

The Role of Developmental Psychology in Supporting Arabic Language Learning for Early Childhood Education

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ABSTRACT

This study explore the connection between developmental psychology and children's Arabic language learning through literature due to the limited information available on optimal learning strategies for Arabic language learning in accordance with children's development. This study goals to analyze the process of cognitive, socio-emotional, and language development theories contributing to the development of Arabic language competency in children. A qualitative descriptive method was used, with a literature review of relevant research (stages of development and second language acquisition and Arabic). This findings indicate that children's cognitive ripeness, emotional readiness, and social interaction skills significantly influence their success in Arabic. Learning strategies aligned with the rule of developmental psychology also contribute significantly to children's language acquisition experiences, making learning more meaningful, effective, and enjoyable. Curriculum and learning environment aspects also portray a central actor in their Arabic language development. In conclusion, Arabic language teaching is highly affected by many reasons, such as strategies, environment, and curriculum applied in the classroom, with consideration of the procedure of children's psychological development for optimal learning outcomes.

Keywords: Language Acquisition, Arabic Language Learning, Developmental Psychology

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PENDAHULUAN

D The learning of Arabic for children has attracted growing interest due to its essential role in religious, cultural, and educational contexts, especially within Islamic communities (Al Dwakat et al., 2023). Language development is a core aspect of developmental psychology and language education. The early stages of language development are not only reflected in communication skills but also masquerade a crucial actor in the holistic growth of a child's cognitive, social, and emotional abilities. Studies have shown that regular language stimulation from an early age has the potential to enhance a child's linguistic and early literacy skills, while simultaneously impairing their future academic and social development (Siddiq et al., 2010). Developmentally appropriate learning strategies are more effective in supporting a child's language internalization process (S. R. Dewi, 2024; Nungala, 2024).

However, teaching Arabic to young learners requires more than simply delivering linguistic content; it demands a thorough conceive of children's cognitive, socio-emotional, and developmental traits (Alshbili, 2024). Insights from developmental psychology help explain how children grow, consider, sense, and gain knowledge across different life stages (Papalia et al., 2021), all of which strongly influence how they comprehend, retain, and use new languages.

Several previous studies have underlined the significance of aligning language learning approaches with children's developmental levels. Vygotsky's sociocultural theory (Vygotsky &

Cole, 1978) underscore the impact of social interaction and scaffolding in language learning, while (Piaget et al., 1952) highlights the importance of cognitive readiness at various ages. The stages of cognitive development submitted by experts such as Piaget, Vygotsky, and modern developmental theory provide a theoretical basis that children's language skill and use are not only affected by linguistic exposure, but also by their extent of cognitive development and memory. Understanding the relationship between these aspects helps teachers plan appropriate and responsive learning interventions to children's development, resulting in optimal results (Nurjanah et al., 2024). Educational research has highlighted that adaptive learning strategies tailored to children's development have proven successful in facilitating children's basic communication and language skills (Aprilia et al., 2024; Ulfa, 2023).

However, specific research that explicitly connects Arabic language acquisition with developmental psychology remains scarce. Most existing research focuses more on curriculum design, instructional strategies, or linguistic aspects, rather than developmental appropriateness (Fauziati, 2015). Furthermore, other research on language development emphasizes that early childhood, known as the golden age, is a sensitive period for language acquisition (Dewi, 2023; Gualtieri & Finn, 2022). Children at this age are more likely to develop phonological and pragmatic language structures than those at older ages. This fact supports the importance of early language education interventions, including Arabic language learning, to optimize children's natural language development potential.

This lack of attention reveals a gap in understanding how developmental psychology can contribute to more effective Arabic language instruction for children. Addressing this gap is necessary to ensure that educational strategies accommodate learners' cognitive and socio-emotional growth, thereby enhancing their language learning experiences. Such efforts can lead to the creation of learning environments that better reflect children's psychological and developmental needs.

Accordingly, this study aims to examine how developmental psychology informs more effective approaches for teaching Arabic to children. This study redound to the domain of Arabic language education by offering theoretical insights and practical frameworks that align with children's developmental stages, supporting educators in creating more developmentally appropriate and impactful learning strategies.

METHOD

This study examines the relationship between developmental psychology and children's acquisition of the Arabic language using a systematic literature review approach that depends on secondary data (Razem, 2020). Information was gathered from a variety of academic sources, such as scholarly books, journal papers, and reliable studies on Arabic language instruction and developmental psychology. This method provides a comprehensive grasp of current theories and knowledge relevant to the study's objectives.

A systematic literature review that included a controlled process of finding, evaluating, and integrating pertinent previous research and theoretical works was used to collect data for this study (Marzi et al., 2025). The strategy was used to ensure the collection of comprehensive and trustworthy data about the connection between teaching children Arabic and developmental psychology. Because they cover a large number of good scholarly papers and are relevant to psychology and education research, reputable academic databases such as Scopus, ScienceDirect, and Google Scholar were chosen for the literature search. To find studies that concentrate on language acquisition and other developmental facets of children's learning, the search strategy was carefully designed.

The evaluation mostly concentrated on research released during the last ten years in order to maintain the data up to date. This period was thought to be suitable for capturing new developments, modern perspectives, and the most recent empirical discoveries in the fields of developmental psychology and Arabic language instruction. This approach provides a solid theoretical and empirical basis for the study's analysis and justification of its results.

The findings were methodically categorized using content analysis into a number of important theme categories pertaining to children's growth and learning Arabic (Rakap et al.,

2025). The primary topics found are socio-emotional development and how it affects learning processes, cognitive development and how it relates to language acquisition, and pedagogical implications for teaching Arabic. These topics resulted from a thorough analysis of the literature to guarantee a thorough comprehension of the relationship between language instruction and developmental psychology.

The study illustrates through this analytical method how children's cognitive development stages influence their capacity to pick up new languages. The effectiveness of language learning techniques is largely dependent on factors like memory, focus, and problem-solving abilities, all of which develop with age. The study also emphasizes the importance of socio-emotional elements, such as social contact, motivation, and self-assurance, since these have a big impact on how kids interact with and assimilate new language.

Consistent connections connecting developmental traits to successful Arabic teaching strategies are also revealed by the investigation. It suggests that in order to maximize results, teaching strategies should be carefully matched to students' cognitive and emotional development. By taking these developmental factors into account, teachers can create more suitable and supportive learning settings that enhance kids' Arabic learning skills in a way that matches their psychological and developmental readiness.

RESULT AND DISCUSSION

Cognitive Development's Function in Language Acquisition

According to Piaget's theory of cognitive development, a child's level to acquire and comprehend language is significantly influenced by their degree of cognitive development (Loizou & Loizou, 2019). Piaget distinguished four developmental stages: sensorimotor, preoperational, concrete operational, and formal operational. These stages reflect distinct ways in which children view, understand, and react to their surroundings, which in turn influences how ready and able they are to learn languages like Arabic. By having a solid understanding of these stages, teachers may better adjust their teaching methods to the cognitive abilities of their students.

Children who are in the preoperational period (approximately ages 2-7) mostly rely on their imagination and visual experiences. Activities that incorporate play, repetition, singing, and visual aids are the most effective ways to enhance language education during this time. These techniques aid in giving young students a more tangible and approachable understanding of abstract language topics. In instance, storytelling encourages vocabulary development while stimulating students' imaginations and fostering an emotional connection to the subject matter.

Children begin to think more logically and are able to understand rules, classifications, and the connections between concepts when they enter the concrete operational stage, which lasts generally from ages 7 to 11. The more structured components of language learning that are best presented at this stage are grammar rules, sentence construction, and reading comprehension tasks. Students at this stage benefit from tasks that call for critical thinking and problem-solving abilities, such as analyzing elementary texts, constructing conversations, and understanding sentences.

The necessity of teaching strategies that are suitable for each developmental stage is thus highlighted by the connection between language acquisition and cognitive development. To increase engagement and retention, Arabic training should shift from a one-size-fits-all strategy to one that is tailored to the cognitive maturity of the students. This alignment guarantees that teaching methods correspond with children's language processing and thought processes at every developmental stage (Slavin & Davis, 2006).

Table 1: Cognitive development stages and their effects on teaching Arabic

Factors	Age Range (years)	Cognitive Characteristics	Recommended Language Activities
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Sensorimotor	0-2	Investigating with the senses and actions	Formal Arabic learning is not given much attention.
Preoperational	2-7	creative, symbolic, and self-centered	Stories, games, songs, and visual aids
Concrete Operational	7-11	Reasoning and knowledge of rules	Sentence construction, basic grammar, and dialogue
Formal Operational	12+	Speculative, abstract reasoning	Writing arguments, debating, and analyzing

Socioemotional growth and language learning motivation

According to Erikson's psychosocial theory (Erikson, 1963), motivation and resilience in learning, including language acquisition, are influenced by socioemotional elements including trust, autonomy, and initiative. A nurturing school setting where kids feel comfortable, appreciated, and inspired is crucial for Arabic language instruction. Students' propensity to take chances and make mistakes is significantly influenced by their socioemotional security, which is crucial for language acquisition.

Children's confidence and drive are greatly increased in positive, inclusive classrooms that promote involvement and lessen fear of failing. Learners are more likely to participate fully, ask questions, and practice language skills without reluctance when they feel valued and respected. By providing constructive criticism, recognizing little accomplishments, and making sure each student feels capable of succeeding, teachers help create a supportive environment.

Furthermore, Vygotsky's Zone of Proximal Development (ZPD) emphasizes the need for social interaction-based guided learning. With the assistance of teachers or more experienced peers, students in this zone reach higher skill levels. When studying Arabic, scaffolding techniques like modeling, prompting, and group projects enable pupils to gradually acquire more sophisticated language skills than they could on their own (Pinter, 2017).

Thus, language acquisition and socioemotional development are tightly related. Using effective teaching strategies to meet these demands keeps kids inspired, involved, and self-assured throughout their Arabic language education. Learning experiences that incorporate psychological and emotional components are more significant and long-lasting.

Table 2. Language motivation and socioemotional factors

Concept	Important Elements	Impact on Arabic Language Learning
Erikson (Psychosocial)	Autonomy, Trust, and Initiative	Encouragement, Self-assurance, and Communication Risk-Taking
Positive Classroom Climate	Respect, Inclusion, Encouragement	Enhanced involvement and decreased anxiety about errors
Vygotsky (ZPD)	Peer support and scaffolding	Improved confidence, sentence structure, and vocabulary
Erikson (Psychosocial)	Initiative, Trust, and Independence	Encouragement, Self-assurance, and Communication Risk-Taking

Language acquisition in multilingual environments

The developmental obstacles faced by children learning Arabic as a second language (L2) are different from those faced by first-language (L1) learners (Albirini, 2017). According to (Brown, 2000), the age at which exposure takes place, the consistency of practice, and the linguistic features of the learner's first language can all have a big impact on the process of learning Arabic. When creating training, it's critical to take learners' linguistic backgrounds into consideration because these factors have an impact on learning speed, accuracy, and depth.

One important indicator of success in learning a second language is exposure age. Due to increased brain plasticity for language acquisition, younger learners frequently attain higher levels of proficiency and display a more native-like accent. Early and consistent exposure to Arabic, whether in the home, community, or classroom, aids in the development of intuitive comprehension and usage patterns that are similar to those observed in L1 acquisition.

Attention should also be paid to the effects of L1 interference in multilingual settings. Learning Arabic can be made easier or more difficult by children transferring vocabulary, pronunciation patterns, or grammar rules from their first language. Teachers should be aware of these possible consequences and design exercises that allow students to differentiate between the two languages while utilizing cross-linguistic parallels to improve understanding.

More organic language learning is supported when Arabic is included into everyday activities, religious rituals, and multimedia materials. Through authentic learning situations that mimic natural first-language development, practical immersion makes Arabic seem like a living language with relevance outside of the classroom, increasing learners' engagement and retention of the language.

Using straightforward exercises that incorporate Arabic phrases into kids' daily routines and offer explanations in English to aid comprehension, teachers can effectively implement habituation tactics. For instance, when introducing simple phrases like أين الكتاب؟ (Where is the book?) or أريد أن أذهب إلى المدرسة to strengthen understanding, the teacher can explain their meaning in English, such as "I want to go to school." This method lessens negative transfer from their first language while assisting learners in creating organic connections between their L1 and L2. Additionally, through role-playing exercises, kids can practice speaking Arabic in real-world social contexts, such class discussions or a mock marketplace that the teacher has set up: كم هذا؟ (How much is this?). As they gain confidence in using Arabic practically, learners are able to differentiate Arabic structures from their L1. In order to improve second-language acquisition, the method also capitalizes on the child's cognitive and social development at its height.

Table 3. Important elements affecting the acquisition of Arabic L2

Factors	Impact on Learning Arabic as a Second Language
Age of Exposure	Younger exposure results in improved pronunciation and fluency.
Frequency of Use	Regular use leads to quicker learning and organic integration.
L1 Interference	Can provide scaffolding but potentially impair grammar and pronunciation.
Immersion in Contexts	Multimedia, home, and religious → genuine usage rises

Pedagogical Implications

Teaching Arabic requires a thorough mastery of children's cognitive and socio-emotional progress (Majadly & Haj Yahya, 2024). Today's youth must be facilitated through fun and interactive activities. Furthermore, sensory activities need to be implemented. This can be done by utilizing songs, rhymes, or fairy tales. These strategies are fully relevant to children's developmental needs through real-life experiences and the engagement of all five senses, thereby improving their vocabulary skills and comprehension.

For instance, early childhood children are taught Arabic by teachers. Teachers can use everyday language with songs, such as أين القلم؟ Teachers can guide students and ask questions, while also pointing or holding objects aloud. Combining visual, auditory, and kinesthetic learning will create the learning process more cozy. Additionally, teachers can use hand puppets to create dialogue. For example: مرحبا، كيف حالك؟ (Hello, how are you?). This will facilitate students in integrating words with their emotions and social in line with their social-emotional progress.

Appropriate to the child's age, learning strategies should include analytical and evaluative tasks. These tasks should be challenging, not just testing their lower-level cognitive skill. Project-based learning should be optimized. Discussions and debates are also excellent alternatives. Frequent creative writing exercises encourage in-depth practical skills in Arabic. These strategies develop language skills, collaboration, independence, and higher-order thinking.

For instance, students are requested to create a dialogue in Arabic in entourage. Vocabulary integration is required by presenting short dialogues, such as *أريد أن أشتري كتاباً* (At school, I want to buy a book). The activity facilitates students to organize, consult, and solve problems together through their cognitive betrothal while rehearse contextual language use.

On the other hand, teaching methods are crucial in accommodating the varying readiness levels of students in a single class. Students develop at different rates, and their paces also vary. Therefore, teachers must consider these differences, adapt teaching methods to accommodate these differences, and adapt the content to be delivered. They must establish methods that actively engage students and address their individual needs. A simple example is preparing different work activities. There are activities for fast, medium, and slow learners. Beginner students can suit pictures with Arabic words (*كتاب - book, كرسي - chair*), while progressive students can record the meaning of the Arabic words (*هذا كتاب جديد = this is a new book*). Then, the teacher explains the meaning of the English words to ensure full understanding.

Classroom strategies aren't the only thing that guarantees Arabic language mastery. Another crucial factor is parental and community involvement. The environment outside of school is crucial in influencing students' abilities. Through cultural events, religious practices, and home activities, children's Arabic language skills become stronger and more relevant. A collaborative approach across the three environments supports a spacious system for sustainable language progress (Tomlinson, 2023). Examples: schools collaborate with parents to instruct simple greetings at home in Arabic, such as *صباح الخير - Good morning* and *مع السلامة - Goodbye*, or implicate their children in using Arabic phrases during activities at home so that learning becomes more meaningful outside the classroom.

Table 4. Socio-emotional aspects and language motivation

Age Group	Reserved Method	Learning Focus
Early Childhood	Sensory-based, playful (songs, games)	Vocabulary building, basic phrases
Middle Childhood	Problem-solving, projects	Grammar, sentence structure
Adolescence	Critical thinking, discussions	Writing, analysis, argumentation
Across All Ages	Family/community engagement	Reinforcement outside classroom

Integration of Developmental Psychology in Curriculum Design

The merger of developmental psychology into curriculum pattern further reinforces the weightiness of learning objectives, materials, and assessments. These elements align with children's cognitive and socio-emotional developmental steps (Khotele, 2024). The existing curriculum highlights the learning process of children of different ages and the same content. This juxtaposition facilitates betrothal and effectiveness in Arabic language learning. For elementary-aged children, the curriculum should focus on visual, auditory, and kinesthetic activities to excite their senses. Visual aids, songs, or games capture children's memories, allowing their cognitive abilities to be more quickly absorbed through meaningful and enjoyable learning. These activities form the primary foundation for language acquisition through game and interaction.

As children age, the curriculum increasingly emphasizes the importance of an effective curriculum. This can be achieved by incorporating abstract, analytical, and reflective tasks appropriate to the child's cognitive maturity. Project-based activities, research, and discussions

challenge them to think critically and creatively. These methods promote a deep and practical understanding of Arabic language usage. Curriculum design must recognize the developmental and dynamic nature of language learning. Adaptation of materials and learning approaches is essential to ensure students' psychological profiles align with their age. Integrating principles of psychological development significantly supports the comprehensive growth of their education and personality.

The application of developmental psychology principles is specifically designed with activities appropriate to the developmental stage of students. For example, teachers can recite modest Arabic sentences with clear visual aids in early childhood learning. Teachers can introduce themselves by greeting: *السَّلَامُ عَلَيْكُمْ* (*Assalamu'alaikum*) accompanied by a picture of children wave hand. Then, the teacher explains in English: "This is a polite way to greet in Arabic." Children will be more actively engaged in learning Arabic phrases through repetition, songs, and role-playing because these methods are more enjoyable and easier to remember.

For upper elementary through high school students, student activities often involve constructing simple sentences. For example, students are asked to match sentences to pictures, such as *الطَّالِبُ فِي الْفَصْلِ* (The student is in the classroom). The teacher might prompt reflection in English: Why do we use 'في' here? What does this place mean to the lesson? These questions bridge the slit between memorization and conceptual understanding of sentence structure.

At the high school or university level, students can be involved in analyzing and discussing cultural values contained in short Arabic texts. For example, students might read a short paragraph about daily life in an Arab country and highlight key phrases, like *أُحِبُّ الْقِرَاءَةَ فِي الْمَكْتَبَةِ* (I like reading in the library). Students can be guided to compare cultural customs and discuss grammatical structures. These discussions, combined with English as a supporting tool, naturally deepen their understanding and analysis. The availability of examples positions developmental psychology as influencing content selection, delivery methods, and ensuring students receive cognitively appropriate and educationally enriching language input.

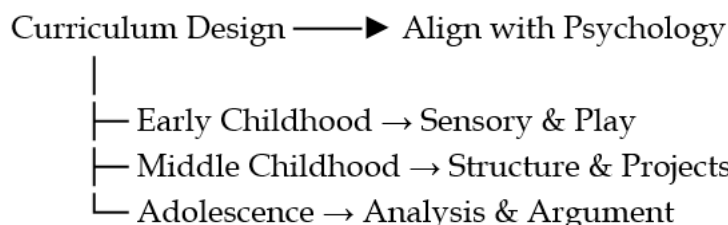


Figure 1. The flow of the development-based curriculum pattern

Curriculum pattern is not the sole role; it plays a role in other areas. A more spacious understanding of the relationship between developmental psychology and Arabic language learning is also included in the visualization of the conceptual framework. This framework depicts the core measure of developmental psychology—cognitive (Piaget), socio-emotional (Erikson and Vygotsky), and the interconnected processes of language acquisition (Brown, 2000). The goal is to inform the effectiveness of strategies for decision-making. Each domain teaches about children's thinking processes, language acquisition, and the alignment of teaching trick with students' developmental readiness. This combination culminates in an effective pedagogical pattern that supports Arabic language teaching for student, decisive that teaching approaches meet the holistic needs of learners.

For instance, teachers can implement Piaget's cognitive development theory based on tangible objects and visual aids when acquaint new vocabulary such as colors or numbers in an Arabic language class for young children. They can withstand a colored block and say: *أَحْمَرٌ* (red), while requesting the question: "What color is this?" This approach harmonize with children's concrete operational stage. It also helps students connect abstract vocabulary with real-life experiences. Furthermore, teachers can promote peer collaboration through modest

dialogues or role-playing activities based on Vygotsky's sociocultural theory, such as: **كَيْفَ حَالُكَ؟** (How are you?). Students will be encouraged to reply and interact socially. This interaction has the potential to strengthen students' language and socio-emotional skills. This is illustrated in the following diagram:

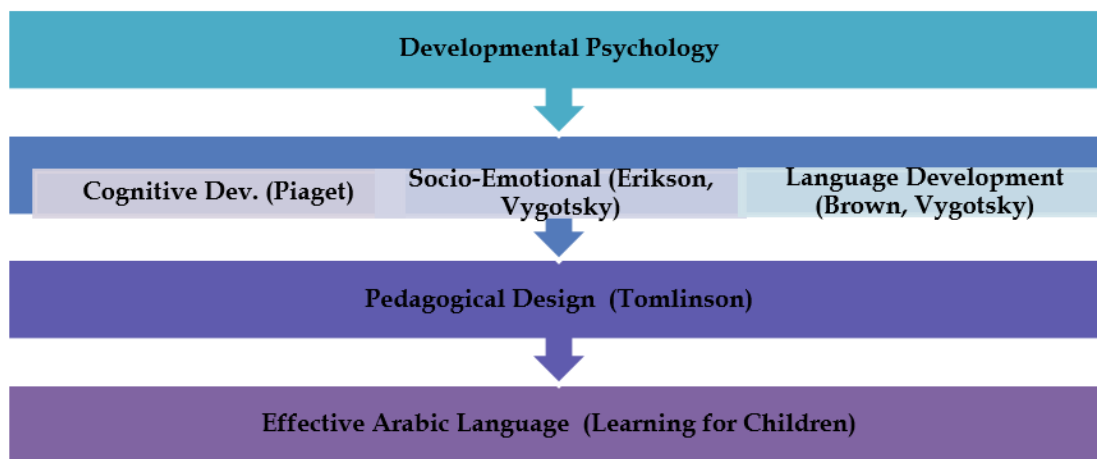


Figure 2. Conceptual framework for integrating developmental psychology into arabic language learning
Source: Personal Processing

DISCUSSION

Cognitive development is a core foundation in the language learning process because it refers to a child's thought processes in understanding, storing, and using linguistic information. Cognitive development progresses through stages influenced by brain development, social experiences, and language interactions in the learning environment (Pu & Kiselev, 2025). Cognitive development encompasses complex mental processes and increases with a child's growth. Previous research provides empirical evidence that cognitive improvement correlates with language development, including sentence structure and communication functions (Cadime et al., 2025).

The cognitive development of elementary school-aged children falls into the concrete operational stage. At this stage, they are capable of logical thinking, mastering grammatical structures, and understanding complex sentences. Educational literature studies show that adapting language learning methods to cognitive stages is highly effective in supporting language acquisition (Nugrahawan et al., 2024). Other research confirms that teachers become facilitators who significantly accelerate language development if they understand the characteristics of children's cognitive stages (Rhamadanty & Universitas, 2023).

Language is no longer just one aspect of cognitive development, but rather strengthens students' cognitive skills. Recent research shows that language is not just a means of communication, but rather a cognitive architecture that shapes complex thought patterns and information processing, such as planning and reasoning (Pu & Kiselev, 2025). Stages of cognitive development significantly influence the phases of language acquisition. Children in the pre-operational stage require interactive, symbol-based learning methods to understand and internalize language content (Qizi & Qizi, 2025).

Psychological development in Arabic language learning is not only related to students' cognitive development but also to their socio-emotional development. This development encompasses students' abilities in emotional regulation, social skills, empathy, and decision-making. These aspects are relevant not only in general social interactions but also in the context of language learning. In language learning, students not only delve linguistic structures but also

learn active interaction, manage speaking anxiety, and construct confidence in communication. Developing these skills is crucial because language is essentially a social tool for communication and expressing emotions (Allahyarova, 2025).

The part of social and emotional learning in language learning strongly influences students' motivation, self-confidence, and communication skills. A previous article linked Krashen and Vygotsky's theories to the finding that emotions and social competence help students reduce anxiety and increase collaboration in language learning (Allahyarova, 2025). Other research supports this finding, showing that affective factors such as anxiety and integrative motivation significantly influence Arabic language learning outcomes (Saputri et al., 2024). This suggests that students' emotional development is correlated with Arabic language ability.

Using a more familiar language form will make it easier for students to express their feelings and understand emotional nuances, which are also important aspects of social interaction and language learning (Asli-badarneh, 2025). Various SLA (Second Language Acquisition) studies show that anxiety is a major obstacle in language learning, specifically speaking skills. Negative emotions will reduce participation in active conversations, which are essential elements in Arabic language acquisition (Deandra et al., 2025). To maximize social and emotional development, social interaction and peer group support are essential aspects of language learning that emphasize the part of social interaction in language development (Allahyarova, 2025). This also strengthens the argument that the social-emotional aspect helps language learning occur more effectively.

In the Arabic context, multilingualism refers to the condition in which individuals use more than one language in their daily lives. Multilingualism is not simply the number of languages spoken, but rather a system that influences each other cognitively, socially, and psychologically. This means that language development in a multilingual context is dynamically different because it involves the processing, maintenance, and interaction of multiple language systems simultaneously. Recent studies have shown that students in multilingual learning programs demonstrate higher metalinguistic awareness than those in conventional school groups (Hofer et al., 2025). Children in multilingual learning programs demonstrate higher scores on metalinguistic tests.

Previous research also reports that multilingualism supports language development broadly because they are involved in the processes of language utilization, structural comparisons between languages, and more complex linguistic reasoning (Walla & Walla, 2025). Although psychological research on the cognitive benefits of multilingualism is extensive, it has important implications for language development. Many psycholinguistic studies have shown that learning and using more than one language can strengthen skills directly related to processing, storing, and producing language (Gnaore, 2024).

Fulfilling psychological development in language learning also requires the combination of psychological principles into the applicable curriculum design. This combination is crucial because the curriculum not only organizes material but also considers the processes of thinking, development, motivation, and learning gradually. Developmental psychology explains that students' cognitive, affective, social, and emotional abilities influence how they process language information and interact in the context of Arabic language learning (Nur & Nurfadhilah, 2025). The design of the Arabic language learning curriculum must be oriented towards motivation, thinking skills, and learning tendencies. The design also attends as the primary for designing learning objectives, materials, and strategies. Other research emphasizes that a responsive curriculum tends to increase engagement and learning achievement. Reconstructing the language curriculum design can also increase the relevance of learning in a broader context, such as early needs assessments, learning objectives, and activity design that take learning psychology into account (Imron et al., 2025).

The combination of construction psychology into Arabic language curriculum design is not merely theoretical; it has begun to be reflected in numerous studies demonstrating tangible benefits: increased motivation, improved language competence, and helping students develop effective learning strategies appropriate to their developmental stage. A psychologically

responsive curriculum approach also supports personalized learning, ensuring each student feels supported and motivated to develop academically and psychologically.

This research has implications for emphasizing the importance of designing Arabic curriculum and learning practices based on principles of developmental psychology to foster students' cognitive, emotional, and social readiness. Teachers should adapt learning strategies to accommodate students' language development. Furthermore, educational institutions need to create emotionally and socially supportive learning environments. Therefore, integrating psychological development into curriculum design is key to producing more effective and impactful learning experiences.

This research is not without inherent limitations. First, it is still a literature review, meaning there is no direct empirical data from the field. Therefore, the conclusions drawn depend on the depth and diversity of the sources reviewed. Second, the study focuses on children's Arabic language learning, thus limiting the generalizability of the findings to higher levels. Third, variations in sociocultural backgrounds and learning environments have not been accommodated in this study, so other contextual factors influencing children's language development are not comprehensively described.

Given these limitations, future researchers are advised to conduct empirical research, such as experiments, qualitative, or mixed methods, to measure Arabic language learning outcomes. Further research should also broaden the context by incorporating diverse socio-cultural backgrounds and student characteristics to obtain a more comprehensive picture of Arabic language learning. This way, the theoretical findings can be strengthened through broader and more applicable empirical evidence.

CONCLUSION

This study found that teaching strategies are more effective when aligned with each stage of students' cognitive, socio-emotional, and linguistic development, maximizing student learning outcomes. Based on this study, future research is expected to target structured educational models and explore practical forms of evaluation and effective approaches to Arabic language learning from an educational psychology perspective. Pedagogically, the results of this research exhibit that Arabic language teachers need to design learning that is adaptive to children's developmental characteristics. The selection of learning methods, materials, activities, and media must be tailored to the age and developmental abilities of the students to make the learning process more meaningful, enjoyable, and effective. In educational practice, these study can attend as a reference for teachers, curriculum developers, and educational institutions in developing Arabic language learning programs based on developmental psychology. This approach has the potential to increase learning motivation, emotional engagement, and Arabic language competency achievement in early childhood and elementary school age. Further research is recommended to develop an Arabic language learning model based on developmental psychology that is specifically designed according to the age stages and developmental characteristics of children. Future research can also explore other supporting variables, such as the role of the family environment, emotional readiness, and the use of digital media that is appropriate to the child's developmental stage in learning Arabic.

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