



The Relationship Between YouTube Watching Intensity and Language Development in Early Childhood in Pringgowirawan Village



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Abstrak

Penelitian ini bertujuan untuk mengetahui hubungan antara intensitas menonton youtube dengan perkembangan bahasa anak usia dini 2-5 tahun. Metode penelitian yang digunakan pada penelitian ini yaitu pendekatan kuantitatif dengan jenis cross sectional. Penelitian ini menggunakan teknik purposive sampling. Dalam penelitian ini kriteria responden yang ditentukan adalah KB-TK yang berada di desa Pringgowirawan dengan jumlah sekolah yaitu 5 sekolah dan jumlah siswa yaitu 190 siswa. Teknik pengumpulan data pada penelitian ini menggunakan teknik kuisioner. Sedangkan untuk menganalisis data pada penelitian ini menggunakan rumus korelasi product moment menggunakan SPSS. Berdasarkan analisis data ditemukan bahwa terdapat hubungan antara intensitas menonton Youtube dengan perkembangan bahasa anak usia dini 2-5 tahun Di Desa Pringgowirawan Kabupaten Jember. Hal ini diketahui dari hasil perhitungan menggunakan SPSS yaitu nilai Sig. (2-tailed) antara intensitas menonton youtube (X) dengan perkembangan bahasa anak (Y) adalah sebesar $0,000 < 0,05$ sehingga H_0 ditolak dan H_a diterima., yang berarti terdapat korelasi yang signifikan antara variabel intensitas menonton youtube dengan variabel perkembangan bahasa anak. Karena r hitung atau Pearson Correlations dalam analisis ini bernilai negatif maka itu artinya hubungan antara kedua variabel tersebut bersifat negatif atau dengan kata lain semakin meningkatnya intensitas menonton youtube maka akan menurun pula perkembangan bahasa anak.

This study aimed to determine the relationship between the intensity of watching YouTube and language development in early childhood (ages 2-5 years). The research employed a quantitative approach with a cross-sectional design and utilized purposive sampling techniques. The study focused on kindergartens in Pringgowirawan Village, which has 5 schools and 190 students. Data collection was carried out using a questionnaire. To analyze the data, the product-moment correlation formula was applied using SPSS. The analysis revealed a significant relationship between the intensity of watching YouTube and language development in early childhood in Pringgowirawan Village, Jember Regency. This was indicated by the SPSS calculation, where the Sig. (2-tailed) value between the

intensity of watching YouTube (X) and children's language development (Y) was $0.000 < 0.05$, leading to the rejection of the null hypothesis (H_0) and acceptance of the alternative hypothesis (H_a). This signifies a significant correlation between the intensity of watching YouTube and children's language development. Since the Pearson correlation coefficient (r) was negative, it indicates that as the intensity of watching YouTube increases, children's language development tends to decrease.



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INTRODUCTION

Humans are social beings who cannot live alone; to meet their needs, everyone constantly relies on others. Humans communicate almost all the time. The development of information technology provides more comfortable communication media. One such media is social media. Social media are online platforms that allow users to participate, share, and create content (Budiman, 2022).

YouTube is one of the most frequently used digital social media platforms by children. YouTube is a platform that features videos such as entertainment, education, comedy, news, children's content, music, and vlogs. Young children, aged 0-6 years, can use YouTube as long as the duration and intensity are monitored. For example, a child can be allowed to watch YouTube three times a week with an optimal time of 1.5 hours per session. Additionally, the child should also interact with people around them. Excessive YouTube watching can interfere with the child's development.

According to the North Online Family Report of 2010, the use of smartphones for watching YouTube can stimulate hearing and vision. Moreover, YouTube can also enhance a child's language and communication skills. Features on YouTube, such as sound dimensions, song movements, and colors, greatly assist the developmental process of children, especially in speaking and increasing vocabulary. However, watching YouTube excessively can have negative effects, such as making the child's interpersonal interactions with their environment less effective and disrupted. If young children watch positive YouTube content, such as the Upin-Ipin series, children's songs, etc., and if the viewing time is monitored, it can improve the child's language development, allowing the child to share what they have learned from YouTube with those around them (Putra & Patmaningrum, 2018).

One area of development that needs to be enhanced in early childhood is language development. Language development is a form of symbolic expression through which children express their emotions and ideas. Through their speaking skills, others can understand what the child is saying. Agung Hartono and Sunarto argue

that many factors influence a child's language growth, including environmental conditions, physical conditions, socio-economic conditions, the child's intelligence, and age. Numerous studies show that early childhood is a critical period for children, and they need continuous and appropriate stimulation to optimize their abilities, especially language skills.

DahreIndorf (in Apollon & Ancolk, 1993) in the Arielndra paper defines “intensity” as “energy expenditure” or the amount of activity done by an individual within a certain period. The initial tendency to learn often becomes the driving force behind the habit of watching extensively (Dhananjaya, 2017).

In today's world, YouTube is a highly popular video platform. YouTube receives about 100,000 video views each day. The platform adds an average of 65,000 new videos every 24 hours. Around 20 million people visit YouTube each month (Tolhari et al., 2019). Billions of people worldwide use YouTube to watch and share various types of videos. Through YouTube, people globally can connect, educate, and inspire each other. Google owns the video-sharing platform YouTube because it is part of the company (David et al., 2017). Since its launch, YouTube has received positive responses from the public. YouTube is an online video platform, and its primary purpose is as a medium for searching, watching, and sharing original videos from around the world through the website (Mustika, 2018). YouTube is user-friendly, requires no high cost, and can be accessed anywhere via gadgets. This allows amateur video creators to upload their content for publication. If the videos are well received, their viewership will increase.

YouTube strives to protect its content from privacy violations. If someone uploads a video that involves the privacy and personal information of others, those individuals can request YouTube to remove the video. Information considered a privacy violation can include various types of content, such as photos, audio, full names, family information, personal data, or other information that reveals someone's identity (Ondelr & Zelngin, 2021).

YouTube still faces challenges in monitoring videos due to the large number of users and the high volume of video uploads. To address this, YouTube offers a reporting feature that allows users to flag videos they consider inappropriate. YouTube then reviews the flagged videos and removes them from the site if deemed necessary (Feller & Burroughs, 2022).

Language encompasses all forms of communication that convey meaning to others by symbolizing thoughts and feelings. Meanwhile, Sumyati suggests that language is a conventional expression of an individual's thoughts and feelings and a tool for communication between members of society. In other words, language is the expression of thoughts and feelings, used to convey meaning to others and serves as a communication tool. Language is the means used by individuals when interacting or building relationships with others (Ulfa & Na'imah, 2020).

Language can support other areas of development. It can direct a child's attention to new objects or relationships in the environment, introduce different perspectives, and provide information to the child. Miller believes that language is a sequence of

words and can be used to convey information at different places or times (Keltut & Ni Rahyuni Putu Ayu Sang, 2014).

Children's language development heavily depends on the quality of their interaction with their environment. Through these interactions, knowledge and language skills are developed. Language development in children includes four types: listening, speaking, reading, and writing (Sri Yulia Sari, Aris Dwi Nugroho, 2019).

Language development in early childhood is crucial as it serves as a foundation for communication skills and cognitive abilities. One potential stimulus believed to influence this development is the intensity of watching video content on YouTube. Based on the explanation above, features such as songs on YouTube can support the development of children, particularly their language development. However, this depends on both the duration of watching and the active engagement with the content. Therefore, if children watch YouTube for shorter periods and actively engage with the content, it can lead to positive language development, such as narrating positive stories based on what they have watched. Conversely, children's language development can be negatively affected if they watch content for extended periods or if they view inappropriate content.

In Pringgowirawan Village, many children access YouTube. This observation is based on preliminary interviews conducted with parents. Parents reported that their children frequently visit YouTube to watch videos of their choice. The videos they watch vary, including content such as Upin-Ipin, Babybus, and others. Additionally, children tend to watch YouTube for long periods each day. Although this activity is initially approved by parents, children often exceed the recommended viewing time. Despite frequent YouTube use, these children exhibit good language development. This is evident from their ability to ask questions about things they haven't previously learned, sing songs they have heard on YouTube, and more.

In general, watching educational content on YouTube that aligns with the child's developmental stage, when done with appropriate intensity and duration, can provide positive stimulation for language development. Children can expand their vocabulary, understand cause-and-effect relationships, and improve language fluency through dialogues in the videos.

However, excessive intensity of watching YouTube is suspected to hinder language development. Children may become more passive and less stimulated to engage in verbal interactions and practice their language skills. Furthermore, excessive screen time may negatively impact cognitive and social-emotional development.

In studies of early childhood language development, several experts have indicated that environmental stimulation plays a crucial role in optimizing language development outcomes. One critical form of stimulation is social interaction through verbal communication and dialogues with both adults and other children.

With the rise of digital technology, children now spend a significant amount of time watching audiovisual content on YouTube. On one hand, appropriate educational content can stimulate language development through dialogues and new vocabulary. On the other hand, excessive screen time can reduce social interactions and negatively impact language development stimulation.

Therefore, this study aims to analyze how the intensity of watching YouTube, in terms of duration and frequency, relates to the achievement of language development in early childhood. By considering the types of content and relevant control variables, this research is expected to provide recommendations for optimizing YouTube usage to positively stimulate language development in children.

METHOD

This study uses descriptive correlation statistics with a quantitative approach. Descriptive correlation is a research style aimed at discovering the relationship between two variables within a research context (Suryana, 2015). The methodology of this study is cross-sectional and employs a questionnaire as a data collection tool. The objective of this research is to analyze the relationship between the intensity of watching YouTube and language development in early childhood in Pringgowirawan Village.

Basic Variables are variables that influence or are the cause of changes or the emergence of dependent variables. The basic or independent variable in this study is early childhood language development. ****Dependent Variables**** are variables that are influenced by or are the result of changes in independent variables. In this study, the dependent variable is the intensity of watching YouTube. The population for this study consists of students from early childhood education centers in the Sumbelbaru District of Jember Regency. The criteria for respondents in this study are kindergartens located in Pringgowirawan Village, with a total of 5 schools and 190 students.

RESULTS AND DISCUSSION

The validity test of the instrument was conducted outside the sample already determined, which consisted of 100 children. Based on Table 1, it can be seen that each item in the questionnaire for all variables has an r-count value higher than the r-table value (0.1424), indicating that these items are valid.

Table 1. Results of Item Validity Test

Variabel X				
	Statement Number	r Count	r Count	r Count
	1	0.819	0.1424	Valid
	2	0.902	0.1424	Valid
	3	0.807	0.1424	Valid
Variabel Y				
	Statement Number	r Count	r Count	r Count
	1	0.598	0.1424	Valid
	2	0.685	0.1424	Valid
	3	0.590	0.1424	Valid
	4	0.658	0.1424	Valid
	5	0.615	0.1424	Valid
	6	0.703	0.1424	Valid

7	0.594	0.1424	Valid
8	0.549	0.1424	Valid
9	0.537	0.1424	Valid
10	0.485	0.1424	Valid
11	0.509	0.1424	Valid

Based on the SPSS data analysis, it is evident from Table 2 that all variables are stated to be reliable. This is supported by the Cronbach's Alpha value, which is higher than the significance level (0.6). Therefore, it can be concluded that all 14 items of the questionnaire are reliable.

Table 2. Results of Reliability Test

Variabel X	Statement Number	Cronbach's Alpha if Item Deleted	Sig	Kriteria
	1	0.789	0.6	Reliabel
	2	0.579	0.6	Reliabel
	3	0.778	0.6	Reliabel
Variabel Y	Statement Number	Cronbach's Alpha if Item Deleted	R Tabel	Kriteria
	1	0.800	0.6	Reliabel
	2	0.790	0.6	Reliabel
	3	0.801	0.6	Reliabel
	4	0.793	0.6	Reliabel
	5	0.798	0.6	Reliabel
	6	0.788	0.6	Reliabel
	7	0.801	0.6	Reliabel
	8	0.806	0.6	Reliabel
	9	0.807	0.6	Reliabel
	10	0.813	0.6	Reliabel
	11	0.810	0.6	Reliabel

After the instrument was tested for validity and reliability and found to be valid and reliable, the researcher proceeded with further analysis.

According to Ghozali (2013), the normality test is conducted using the Kolmogorov-Smirnov test for each variable. Data is considered to be normally distributed or to meet the normality test if the Asymp.Sig (2-tailed) value of the residual variable is above 5% or 0.05. Conversely, if the Asymp.Sig (2-tailed) value of the variable is below 5% or 0.05, the data is not normally distributed or does not meet the normality test. The results of the normality test conducted in this study are presented in Table 3.

Table 3. Results of Normality Test
One-Sample Kolmogorov-Smirnov Test

		<i>Unstandardized Residual</i>
<i>N</i>		100
<i>Normal Parameters^{a,b}</i>	<i>Mean</i>	.0000000
	<i>Std. Deviation</i>	1.63504843
<i>Most Extreme Differences</i>	<i>Absolute</i>	.186

One-Sample Kolmogorov-Smirnov Test

		<i>Unstandardized Residual</i>
	<i>Positive</i>	.186
	<i>Negative</i>	-.086
<i>Test Statistic</i>		.186
<i>Asymp. Sig. (2-tailed)</i>		.072 ^c

- a. Test distribution is Normal.
- b. Calculated from data.
- c. Lilliefors Significance Correction.

Based on Table 3 above, it can be concluded that the data analyzed is normally distributed. This conclusion is supported by the significance value of 0.072, which is greater than 0.05, indicating that the normality test has been met.

Table 4 shows that the Sig. (2-tailed) value for the correlation between YouTube watching intensity (X) and children's language development (Y) is 0.000, which is less than 0.05. This indicates a significant correlation between YouTube watching intensity and children's language development.

Since the calculated correlation coefficient (r) is negative, this means there is a negative relationship between the two variables. In other words, as the intensity of watching YouTube increases, the development of children's language skills decreases. The output also shows that the correlation coefficient between the variables has two asterisks (**), indicating a correlation at the 1% significance level (2-tailed).

Table 4. Results of Bivariate Correlation Test
Correlations

		Intelnsitas Melnolntoln Yolutubel	Pelrkelmban gan Bahasa AUD
Intelnsitas Melnolntoln Yolutubel	<i>Pelarsoln Colrrellatioln Sig. (2-taileld) N</i>	1 190	-.523** .000 190
Pelrkelmbangan Bahasa AUD	<i>Pelarsoln Colrrellatioln Sig. (2-taileld) N</i>	-.523** .000 190	1 190

** . Colrrellatioln is significant at the 0.01 level (2-tailed).

Discussion

The statistical test results using SPSS show a correlation coefficient of -0.523, as indicated in Table 4. According to the interpretation of the correlation coefficient, which falls within the range of 0.40-0.599, it can be concluded that the relationship

between the two variables is moderate, or in other words, there is a significant correlation.

The significance value obtained is 0.000, which is less than 0.05, indicating a significant relationship between the intensity of watching YouTube (X) and language development in children (Y). This means there is a negative relationship between the intensity of watching YouTube and early childhood language development. As the intensity of YouTube watching increases, language development in children tends to decrease.

These findings are consistent with several previous studies that have shown a negative impact of high YouTube viewing intensity on early childhood language development. Research by Ratnasari et al. (2022) also showed a negative relationship between the intensity of watching YouTube and expressive language skills in children aged 5-6 years. However, this study was conducted in a single kindergarten in Bandung, so it does not fully represent the target population. Research by Nguyen & Ryan (2021) found a negative impact of YouTube viewing duration on receptive vocabulary development in children aged 3-4 years, but did not consider the role of educational content appropriate for the child's developmental stage. Suleiman & Sari (2021) indicated a negative effect of YouTube viewing duration on expressive vocabulary in children aged 4-5 years, but this study lacked adequate statistical analysis to prove the relationship.

Thus, this study reinforces empirical evidence that excessive YouTube viewing intensity negatively affects early childhood language development, both receptive and expressive. The implication is that parents and educators need to regulate children's YouTube viewing time to prevent overuse and reduce the loss of positive language stimulation from real social interactions. Based on these studies, it can be assumed that the main limitations are sample size, methodology, and research variables that need further refinement. Therefore, future research should address these aspects to obtain more comprehensive results on the topic under investigation.

CONCLUSION

Based on the statements above and the results of the analysis conducted, the researcher concludes that the research hypothesis (H_a) which states "There is a relationship between the intensity of watching YouTube and early childhood language development in Delsa Pringgolwirawan, Jember Regency" is accepted. Consequently, the null hypothesis (H_0), which states "There is no relationship between the intensity of watching YouTube and early childhood language development in Delsa Pringgolwirawan, Jember Regency," is rejected. This is evidenced by the Sig. (2-tailed) value between the intensity of watching YouTube (X) and language development in children (Y), which is $0.000 < 0.05$, indicating a significant correlation between these variables. Since the r value or Pearson Correlation in this analysis is negative, it implies that the relationship between the two variables is negative; in other words, as the intensity of watching YouTube increases, early childhood language development decreases.

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