

Needs Analysis for the Development of a Malay Traditional Children's Song Model to Enhance the Socio-Emotional Development of Preschool Children

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ABSTRACT

Socio-emotional development is an important foundation in the formation of children's personalities because it is closely related to the ability to recognize, control and express emotions, as well as establish harmonious social relationships with others. Achievements in this aspect not only support a more effective learning process, but also prepare students to face the formal school environment. Based on this importance, this study was conducted to assess the need to develop a learning model based on traditional Malay children's songs as an alternative approach in strengthening the socio-emotional development of preschool students. The study used a quantitative design by distributing questionnaires to 168 KPM preschool teachers from Negeri Sembilan and Selangor. The questionnaire instrument included four main constructs, namely demographics, model development needs, model content needs and the use of traditional Malay children's songs in the development of this model. Data analysis was conducted descriptively to obtain mean and percentage scores. The results of the study showed that activities that focus on the 4 content domains of the model, namely self-awareness (KD), Emotional Management (PE), Social Awareness (KS) and Social Ability (KB), can improve children's socio-emotional development. The study findings also found that preschool teachers need complete guidance to improve children's socio-emotional development. The study also found that the selection of traditional Malay children's songs is also very suitable for use in this model. Overall, the findings show that preschool teachers need the support of a model that focuses on the use of traditional Malay children's songs as one of the strategies to enrich teaching practices in helping the socio-emotional development of preschool children. Further research from the findings of this needs analysis is recommended to develop a model of traditional Malay children's songs for the socio-emotional development of preschool children

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1. INTRODUCTION

Socio-emotional development has been the focus of research for a long time, but nowadays more and more attention is being given by researchers, parents, teachers and policymakers to integrate socio-emotional aspects into more formal teaching structures (Hasbullah et al., 2020). This is because socio-emotional is the key to achieving a more meaningful life, including academic and career success in the future, as positive emotions can shape good behavior and healthy social thinking (Hasbullah et al., 2020; Kassim & Seman, 2020).. In the context of Malaysia, efforts to strengthen children's socio-emotional development can be enriched through a local culture-based approach, especially through the use of traditional Malay children's songs that are not only close to daily life, but also contain noble values and rhythms that are suitable for children. Therefore, the need to develop a teaching model based on traditional Malay children's songs is significant because it can be used as a pedagogical vehicle to strengthen the socio-emotional development of preschool children, in addition to supporting the implementation of the national curriculum that emphasizes the balance of children's holistic development.

In Malaysia, Kurikulum Standard Prasekolah Kebangsaan (KSPK) was introduced with the aim of producing balanced, creative and innovative individuals. The curriculum is based on six main pillars, namely communication, spirituality, attitudes and values, humanity, self-skills, physical and aesthetic development, and science and technology. Among the important emphases in the curriculum document is the development of self-skills that include socio-emotional aspects, especially children's ability to understand, manage and express their own emotions, as well as respect the emotions of others (Ikwan Lubis SE et al., 2021). In this context, teaching that integrates traditional Malay songs has the potential to support the goals of KSPK because cultural elements, noble values, and song rhythms can be used as a fun and effective learning vehicle to strengthen the socio-emotional development of preschool children.

Socio-emotional intelligence refers to the ability to experience, control and express emotions accurately, as well as build close and meaningful interpersonal relationships with individuals around them. In the early stages, children explore the environment through interactions with family, community and local culture as the basis for self-development (Goh, Yeo & Rohaya, 2019; Mohammad et al., 2022). Socio-emotional education is an ongoing process that helps children understand and manage emotions, set positive goals, demonstrate empathy, create harmonious relationships, and make responsible decisions (Collaborative for Academic, Social, and Emotional Learning, CASEL) (Belay & Dejene, 2024).

The implementation of effective socio-emotional education not only contributes to optimal development in the personal and interpersonal domains, but also has a significant impact on academic achievement (Abas, 2024). Goleman's theory of emotional intelligence, which is referred to by Mohamad & Azizi, (2024), also emphasizes that individual mental and emotional well-being can be improved through emotional awareness and empathy towards others. In the context of this study, learning based on traditional Malay children's songs is seen as a potential medium in supporting children's socio-emotional development. Traditional songs not only reflect the cultural and social values of society, but are also able to stimulate emotional experiences, strengthen social interactions and naturally foster empathy among children. Therefore, the development of a model based on traditional Malay children's songs is a significant effort to strengthen the socio-emotional intelligence of preschool children in line with national educational aspirations.

Literature Review

Children are usually associated with joyful experiences, but not all preschoolers experience enjoyable learning experiences. The effectiveness of the teaching process in early childhood will be more positive if students are able to express their emotions in an appropriate

way (Mahzan et al., 2025; Zaharah, 2016). In addition, students' interest and openness to learning will increase if the teaching method is not passive, but rather involves activities that involve movement and more dynamic interactions (Mahzan et al., 2025).

International studies have also shown that socio-emotional education has a significant impact on academic achievement. CASEL (2019) reported the findings of a meta-analysis conducted in 2011 involving 213 studies with more than 270,000 students found that socio-emotional learning programs contributed to an 11% increase in academic performance. This finding confirms that supporting socio-emotional development not only strengthens emotional and social aspects, but also has a positive impact on their cognitive achievement.

In the context of preschool education in Malaysia, the integration of traditional Malay children's songs has great potential in strengthening children's socio-emotional development. These songs not only function as entertainment, but also contain cultural values, game elements and the beauty of rhythm that is close to the world of children. Therefore, their use can create a more enjoyable, meaningful and effective learning environment.

The transformation of the 21st century educational approach requires today's generation to have strong emotional intelligence to control feelings and adapt to the challenges of the increasingly complex learning process (Sien, 2024). This is also clarified by Tasripin et al., (2021), who emphasized that preschool learning should provide a fun, meaningful and effective experience. Such learning experiences are believed to be able to produce students who are competent, confident, positive-minded and ready to enter the formal schooling environment.

In addition, a review of past studies shows that most previous research has focused on the relationship between children's socio-emotional intelligence and their level of readiness in facing learning challenges. Abas, (2024) for example, has developed a specific instrument to assess the level of socio-emotional intelligence and identify potential emotional health problems among children. This finding has direct implications for academic achievement and their level of readiness to enter the formal schooling environment.

The development of a model based on traditional Malay songs is believed to be able to strengthen the socio-emotional intelligence of preschool children because of its closeness to cultural experiences, thus helping to form students who are balanced, resilient and ready to face the formal school environment. The CASEL (2019) shows that socio-emotional learning is effective in reducing school dropout, discipline problems, drug abuse, teenage pregnancy and mental health issues. In line with this, the findings of Kassim & Seman, (2020) prove that socio-emotional programs in preschool can improve social skills and reduce negative behavior. Emotional intelligence is seen as the foundation for academic success and individual well-being (Ramli & Azali, 2025; Tondang et al., 2025). Socio-emotional learning also been shown to shape positive behavior and reduce negative patterns among students (Lestari & Aziz, 2024).

Therefore, there is a need to develop a local culture-based approach. Traditional Malay children's songs have great potential as a fun learning medium, stimulating emotions, strengthening social interactions and building positive behaviors, thus supporting the objectives of national preschool education.

Problem Statement

The transition phase from preschool to Year One in formal learning has a significant impact on children's socio-emotional development and behavior (Abas, 2024). Every year, teachers are faced with the issue of students' unpreparedness to follow Year One learning, which is often manifested through various forms of behavior and emotional disturbances (Majid, 2022). Children who begin to adapt to a new environment usually feel anxious and less confident in facing the school atmosphere, class, peers, teachers, and academic approaches that are different from their preschool experience (Narasid, 2021). This unpreparedness is caused by emotional changes that cause stress, in addition to uncertainty from physical and mental

aspects (Ismail et al., 2025). This situation shows that aspects of socio-emotional development play an important role in ensuring a smooth transition of students from preschool to primary school. Therefore, the need to develop a teaching model that can support children's socio-emotional well-being is urgent.

In this context, traditional Malay songs that are close to the world of children, contain noble values and are fun, have the potential to be used as a pedagogical vehicle to strengthen the socio-emotional development of preschoolers (Ismail et al., 2025). A child is only considered truly ready to face the school environment when their socio-emotional, cognitive, motor and physical development is at an optimal level (Majid, 2022). This is because mastering positive emotions such as fun, joy and laughter can help reduce the emotional stress experienced by children (Mahzan et al., 2025). A study by Habidin et al., (2021) also proves that a fun learning environment can bring about a change in attitude, thus increasing students' readiness to learn. Therefore, the need for a pedagogical approach that can create a positive learning environment is very important. In this context, the use of traditional Malay songs that are child-friendly, entertaining and full of cultural values can be used as an alternative learning medium to strengthen socio-emotional development. Several previous researchers have developed learning modules through play methods to facilitate the teaching and learning process (Zokhi, 2022). However, studies on the development of models that give special emphasis to the development of socio-emotional skills using traditional children's songs are still limited (Abas, 2024). The effectiveness of singing activities in teaching depends on careful planning and the level of creativity of teachers in designing activities (Sedek et al., 2025).

Previous studies have focused more on the development of play modules in teaching cognitive and language areas (Habidin et al., 2021; Ismail et al., 2025; Zokhi, 2022). In this regard, this study aims to identify the level of need for the development of a teaching model based on traditional Malay children's songs that is capable of shaping the socio-emotional intelligence of children, especially preschoolers.

Research questions

1. Is there a need to develop a Model of Traditional Malay Children's Songs for the Socio-Emotional Development of Preschool Children based on the views of preschool teachers?
2. What are the content requirements needed in developing a Model of Traditional Malay Children's Songs for the Socio-Emotional Development of Preschool Children based on the views of preschool teachers?
3. Are traditional Malay children's songs suitable for use in the development of a Model of Traditional Malay Children's Songs for the Socio-Emotional Development of Preschool Children based on the views of preschool teachers?

2. STUDY METHODOLOGY

This study uses a quantitative research design with a questionnaire survey method to obtain information from respondents. Needs analysis is also a key process in the early stages of designing model development, to ensure that the developed model truly meets the targeted context (Baharom et al., 2021). In this study, a total of 168 preschool teachers were selected as respondents. Respondent selection was done randomly involving preschool teachers from the States of Selangor and Negeri Sembilan. This selection aimed to obtain clear information and diverse views regarding the needs for model development, model content requirements and the suitability of traditional Malay children's songs. The questionnaire instrument was distributed via the Google Form application because this method is easier, faster and more economical. The questionnaire used was adapted from questionnaires conducted by S. A. Mohammad et al., (2021); Mohamad Albaree, 2022; Minkler & Estes, (2020); Lewis Presser et al., (2022); N. A.

Mohammad et al., (2021); Mohd Yusaini Yaakub et al., (2020) and Ariffin, (2018). This instrument consists of four parts. The first part contains demographic information such as gender, age, academic background and preschool teaching experience to obtain an initial picture of the level of teacher expertise (Mohamad Albaree, 2022; Mohd Yusaini Yaakub et al., 2020). The second part contains eight questions that assess the needs of the model content. The third part consists of 7 questions related to the needs for model development and further, the fourth part gathers the views of preschool teachers on the use of traditional Malay children's songs to improve the effectiveness of existing teaching methods.

The questionnaire used in this study was constructed based on a five-point Likert scale, namely (1) strongly disagree, (2) disagree, (3) somewhat disagree, (4) agree and (5) strongly agree. Each item in the questionnaire was assessed in terms of frequency and percentage. To ensure the validity of the instrument, the questionnaire was first reviewed by an expert in the field of preschool and an expert in the field of language to ensure language validity and content validity. Several views and suggestions for improvement were taken into account to strengthen the items constructed. In addition, a Pearson correlation test was conducted on each item and it was found that all items obtained a correlation value of more than 0.35, thus being considered to have a high level of validity (Mahamud & Othman, 2020). The reliability test was then conducted using Cronbach's alpha coefficient. The reliability value was considered satisfactory when the Cronbach's alpha coefficient exceeded 0.70 (Mahamud & Othman, 2020). Analysis using the Statistical Package for the Social Sciences (SPSS 29.0) showed that the Cronbach's alpha coefficient for this instrument was 0.834, meeting acceptable reliability standards.

3. RESULTS AND DISCUSSION

Study Demographics

Table 1 shows the demographic distribution of 168 study respondents who were preschool teachers. In terms of gender, the majority of respondents were female with a total of 136 people (80.8%), while only 32 men (19.2%). This finding reflects the reality of the teaching profession at the preschool level which is dominated by female teachers. In terms of age, the largest number of respondents were in the 41 to 50 years age group, which was 95 people (56.9%). The second highest age category was 51 years and above with 28 people (16.1%), followed by 31 to 40 years old with 33 people (19.8%), while teachers aged 21 to 30 years old were the fewest, which was only 12 people (7.2%). This age distribution shows that most of the respondents were experienced teachers who were in the mid-career phase, thus providing an insight into their maturity and expertise in managing the socio-emotional development of preschool children.

In terms of academic background, the majority of respondents had a Bachelor's Degree with a total of 116 people (69.5%). Next, 42 people (25.1%) had a Master's degree, while only 10 people (6%) had an STPM/Diploma. No respondents had a PhD. Overall, these findings show that the majority of preschool teachers in this study had high academic qualifications and had the potential to be an important foundation in the development of this traditional Malay children's song model.

In terms of preschool teaching experience, 58 respondents (34.7%) had experience between 16 and 20 years, followed by 45 people (26.9%) who had more than 20 years of experience. A total of 35 people (21%) had experience between 11 and 15 years, while 16 people (9.6%) had five to 10 years of experience. Respondents with less than five years of experience were only 14 people (8.4%). This distribution clearly shows that the majority of the teachers involved have extensive experience in early childhood education, thus strengthening the credibility of the findings of this study because their views are based on deep practical experience in the preschool field.

Overall, this demographic data shows that the study respondents consist of a group of teachers who are not only highly qualified academically, but also have extensive experience in the field of preschool education. This gives confidence that the needs analysis conducted based on their views can contribute to a solid foundation for the development of a model of traditional Malay children's songs for the socio-emotional development of preschool students.

Table 1. Respondent Demographic Information

Item	Category	Frequency	Percentage
Gender	Male	32	19.2%
	Female	136	80.8%
Age	21 - 30	12	7.2%
	31 – 40	33	19.8%
	41 - 50	95	56.9%
	51 years and above	28	16.1%
Background Academic	STPM / Diploma	10	6%
	Bachelor's Degree	116	69.5%
	Bachelor's	42	25.1%
	Doctor of Philosophy	0	0%
Teaching Experience	< 5 year's	14	8.4%
	5 year's – 10 year's	16	9.6%
	11 year's – 15 year's	35	21%
	16 year's – 20 year's	58	34.7%
	> 20 year's	45	26.9%

Model content requirements

The results of the questionnaire analysis conducted showed that the level of agreement of respondents on the importance of self-awareness (SA), social awareness (SCA), emotion management (EM), and social skills (SS) in the socio-emotional development of preschool children was at a very high level. Overall, the majority of respondents gave significant agreement to each item presented, thus strengthening the need for the development of a model based on traditional Malay songs to support the socio-emotional development of children as shown in **Table 2**.

For the aspect of self-awareness (SA), 106 respondents (63.5%) strongly agreed while 60 people (35.9%) agreed that this aspect is important in the socio-emotional development of children. This is further supported by the findings of the second item which showed that 112 respondents (67.1%) strongly agreed and 55 people (32.9%) agreed that social awareness (SCA) is also an important element in children's learning. This finding clearly shows that self-awareness and social awareness are considered basic components in the socio-emotional development of children. In terms of emotional management (EM), the majority of respondents also provided high support, with 115 people (70.7%) strongly agreeing and 46 people (28.3%) agreeing. This proves that the ability to manage emotions not only helps in controlling

behavior, but also functions as a support mechanism in developing children's ability to adapt to the social and academic environment.

For social skills (SS), 119 respondents (71.3%) strongly agreed and 48 (28.7%) agreed that this aspect is important in children's socio-emotional development. This result indicates that social interaction in early childhood is a critical vehicle for fostering communication, empathy, and cooperation skills. Apart from the importance in learning, the findings also confirm the contribution of all four aspects to children's socio-emotional development. A total of 108 respondents (65.1%) strongly agreed and 58 (34.7%) agreed that self-awareness can improve children's socio-emotional development. Similarly, with social awareness, a total of 104 respondents (62.7%) strongly agreed and 58 respondents (34.9%) agreed that it has a positive impact on socio-emotional development.

In the context of emotional management (EM), 112 respondents (67.1%) strongly agreed and 55 (32.9%) agreed that this skill can improve children's socio-emotional development. Next, for the aspect of social skills (SB), the findings show a consistent level of agreement with 118 respondents (74.7%) strongly agreeing and 54 people (34.7%) agreeing. This high percentage proves that social skills are a core element in helping children develop healthy interpersonal relationships and instilling the values of empathy and cooperation in them.

In conclusion, this analysis proves that the domains of self-awareness (SA), social awareness (SCA), emotion management (EM) and social skills (SS) are seen as significant in supporting the socio-emotional development of preschool children. This finding is an important basis for researchers to design a development model based on traditional Malay songs that function as a creative and cultural intervention medium in strengthening children's socio-emotional aspects.

Table 2. Model Content Requirements

Item	Frequency And Percentage				
	1	2	3	4	5
I agree that self-awareness is important in children's learning.	-	-	1 (0.6%)	60 (35.9%)	106 (63.5%)
I agree that social awareness skills are important in children's learning..	-	-	-	55 (32.9%)	112 (67.1%)
I agree that emotional management skills are important in children's learning.	-	-	2 (1.2%)	50 (29.9%)	115 (68.9%)
I agree that social skills are important in children's learning.	-	-	-	48 (28.7%)	119 (71.3%)
I agree that self-awareness enhances children's socio-emotional development.	-	-	1 (0.6%)	58 (34.7%)	108 (64.7%)
I agree that social awareness improves children's socio-emotional development.	-	-	1 (0.6%)	58 (34.7%)	108 (64.7%)
I agree that emotion management improves children's socio-emotional development.	-	-	-	55 (32.9%)	112 (67.1%)
I agree that social skills can improve children's socio-emotional development.	-	-	1 (0.6%)	58 (34.7%)	108 (64.7%)

Need for Model Development

Referring to **Table 3**, the analysis conducted regarding the need for model development showed a high level of agreement among respondents on the need for model development as a

complete guide needs to be produced. Based on the first item, 113 respondents (67.7%) strongly agreed and 53 (31.7%) agreed that teachers need a complete guide to improve children's socio-emotional development. This result illustrates that preschool teachers place great emphasis on comprehensive guidance as the basis for early childhood education interventions. Next, for the need for an appropriate model to improve socio-emotional development, 108 respondents (64.7%) strongly agreed while 55 (32.9%) agreed. This finding clearly shows that the existence of a systematic model is a critical need to guide teachers in implementing teaching strategies that support children's socio-emotional development.

From the perspective of the continuity of children's socio-emotional development across age levels, 113 respondents (67.7%) strongly agreed and 53 (31.7%) agreed that it needs to be given serious attention. This proves that socio-emotional development cannot be viewed in isolation according to age, but rather needs to be developed continuously and holistically to ensure children's emotional and social stability. For the aspect of guidance in the process of improving socio-emotional development, 104 respondents (62.3%) strongly agreed while 59 people (35.3%) agreed. This result emphasizes that teachers need professional support and practical references that can guide them in implementing learning activities that support children's socio-emotional well-being. The findings also show that 107 respondents (64.4%) strongly agreed and 58 respondents (34.9%) agreed that children need to be guided in the right way so that they do not go astray in their socio-emotional development. This very high percentage of agreement emphasizes the importance of interventions based on systematic guidance and guided by best practices.

In addition, in the aspect of teaching strategies, 102 respondents (61.4%) strongly agreed and 63 respondents (37.9%) agreed that teachers need various strategies to improve children's socio-emotional capabilities. This proves that teachers need a variety of flexible, creative, and effective methods to meet the developmental needs of different individuals.

Finally, the most significant finding is shown through the need to develop a model of traditional Malay children's songs for the socio-emotional development of preschool children, with 95 respondents (57.1%) strongly agreeing and 79 respondents (47.6%) agreeing that the model can help improve children's socio-emotional development. This result gives a clear signal that a local culture-based approach is not only relevant, but also highly valued in shaping the personality and emotional balance of children from an early age.

Overall, this finding confirms that preschool teachers and educators see an urgent need for the development of an intervention model that is structured, complete, and appropriate to the local cultural context. Therefore, the development of a model of traditional Malay songs as an innovative pedagogical tool is considered a strategic step that can strengthen the socio-emotional development of preschool children holistically.

Table 3. Requirements for Model Development

Item	Frequency And Percentage				
	1	2	3	4	5
I agree that teachers need complete guidance to improve children's socio-emotional development.	-	-	1 (0.6%)	53 (31.7%)	113 (67.7%)
I need an appropriate model to improve children's socio-emotional development.	-	-	4 (2.4%)	55 (32.9%)	108 (64.7%)
I agree that socio-emotional development from one stage to another is not the same for every child.	-	-	1 (0.6%)	53 (31.7%)	113 (67.7%)

I need guidance in the process of improving children's socio-emotional development.	-	1 (0.6%)	7 (4.2%)	75 (44.9%)	84 (50.3%)
I agree that children need to be guided in the right way to improve their socio-emotional development.	-	-	2 (1.2%)	58 (34.7%)	107 (64.1%)
I agree that the process of children's socio-emotional development needs to be implemented with various teaching strategies..	-	-	1 (0.6%)	64 (38.3%)	102 (61.1%)
I agree that a model of traditional Malay children's songs needs to be developed in order to improve children's socio-emotional development.	-	1 (0.6%)	8 (4.8%)	75 (44.9%)	83 (49.7%)

The Use of Traditional Malay Children's Songs in the Model

The findings of the study regarding the suitability of using traditional Malay children's songs in the development of this model are presented in **Table 4**. Based on **Table 4**, it shows a very high level of agreement among respondents. This further strengthens the justification that traditional Malay children's songs have great potential to be used as a pedagogical medium in improving the socio-emotional development of preschool children.

For the first item, 78 respondents (46.7%) strongly agreed while 79 people (47.3%) agreed that traditional Malay songs are suitable to be used as a tool to improve the socio-emotional development of children. 8% was represented by 8 respondents and 1.2% represented 2 respondents who chose to disagree and strongly disagree. This high percentage of agreement emphasizes that the use of local cultural elements in early education is considered relevant, contextual and effective in building children's emotional and social balance. Next, 85 respondents (50.9%) strongly agreed and 75 respondents (44.9%) agreed that traditional Malay songs have characteristics that are easy to understand. This finding shows that the simplicity of melody, lyrics and repetition in traditional songs make them suitable as child-friendly and effective teaching aids in conveying socio-emotional values.

In addition, for the item that assessed the suitability of traditional Malay children's songs to be used as teaching activities, 87 respondents (52.1%) strongly agreed and 73 respondents (43.7%) agreed. This result proves that traditional songs not only function as entertainment, but can also be used as a strategic pedagogical approach in supporting children's emotional and social development. In terms of understanding emotions, 74 respondents (44.3%) strongly agreed and 75 respondents (45.0%) agreed that children can understand their own emotions through teaching strategies that use traditional Malay children's songs. This shows that traditional songs can function as a medium of self-reflection that helps children recognize, name, and control feelings in a more natural and enjoyable way. The findings also showed that 79 respondents (47.3%) strongly agreed and 74 respondents (44.3%) agreed that traditional Malay children's songs can be used to improve children's ability to manage their emotions. This emphasizes the role of traditional Malay children's songs as a therapeutic tool that not only educates, but also calms emotions and provides psychological balance in the early learning

process of children. Finally, 78 respondents (46.7%) strongly agreed and 73 respondents (43.7%) agreed that traditional Malay children's songs can improve children's social skills.

This illustrates that the use of traditional Malay children's songs in the context of group activities can foster the values of cooperation, empathy and positive social interaction, thus strengthening children's socio-emotional development as a whole. Overall, this analysis proves that traditional Malay children's songs have a holistic ability as a pedagogical medium that not only supports emotional development, but also strengthens children's social skills. This result provides strong justification for efforts to develop a more systematic model based on traditional Malay children's songs, so that it can be used as one of the early childhood education intervention strategies in strengthening socio-emotional development in an integrated and cultural manner.

Table 4. Use of Traditional Malay Children's Songs in the Model

Item	Frequency And Percentage				
	1	2	3	4	5
I agree that traditional Malay children's songs are suitable for use in improving children's socio-emotional development.	-	2 (1.2%)	8 (4.8%)	79 (47.3%)	78 (46.7%)
I agree that traditional Malay children's songs have the characteristics of songs that are easy to understand and can improve children's socio-emotional development.	-	2 (1.2%)	5 (3%)	75 (44.9%)	85 (50.9%)
I agree that various teaching and learning activities can be implemented using traditional Malay children's songs to improve children's socio-emotional development.	-	2 (1.2%)	5 (3%)	73 (43.7%)	87 (52.1%)
I agree that children can understand their own emotions through teaching and learning strategies carried out using traditional Malay children's songs.	-	2 (1.2%)	5 (3%)	86 (51.5%)	74 (44.3%)
I agree that children's ability to manage their own emotions can be improved through traditional Malay children's songs.	-	2 (1.2%)	8 (4.8%)	79 (47.3%)	78 (46.7%)
I agree that social skills can be improved through traditional Malay children's songs	-	2 (1.2%)	8 (4.8%)	73 (43.7%)	84 (50.3%)

4. CONCLUSION

Teachers are the mainstay in nurturing and nurturing the socio-emotional development of preschool children. Teachers who truly understand their role are not only able to accommodate children's needs in managing emotions on their own, but are also able to shape positive behavior when interacting with peers and when involved in classroom activities. This role is very significant because socio-emotional development at an early age is the foundation for the formation of personality, emotional stability, and social competence of children in the future.

The results of the study analysis found that preschool teachers believed that there was a need to develop a model of traditional Malay children's songs to help teachers produce better and quality teaching activities. Respondents also agreed that there was a need for guidance and support materials to assist teachers in designing better activities in an effort to help improve children's socio-emotional development.

This lack gives the impression that teachers need a systematic intervention that can be a concrete guide in implementing socio-emotionally based teaching strategies. In this regard, this study recommends the development of a teaching model based on traditional Malay children's songs to improve the socio-emotional development of preschool children. The development of this model is believed to be a strategic step to overcome resource constraints and reference materials among teachers. The model not only functions as a guideline in planning and implementing socio-emotional learning activities in the classroom, but also emphasizes the integration of local cultural elements that can strengthen identity, build emotional attachments, and foster more comprehensive social interactions.

Study Implications

The main implication of this study is that this research elevates the value of local culture, especially traditional Malay children's songs, as an innovative pedagogical medium in early childhood education. From a practical perspective, the model developed can later serve as a primary reference for preschool teachers in formulating effective teaching strategies, thereby enriching children's learning experiences with a more contextual, meaningful, and enjoyable approach (Noh, 2020). From a policy perspective, the results of this study can be used as a basis for consideration by stakeholders such as the Ministry of Education Malaysia in formulating more systematic teacher training modules that focus on socio-emotional aspects.

Further Research Proposals

Further research is proposed to develop a model of traditional Malay children's songs for children's socio-emotional development. This is important to prove the direct impact of the model on the socio-emotional development of preschool children in a real context. In addition, further research can also involve a comparison between an approach based on traditional Malay children's songs with other pedagogical approaches such as games, storytelling, or digital technology, to assess the extent to which each approach has an impact on socio-emotional aspects. In addition, cross-cultural research should also be conducted to study the acceptance of traditional Malay children's songs in the context of a multi-racial society in Malaysia, and then evaluate the potential of other local cultural elements as instruments for children's socio-emotional education. In conclusion, this study proves that preschool teachers need the support of a structured and contextual teaching model to increase the effectiveness of socio-emotional learning. The development of this model of traditional Malay children's songs is seen as not only relevant, but also an innovation in education that can contribute to the formation of a generation of preschool children who are balanced in terms of emotions, social, and cultural identity.

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Model for the Socio-Emotional Development of Preschool Children could not be implemented properly.

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