



Parents' Views on YouTube in Early Childhood Education

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Abstract

In this digital era, the internet has become a basic need for everyone globally. Not only adults, but early childhood also often use the internet to find entertainment. One of the applications that children often use to find entertainment is YouTube. There are various kinds of content on YouTube, including movies, gaming videos, educational videos, vlogs, etc. So that parents or teachers also use YouTube as a learning medium for children. This is what attracted the attention of researchers to identify and describe the reason parents give YouTube videos to their children. The purpose of this study is to determine parents' views on YouTube and relate them to early childhood education. This research was quantitative research using the survey method. The research instrument used is a questionnaire delivered via Google Forms. In this study, it was found that parents have given YouTube access to their children at an early age by the reason to stimulate children's development. Through mobile phones, children were introduced to and started to actively access YouTube content such as children's songs almost every day. On the other hand, parents also recognized that they found side effects on their children being YouTube users. Moreover, there were still parents who are not aware on accompany their children when accessing various YouTube content. Appropriate YouTube content can have a good impact on children's growth and development, such as being able to communicate well, being active, knowing religious values, and imitating good character figures. But keep in mind that parents must always accompany their children and direct them to watch YouTube according to their needs.

Keywords:

YouTube, Development, Early Childhood

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Abstrak

Di era digital ini, internet sudah menjadi kebutuhan pokok bagi semua orang di dunia. Tidak hanya orang dewasa, anak usia dini juga sering menggunakan internet untuk mencari hiburan. Salah satu aplikasi yang sering digunakan anak-anak untuk mencari hiburan adalah YouTube. Konten yang ada di YouTube bermacam-macam, antara lain film, video game, video edukasi, vlog, dan lain sebagainya. Sehingga orang tua atau guru juga menggunakan YouTube sebagai media pembelajaran bagi anak. Hal inilah yang menarik perhatian peneliti untuk mengidentifikasi dan mendeskripsikan mengapa orang tua memberikan video YouTube untuk anaknya. Tujuan dari penelitian ini adalah untuk mengetahui pandangan orang tua terkait dengan YouTube dalam pendidikan anak usia dini. Penelitian ini merupakan penelitian kuantitatif dengan menggunakan metode survei. Instrumen penelitian yang digunakan adalah kuesioner melalui Google Forms. Dalam penelitian ini ditemukan bahwa orang tua telah memberikan akses YouTube kepada anaknya sejak usia dini dengan alasan untuk merangsang tumbuh kembang anak. Melalui mobile phone anak dikenalkan dan mulai sangat aktif mengakses konten Youtube seperti lagu anak setiap hari. Namun orang tua juga menyadari bahwa mereka menemukan efek samping dari penggunaan Youtube pada anak-anak mereka. Ditambah lagi masih ada orang tua yang tidak waspada mendampingi anaknya selama akses berbagai konten YouTube tersebut. Konten YouTube yang sesuai dapat memberikan dampak yang baik bagi tumbuh kembang anak, seperti mampu berkomunikasi dengan baik, aktif, mampu mengenalkan nilai religi, dan meneladani tokoh-tokoh yang berkarakter baik. Namun perlu diingat bahwa orang tua harus selalu mendampingi anaknya dan mengarahkannya untuk menonton YouTube sesuai dengan kebutuhannya.

Kata Kunci:

YouTube, Perkembangan, Anak Usia Dini

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INTRODUCTION

Today, we are in an era where technology is very closely related to human life. Rapid technological developments have offered many benefits in human life to various aspects and areas which are health, agriculture, commerce, education, communication, and so on. One of the products developing communication technologies currently being widely used by all societies of all ages: is the smartphone. According to Shiraishi (in Pratama et al., 2019), the smartphone is a communication device that one can use to interact directly with another, operating in a very convenient way that allows everyone to grasp its features quickly. The smartphone's near-mini-computer capabilities enable it to provide features that previously could only be run through a computer (Setianingsih, 2018). The completeness of a smartphone contributes to a growing number of smartphone users (Chusna, 2017).

Today's smartphones certainly cannot stray from the so-called Internet. The Internet is a global network of global computers, huge, and vast, where every computer is connected from country to country. According to Ahmadi & Hermawan (in Pritandhari, 2018), the internet is a global communications network connecting all computers in the world despite different operating systems and machines. The Internet contains a broad range of information from text, pictures, audio, video, and so on. The Internet provides access to telecommunications services and information resources for millions of users worldwide.

In this age of digital diversity, it is undeniable that the internet includes a need to be met. Internet users also come from all ages, starting from kids to adults. There are many benefits to access to the internet by an individual, it can be used as a medium for information, long communication, entertainment, self-improvement, work, online business, and much more (Tempola et al., 2020; Febrianti et al., 2020).

The Internet is a source of fun games, information, and knowledge for children and no doubt parental supervision plays a major role in child monitoring when it comes to the Internet. Of course, the use of the internet has positive and potentially harmful effects

(Amran et al., 2020). The Internet can make it easier for children to learn and even seek entertainment using the Internet only through smartphone devices, a laptop, and so forth. One of the many apps on the smartphone that kids use is YouTube. The YouTube application includes such content as videos and audio, so it is often used as a media search for information needed for everyday life (Mastanora, 2018). In this regard, children often use a YouTube app to find a host of both learning videos and entertainment videos.

YouTube is one of the intermediary media platforms and its understanding is gained through view and hearing so that through viewing YouTube videos children can understand knowledge, skills, and attitudes. It is also one of the social media that is both practical and easy for children to access early age, especially these days children are good at the accessibility of the Internet. YouTube is a perfect place for children to share with children, as it was in those days when children were playing and listening to something using visualization media and children were so mobile that by watching videos children often copy them in person (Rahmawan, 2018).

As technology on the internet has grown increasingly a daily necessity, so many parents today use Internet media as a learning medium as well as a child's entertainment medium (Kardefelt-Winther, 2017). Internet use by young children use is not what adults do; preteens often use the Internet to access YouTube where on the platform children can see a wide range of videos ranging from entertaining videos to educational videos. YouTube spectacles in children of early age can have much effect on their development in the future (Szeto et al., 2016; Rani & Rahayu, 2021).

As for the positive effects that YouTube spectacle can have on a young child, it is easy for a child to access videos only through a smartphone; it also enables a child to acquire a wealth of knowledge and a knowledge of the foreign language that he receives from watching YouTube videos such as English and other languages (Al-Ameri & Rababah, 2020; Ilyas & Putri, 2020; Kurniati & Nuryani, 2020). But the negative effects of the YouTube spectacle are that children will feel lazy to go outside with their friends and thus leave the

child's intrapersonal communication impaired and ineffective (Julita et al., 2018).

On the other hand, it can also affect a child's emotions when a child has been given a smartphone for watching YouTube videos so that when a child is not given a YouTube spectacle a child will get angry and constantly ask for it (Saihu, 2021). This is in line with the opinion of Saraswati et al. (2020) were in their research found that the impact of using smartphones for too long on children's behavior is that children will get angry easily and often shout, then also have an impact on children's social behavior such as decreased social skills, and lazy behavior such as lazy children exercising, lazy to play, and lazy to leave the house.

Based on the explanation above, the purpose of this study is to know about parents' views on YouTube in early childhood education. This understanding of the views and perceptions can capture how the parents treated YouTube recently and how they should prepare for using it for childhood education in the future.

METHODS

The study employs a quantitative research approach using the survey method and quantitative descriptive data analysis techniques to investigate specific populations or samples of specific quantitative data.

This research was conducted using a survey. The survey is in the form of a questionnaire through Google Form. The researcher asked several kindergartens, family planners, and *Pos PAUD Terpadu* (PPT) or integrated early childhood education post teachers in East Java to distribute questionnaires to parents of students. The survey results obtained data from 329 parents who represent their children. These parents have children from 1-5 years old.

The researchers investigated 7 aspects of YouTube users related to their experience. They are the age of children introduced to, the device used to introduce, content coverage accessed by children, duration of access per day, frequency of parent accompanies, existence, and types of side effects that parents recognized from their children after watching YouTube.

Furthermore, the data collected will be analyzed with a quantitative descriptive data analysis technique. In this study, data will be presented in percentages and researchers describe the percentages. Researchers present data in percentages to find out the huge percentages that reflect a particular category and express information about parents' views on YouTube related to their practice of early childhood education.

RESULTS AND DISCUSSION

Results

Age of Children Introduced to YouTube

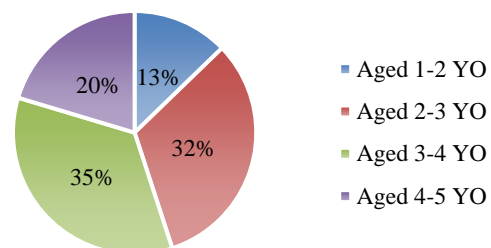


Figure 1. Age of Children Introduced to YouTube

Based on the research results, it is known that 114 parents (34,7%) have introduced YouTube applications to their children when children are 3-4 years old, and 106 parents (32,2%) have introduced YouTube to children at age of 2-3. 67 parents (20,4%) were introducing their children to YouTube at 4-5 years old, and 42 parents (12,8%) have been introducing YouTube applications to children since age 1-2. It is thus concluded that most parents began introducing YouTube to their children when the children were 3-4 years old.

Device Used to Introduce YouTube

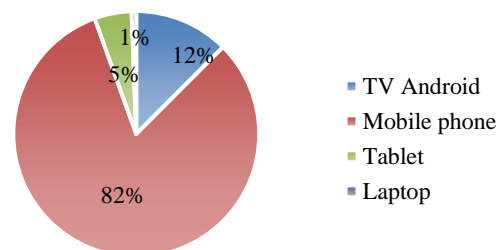


Figure 2. Device Used to Introduce YouTube

Based on the research results, it is known that as many as 270 parents (82,1%) used mobile phones to introduce YouTube to their children. 41 parents (12,5 %) introduced a YouTube app to their children using an

android TV device. Thus 16 parents (4,9%) used tablets and 2 parents (0,6%) used laptops consecutively to introduce YouTube to their children. It is thus established that most parents recommend YouTube to their children using mobile devices.

Content Coverage Accessed by Children

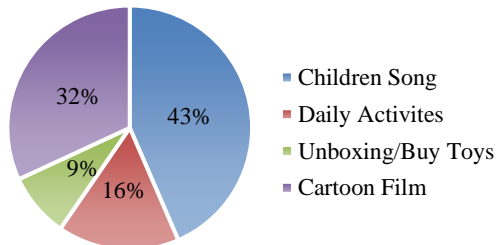


Figure 3. Content Coverage Accessed by Children

Based on the research results, it is known that 143 parents (43,5%) access children's song content on YouTube with their children, and 105 parents (31,9%) give their children YouTube content with cartoon films. Thus, 53 parents (16,1%) and 28 parents (8,5%) give YouTube content to children with daily activities and unboxing toys or toy shopping content in order. It may thus be concluded that the majority of parents often give their children YouTube content of children's songs.

Duration of YouTube Access per Day

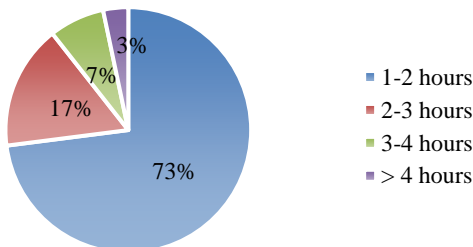


Figure 4. Duration of YouTube Access per Day

Based on the research results, it is known that as many as 240 children (72,9%) watch YouTube for 1-2 hours a day. Thus, 54 children (16,4%) watch YouTube for 2-3 hours a day. Lastly, 24 children (7,3%) watch YouTube 3-4 hours a day and 11 of them (3,3%) watch YouTube more than 4 hours per day. It is thus concluded that the majority of children watch YouTube for 1 to 2 hours a day.

Frequency of Parents Accompany Children

Based on the research results, 120 parents (36,5%) frequently accompany their children when watching YouTube, and 115

parents (35%) always with their children when watching YouTube. 52 parents (15,8%) stated that they rarely accompany their children when watching YouTube. Unfortunately, there are 38 parents (11,6%) who are seldom and 4 parents (1,2%) who are never with children when watching YouTube. It is concluded that the vast majority of parents frequently accompany their children when watching YouTube.

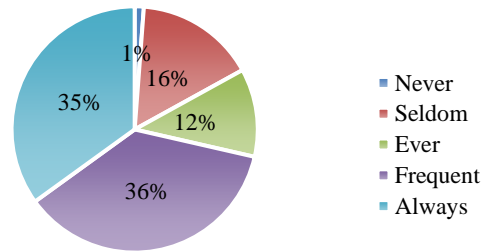


Figure 5. Frequency of Parents Accompany Children to Access YouTube

Side Effects of Watching YouTube on Children

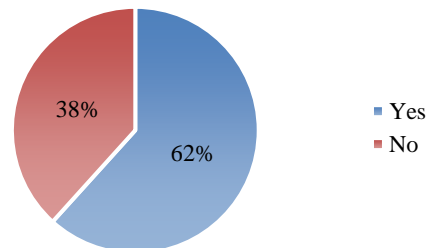


Figure 6. Side Effects of Watching YouTube on Children

Based on the research results, it is known that as many as 203 parents (61,7%) stated that their children experience side effects after watching YouTube, while 126 parents (38,3%) did not recognize side effects after watching YouTube. So it's been claimed that most children have side effects after watching YouTube.

Types of Side Effects of Watching YouTube on Children

Based on the research results, 159 parents (71,3%) observed their children to suffer side effects related to emotions. 33 children (14,8%) experienced body health side effects. There are 24 parents (10,8%) who found their children having hearing side effects after watching YouTube and 7 children (3,1%) experience side effects related to visual senses. It is thus concluded that after viewing YouTube all of the respondents experience problems and most children suffer side effects

related to emotions, such as irritability, bullying, impatience, etc.

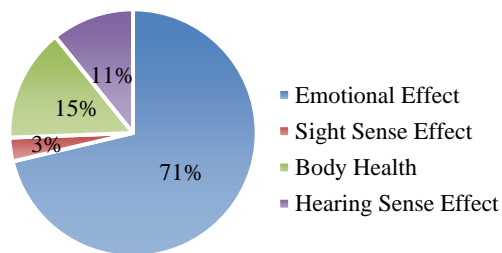


Figure 7. Types of Side Effects on Children after Watching YouTube

Discussion

Based on the results of the research that has been done, it can be seen that most parents have introduced the YouTube application to their children from an early age. Most parents have introduced the YouTube application to their children when the child is 3 to 4 years old. There are even parents who have introduced their children to the YouTube application since the child was 1-2 years old.

The introduction of the YouTube application to children today can also be done easily by parents. Not only using mobile phones, but parents can also access the YouTube application easily and instantly on other devices. Mobile phone is still the most accessible device. This is evidenced by the results of research showing that most parents prefer to use mobile devices to introduce their children to the YouTube application.

In the research, it was found that there are several reasons for parents to introduce YouTube to their children. They are to support the learning process in children or to stimulate cognitive, physical, gross motor, and language aspects so that children do not interfere with parents' activities at home or so that children are not fussy. It is easy for parents to supervise children's playing activities so that children are comfortable playing at home, and to replace parenting when parents are busy at work.

YouTube has millions and even billions of various types of content, ranging from everyday videos, music videos, gaming videos, promotional videos, educational videos, cooking videos, etc. Parents are not confused about choosing types of videos for children because YouTube must have suitable content for early childhood, such as cartoons, children's songs, games and toys videos, and

others. However, most parents tend to choose content about children's songs to give to their children. This is evident in the survey results, most parents often give their children YouTube shows in the form of children's songs, such as Cocomelon and Babybus. Parents often provide YouTube content about children's songs because children feel happy when they play videos containing fun songs and dances, children will immediately sing and dance.

When they watch YouTube, children can forget about the world around them and sit quietly for hours watching videos. This can be seen from the results of research which shows that most children watch YouTube for a duration of 1 to 2 hours a day. There are even found children who can watch YouTube for more than 4 hours watching YouTube every day. It needs to be an important concern for parents if their child has a habit of watching YouTube for too long. According to Setianingsih (2018), gadgets have an impact on the risk of attention disorders and hyperactivity. In the end, children become too lazy to do activities, are insensitive to calls, have difficulty communicating, and become more emotional (Noor et al., 2020). Shirinkam et al. (2016) claimed that high scores of internet addiction can cause brain function, and thus should be prevented by reducing the use of communication too often.

Based on the results, it is found that many children experience side effects after watching YouTube. The side effects that arise after watching a lot of YouTube videos include problems related to children's emotional development, body health, sense of hearing, and sense of vision. In this study, it was found that most children experience side effects related to emotions, such as children who are irritable, like to hit, impatient, etc. Children also experience side effects on health such as dizziness and shoulder pain. In addition, children also experience side effects on the sense of hearing and sense of sight.

Therefore, the role of parents in limiting the use of gadgets to watch YouTube is very important. In the study, it was found that there were still parents who never accompanied their children to watch YouTube. Parents' supervision is a must every time their children watch YouTube. Parental assistance while

children watch YouTube can be useful to help children control what videos children see. With good supervision and parenting, parents can direct their children to watch appropriate and suitable content for children's development (Papadamou et al., 2020). In addition, parents can communicate with their children while watching YouTube to practice their communication skills. The importance of parental communication is solely to control the children's activities when using a smartphone (Putra & Patmaningrum, 2018). Typically, when children are undeveloped in communication ability, they will more likely to be moody and aloof because of their lack of a smartphone when they want to watch YouTube. It is because children become addicted to the entertainment provided on YouTube (Saihu, 2021).

Moreover, proper supervision can create positive effects. Some positive effects when parents can direct children toward visual viewing, such as (1) increasing visual stimuli, (2) supporting typing skills, (3) reducing stress levels, (4) increasing children's imagination, (5) improving communication ability as well as enhancing vocabulary. Vice versa, insufficient supervision will create negative impacts. The negative impact resulting because of a lack of parental control include (1) radiation hazards, (2) becoming a habit, (3) being slow to learn lessons, (4) damaging the eyes, and (5) changing posture (Mastanora, 2018). Children also will be at (6) the risk of cybercrime, (7) and being antisocial (Isni & Anugrah, 2021) without good supervision as internet users such as YouTube.

CONCLUSION

The findings and discussions have led to conclusions related to parents' views about YouTube in early childhood education that parents' reason gives YouTube to their children are to give a stimulation. Children have been introduced to and started to actively access YouTube every day. On the other hand, parents also recognized that they found side effects on their children after watching YouTube. Moreover, there were still parents who are not aware on accompany their children when accessing various YouTube content. In the future, parents should be by

their children's side and direct children to YouTube according to their needs. Parents can help children in selecting YouTube content that matches their character of the child instead of still allowing the child to participate in selecting YouTube content to be viewed. Through proper supervision and upbringing, YouTube can have a good effect on growing children, such as being able to communicate well, being active in motion, knowing about religious values, and modeling character.

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