

## Optimization of Language Acquisition in Early Childhood Through the *Cocomelon* YouTube Channel

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### Abstract

Language acquisition is one of the studies in psycholinguistics. Language acquisition generally occurs in early childhood, namely between the ages of 0 and 5 years. Language acquisition is obtained through many sources, one of which is social media. Social media is currently a human need to interact with other humans. In this study, a qualitative research method was used, by analyzing the videos contained in the Cocomelon channel as a primary source. The results of the study concluded that the Cocomelon YouTube channel is one of the most popular YouTube channels for early childhood, this is evidenced by the number of subscribers and the number of views reaching three billion. By watching the Cocomelon YouTube channel and singing repeatedly, children's vocabulary will increase and is a form of language acquisition. However, parents must continue to supervise and accompany every child's growth and development, especially when children surf social media.

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### Introduction

Early childhood, often referred to as the golden age, is a crucial period during which a child's brain develops rapidly and optimally. At this stage, children's cognitive world expands significantly, becoming increasingly creative, free, and imaginative (Habibi et al., 2017). Every stimulus received by the brain is easily absorbed and stored in memory; therefore, experts emphasize that during this golden age, children must receive serious attention from parents, extended family, and the wider community actively engaging with them. Numerous studies have explored how to stimulate early childhood intelligence, both cognitive and emotional, with the aim of preparing children with the intellectual abilities necessary for their future.

As is widely known, intelligence does not solely refer to cognitive ability. Humans possess multiple types of intelligence, a concept commonly known as multiple intelligences. Gardner explains that every individual has eight types of intelligence: linguistic, logical-mathematical, musical, kinesthetic, visual-spatial, intrapersonal, naturalistic, and emotional intelligence (Habibi et al., 2017). These types of intelligence can be explored and nurtured by parents. Unlike adults, children's potential can be developed through enjoyable activities such as play, storytelling, and singing.

Linguistic intelligence in early childhood is one of the main areas studied in psycholinguistics, which examines language acquisition and development in young children. Before progressing to language development, language acquisition serves as the first step for children to engage in communication. Therefore, it is essential to conduct in-depth studies on

early childhood language acquisition and the factors that support its optimization, as language acquisition is a lengthy and complex process (Fatmawati, 2015).

Many parents express concern when their children encounter difficulties in language acquisition, particularly when both parents work or when children have limited interaction with family members and peers. Early language acquisition significantly influences a child's future communication skills; hence, parents are encouraged to make efforts to optimize this process.

One alternative to support language acquisition in early childhood is through singing. Singing is one of the most enjoyable activities for young children, as their world is naturally associated with play and music. Singing activities can be carried out at home or outdoors, with family members, peers, or even at school (once the child enters preschool/early childhood education). At this age, children are not yet fluent in language and have a limited vocabulary; thus, their singing often sounds amusing and endearing. Singing can be incorporated into daily routines—even during mealtimes. With the rise of YouTube, children can now watch their favorite content for hours on televisions or smartphones.

There are countless YouTube channels enjoyed by children, ranging from cartoons to personal vlogs. One of the most popular is the *Cocomelon* YouTube channel, which now offers content in multiple languages, including English and Indonesian. *Cocomelon* is specifically designed for children, featuring songs and dances that make learning enjoyable. It is therefore unsurprising that nearly every child is familiar with this channel.

Based on this background, the present study seeks to examine how the *Cocomelon* YouTube channel can contribute to optimizing language acquisition in early childhood.

## Methodology

The method employed in this study is descriptive qualitative. The data sources were obtained through an in-depth analysis of *Cocomelon* YouTube videos, as well as a review of relevant scholarly articles and books related to early childhood language acquisition and the role of *Cocomelon* as a medium in this process. The qualitative descriptive approach was chosen because it allows the researcher to explore phenomena holistically, focusing not only on the observable features of the media content but also on its potential implications for children's language development.

The analysis was conducted by identifying linguistic and pedagogical elements embedded in the *Cocomelon* episodes, such as vocabulary input, repetition, rhythm, and interactive prompts. These findings were then compared with theoretical insights from existing literature to evaluate how the channel supports or complements established practices in early language acquisition. After a thorough analysis, the results are presented in a narrative form to ensure clarity and accessibility, allowing readers to follow the reasoning process and understand the implications of the findings.

## **Finding and Discussion**

Language is a means of communication that distinguishes human beings from other living creatures. Through language, humans are able to communicate and convey messages to their interlocutors. Language is a divine gift bestowed by God to enable humans to exchange ideas with one another through purposeful communication and mutual understanding. The ability to use language develops continuously in accordance with human growth and maturation.

The language used by children naturally differs from that of adults. Due to their limited vocabulary, children are not yet able to communicate as effectively as adults. Adults, on the other hand, with higher levels of education, social interaction, and life experience, are generally able to choose and employ appropriate language according to communicative contexts.

Language acquisition is understood as a natural process experienced by humans in their linguistic development (Hastuti & Neviyarni, 2021). In early childhood, language acquisition begins from birth, initially manifested through a baby's cry. This crying then develops into a pattern of communication between infants and their parents. For instance, babies cry when they are hungry or uncomfortable. As they grow, infants begin to understand and recognize simple words introduced by parents or close family members. The first words typically include nouns and adjectives, such as *milk*, *hungry*, *mama*, or *papa*. These words are often repetitive in nature, making them easy for infants to memorize phonetically.

The first language acquired by a child is commonly referred to as the mother tongue. The mother tongue is learned both consciously—when taught by parents or other family members—and unconsciously, through exposure to conversations in the surrounding environment. Frequent exposure to vocabulary enables children to store it in their memory. Every child with normal cognitive development acquires their first language (L1) during the early years of life, typically up to around the age of five (Budianingsih, 2015). A second language, in contrast, is learned consciously, often in formal schooling or through courses, after mastery of the first language. A foreign language, meanwhile, is deliberately learned for specific purposes, such as studying or working abroad—for example, learning English for academic or professional goals.

Language acquisition in early childhood is influenced by several supporting factors, which include:

### **1. Biological factors.**

The first factor is biological. Every human being is naturally equipped with speech organs, which develop in line with their physical growth. Thus, every child is fundamentally predisposed to acquire language because they possess the necessary biological apparatus for speech.

### **2. Cognitive development factors.**

As a child grows, their cognitive abilities also develop. From possessing a limited vocabulary, children gradually expand their lexicon to thousands, and eventually

millions, of words. Hence, cognitive development plays a crucial role in shaping a child's capacity for language acquisition.

### **3. Socio-cultural background factors.**

A child's social background, including the circumstances of their upbringing, parental influence, and environment, significantly affects language acquisition. For instance, children raised in environments with access to media such as television and smartphones are more likely to acquire language differently compared to those without such exposure.

### **4. Heredity factors.**

Heredity also has a strong influence. Children born to bilingual parents are more likely to acquire two languages simultaneously, while those from multilingual families may naturally develop proficiency in multiple languages. Conversely, children of monolingual parents will initially acquire only one language, the mother tongue, and subsequently learn additional languages through formal education or other learning processes.

Technological and communication advances have driven humanity into the current of globalization—a current that has become inevitable in nearly all aspects of life. With globalization, people can now access almost anything regardless of time and place, including opportunities for language acquisition. Language itself is a tool of communication that leads humans to knowledge (Ni'mah, Rakhmawati, & Septiana, 2020).

Language acquisition is closely tied to childhood, as it is during this period that children acquire their first language as social beings. Although scholars differ in their views regarding the mechanisms of language acquisition in children, these differences mainly concern the theoretical approaches employed (Mar'at, 2005). Language acquisition is considered both unique and fascinating within the field of psycholinguistics, as it is influenced not only by developmental factors but also by individual variation, especially in early childhood (Sopata & Dlugosz, 2022).

In today's context, language acquisition in early childhood is significantly supported by social media, which itself is part of the larger process of globalization. While social media is often associated with negative effects, in reality, it also provides many positive contributions, one of which is facilitating early language acquisition.

Social media platforms are highly diverse, including YouTube, Instagram, Facebook, Telegram, WhatsApp, and many others. All of these can serve as valuable learning resources when used appropriately. Among these platforms, YouTube stands out as one of the most accessible and widely used by people of all ages. Moreover, YouTube is currently among the most popular video-streaming applications worldwide (Anggraeni et al., 2022).

YouTube was first launched in 2005 and has since continued to thrive and expand rapidly. It provides open access for users not only to enjoy content but also to create and distribute it. Those who engage in this creative industry as content producers are commonly referred to as

*YouTubers*. In Indonesia, numerous YouTubers have gained millions of followers, including well-known figures such as Raffi Ahmad, Atta Halilintar, and Ria Ricis, among many others.

YouTube offers viewers an extensive array of videos to suit their preferences. For children, one of the most popular channels is *Cocomelon*. Originating from the United States, *Cocomelon* has since been translated into numerous languages. In Indonesia, this adaptation has resulted in the channel *Cocomelon Indonesia*, where all content from the American version is dubbed or subtitled into Indonesian.

The *Cocomelon Indonesia* channel was officially launched on November 23, 2021. As of June 1, 2025, it has been viewed 3,709,153,122 times, with 5.45 million subscribers and 565 uploaded videos. The channel covers a wide range of themes, including the introduction of numbers, letters, family members, food items, occupations, and even finger-counting, among many others. Within just four years, the channel has achieved extraordinary success, surpassing three billion views. Based on data from the Central Bureau of Statistics (BPS), the number of early childhood children in Indonesia was estimated at 30.2 million in 2023. This suggests that a single *Cocomelon* video may be watched repeatedly by the same child, contributing to its remarkable viewing figures.



Picture 1: Chanel Youtube Cocomelon Indonesia

Source: <https://youtube.com/@CoComelonIndonesia?feature=shared>

The most frequently viewed video is titled “*Ya Ya, It’s Time to Sleep Song*”, which had been watched 154,217,637 times as of June 19, 2025, at 06:28 WITA. Children tend to repeatedly watch videos they enjoy until they eventually grow tired of them. It is therefore unsurprising that children may watch the same video multiple times daily, or even continuously, for extended periods. This behavior is influenced by several factors, including:

**a. Preference.**

When children like a particular video, they tend to watch it repeatedly. Their enjoyment may stem from both the auditory elements, such as the music, and the visual aspects of the video.

**b. Incomplete memorization of the song.**

Children’s memory capacity is naturally less developed than that of adolescents or adults. As a result, they require more time and frequent repetition to memorize a song. The time needed

to memorize varies among children, depending on their level of attention, frequency of exposure, and individual cognitive abilities. Some children may learn songs quickly, while others may take longer.

**c. Singing together.**

One activity that parents can engage in to strengthen bonds with their children is singing together. For children, singing constitutes a form of play (Sophya, 2013). They may sing while sitting, lying down, or even running around, making it a flexible and enjoyable activity.

**d. Habit formation.**

Once children become accustomed to watching a particular video—such as those from the *Cocomelon* channel—they are likely to continue watching it at home, during travel, or even at playgrounds. This behavior reflects a form of dependency on the video. However, if such habits begin to interfere with essential routines such as eating or sleeping, parents are expected to intervene by establishing clear boundaries regarding when children are allowed or not allowed to watch. It is common, for instance, to observe children in restaurants being fed by parents while simultaneously watching videos on mobile phones. This practice is often justified as a way to ensure that children eat, yet it fosters unhealthy habits and a lack of discipline in daily activities.



Picture 2: Video “Yaya Lagu Waktunya Tidur”  
Source: <https://youtu.be/Stt-IIlobf-4?feature=shared>

The *Cocomelon* YouTube channel has been proven to be highly popular among infants and young children. Numerous videos on YouTube illustrate how children enthusiastically enjoy and engage with the songs featured on the *Cocomelon* channel. Many parents express concern that excessive exposure to YouTube might lead to speech delays in their children. However, *Cocomelon* in particular can serve as a medium for optimizing language acquisition in early childhood. YouTube is also regarded as an effective medium for vocabulary learning and language acquisition in children (Cahyani & Rasna, 2020). Therefore, young children should not be overly restricted in accessing linguistic input, as they naturally acquire information from a wide variety of sources (Eklesia & Rosari, 2023).

Repetition, carried out consistently, constitutes a fundamental step in language learning, a concept aligned with structural-functional linguistic theory. When children repeatedly practice words, they are able to memorize them, and these words are gradually stored in their long-term memory.

The *Cocomelon* YouTube channel represents a particularly suitable choice for children, as all of its songs are specifically designed for early childhood audiences. The vocabulary employed in the songs is simple, with frequent repetition, making it easier for children to follow along by singing. For example, the song “*Baby Shark in the Submarine*”, first released on June 24, 2023, has accumulated 40,000 likes and 40,272,096 views, reflecting its popularity and impact.



Picture 3: Video Baby Shark di Kapal Selam  
Source: <https://youtu.be/BkqGoR5pS4c?feature=shared>

In this video, children are introduced to the names of family members such as mother, father, grandmother, grandfather, and, of course, a sea animal called the shark. Children more easily recognize words that are part of their everyday environment or words they use in daily life, particularly nouns. Nouns are easily identified by preschoolers because they can readily recognize and memorize the objects around them (Hayati, Rahimia, & Akhlak, 2021).

In addition to learning the names of family members, children also practice self-expression through dancing and body movements involving their hands and hips. As a result, they develop the ability to perform simple movements and even memorize the names of those actions. For instance, when instructed to “clap hands,” children instinctively move both palms together, or they might “turn their head,” among other actions. Songs in *Cocomelon*, when examined through a stylistic approach, demonstrate linguistic elements that, when employed, generate an aesthetic effect (Wijaya & Santosa, 2021).

Parents play a particularly crucial role in selecting and curating appropriate videos for their children. For example, when parents find that their child is reluctant to eat, they can choose a song related to food. One of *Cocomelon*’s videos on this theme is the breakfast song entitled “*Breakfast Song*.”



Picture 4: Video Lagu Sarapan

Source: <https://youtu.be/ljpGyr7nC04?feature=shared>

The *Breakfast Song* has been viewed 11,827,242 times and was first uploaded on December 13, 2021. In this video, children are introduced to various types of breakfast foods, such as eggs, meat, bread, butter, jam, pancakes, and others.

The *Cocomelon* YouTube channel offers hundreds of song options to accommodate children's language acquisition. For example, there are at least two videos on *Cocomelon Indonesia* that focus on colors. By repeatedly singing along with and watching these videos, children can memorize the names of colors and learn to distinguish between, for instance, blue and red. The videos visually highlight objects in the corresponding colors, making it easier for children to differentiate and recognize various colors.

With 565 videos available on the *Cocomelon Indonesia* channel, children naturally have an extensive selection of content to watch. Parents play a critical role in supervising their children—not only to help them understand the content of the videos but also to act as moderators, determining when children are allowed or not allowed to watch. This supervision is important because excessive screen time may affect children's eyes, causing fatigue or even vision problems such as myopia due to prolonged exposure to blue light from smartphone or TV screens while watching *Cocomelon* videos.

## Conclusion

Language is a unique means of communication possessed by humans, which distinguishes them from other living beings. Through language, humans can convey messages to one another so that their intentions and purposes are understood. Language is not innate but develops through a long process, beginning with language acquisition, followed by language development and language learning. Language acquisition is particularly associated with early childhood, as this is the period when a child embarks on their long journey of linguistic development.

Language acquisition in early childhood requires support from parents, extended family, and the surrounding environment, as young children are still highly dependent and unable to

independently seek out sources for learning language. One medium that can be used to optimize language acquisition in young children is social media. With its many types and wide accessibility, social media provides a convenient platform for learning. Among these, YouTube stands out as the largest social media platform for video consumption, allowing users not only to watch but also to share videos.

The *Cocomelon* YouTube channel is particularly popular among children. Originating from the United States, this channel has been adapted into Indonesian since 2021. *Cocomelon Indonesia* currently offers 565 videos covering a wide range of themes designed to support language acquisition, including the introduction of numbers, letters, family members, types of food, occupations, finger counting, and many more.

Children tend to repeatedly watch videos they enjoy. Through this repetition, they memorize words and store them in long-term memory. The more frequently and widely children engage with such videos, the greater their exposure to language. However, it is important to remember that excessive screen time is not beneficial. Parents must supervise children while they watch *Cocomelon* videos to prevent addiction to television or smartphones. Parents play a critical role as moderators, guiding and monitoring children wisely in their daily routines.

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