Author 2: Gathered information, did data analysis, looked up references.

Author 3: Conceptualization, methodology, and manuscript editing.

CONFLICTS OF INTEREST

The authors of this research state that they have no conflicts of interest in relation to its publication. This research's data and findings have all been objectively examined and reported, free from bias or outside influence. The research was only carried out for scholarly and scientific reasons.

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