

YouTube Kids on Children's English Communication Skills: Parents' Beliefs and Attitudes

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ABSTRACT

In recent years, there has been a significant increase in the consumption of internet-based video content by children. Digital platforms like YouTube Kids have emerged as a primary source of easily accessible information for children and are widely recognized for their significant contribution to early childhood education. This study aims to explore parents' beliefs and attitudes towards YouTube Kids and its impact on children's English communication skills. This study used semi-structured interviews and focus group discussions with 20 parents of children aged 3 to 7 years. The findings indicate that parents recognize the potential of YouTube Kids to enhance vocabulary acquisition and language skills. However, the parents emphasize the necessity of a balanced approach to screen time, advocating for the integration of traditional learning methods alongside digital media. The findings suggest that YouTube Kids can be a valuable resource for language development when used thoughtfully, underscoring the importance of parental involvement in maximizing its benefits. Future research should further explore the long-term effects of digital media on language development and the dynamics of parental engagement.

Keywords: *YouTube Kids, English Communication Skills, Parents Beliefs*

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INTRODUCTION

The early exposure of children to English as a second language is initiated during the initial stages of their cognitive and linguistic development. This process is not intended to directly instruct children in mastering English but rather to establish a foundational understanding of the language through vocabulary and early interactions. The acquisition of language at this stage is significantly facilitated by auditory input, whether in the form of individual words or structured sentences (Friska & Syafi'i, 2021). Advancements in electronics, digital media, and Information and Communications Technology (ICT) have transformed the way children learn and interact with information. Digital media not only provides opportunities for self-expression but also empowers children to communicate in ways that were once unimaginable to previous generations (Bumigora, 2025).

Early research on the integration of digital platforms in English language learning highlights their significant impact on children's engagement and language development. The use of animation and music in digital storytelling has been found to capture children's interest and to make the learning experience more enjoyable (Rahiem, 2021). Additionally, incorporating songs and music can stimulate motor skills and contribute to the enhancement of linguistic intelligence, particularly in oral language development (Fonseca-Mora, 2011). Furthermore, children tend to find the learning process more enjoyable when digital media is integrated (Habgood & Ainsworth, 2011). Given the rapid advancement of Information and Communications Technology (ICT) and the increasing accessibility of the internet, examining

the role of YouTube Kids as a social media platform in shaping children's communication skills is particularly relevant.

Historically, media has played a crucial role in shaping children's psychological, social, and cultural development. The presence of children's media has been significant in influencing their growth, making it essential for parents to exercise caution when selecting media content. Considering the significant psychological impact that visual, graphic, and multimedia elements can have on adults, it is crucial to recognize that children are just as vulnerable to these influences. Their cognitive and emotional development can be shaped by the media they consume, highlighting the need for careful selection and responsible exposure to ensure positive developmental outcomes (Shahid Hussain, Irsa Ramzan, 2022). In the digital age, the internet particularly YouTube Kids has emerged as a powerful medium that affects both early childhood learning and development (Burroughs, 2017) and plays a significant role in shaping the language acquisition of English as a Foreign Language (EFL) learners (Serajuddin, 2023).

The rapid expansion of 4G mobile internet services in Indonesia has significantly influenced parental choices in digital media consumption, particularly in the use of YouTube Kids (Imaniah et al., 2020). Indonesian parents increasingly utilize this platform to engage their children with educational and entertaining content. The popularity of various YouTube Kids channel is evident from their substantial subscriber base. For instance, Cocomelon Nursery Rhymes has amassed 76.7 million subscribers, ChuChu TV Nursery Rhymes holds a similarly large audience, and Kids Song has attracted 32.8 million subscribers. These platforms have strategically leveraged advancements in mobile and tablet technology to cater specifically to very young children and infants (aged 0–5 years). Notably, by 2016, approximately 10% of total YouTube views were attributed to children's entertainment content, and in some countries, this category accounted for nearly half of all views on the platform (Elias & Sulkin, 2017).

Engaging with and reciting nursery rhymes significantly boosts children's self-esteem while also playing a critical role in their cognitive and linguistic growth, akin to foundational subjects such as science and mathematics. Research has shown that children aged two to six who are exposed to nursery rhymes exhibit enhanced vocabulary acquisition in English, as the rhythmic nature of these verses promotes phonological awareness (Sarwar et al., 2023). Additionally, proficiency in rhyming has been linked to improved phonological sensitivity and reading skills in the long term (Gordon et al., 2015).

The advent of YouTube, coupled with advancements in Information and Communication Technologies (ICTs) such as 4G and 5G networks, has made content creation increasingly accessible, allowing individuals to disseminate educational resources via personalized YouTube channels. This technological evolution has profoundly altered the learning behaviors of toddlers, shifting their focus from conventional musical toys to engaging digital content presented on handheld devices. As a result, YouTube Kids has emerged as a central platform for infotainment, blending entertainment with educational benefits for both children and their parents (Imaniah et al., 2020).

YouTube Kids as an Alternative Education Channel

YouTube Kids, launched in 2015 as a dedicated platform for children, represents an innovative extension of the original YouTube, integrating significant technological advancements to improve user engagement. This platform allows users to upload, view, and share videos freely, and has been identified as the leading online video community (Pires et al., 2021). The content on YouTube Kids is meticulously categorized according to demographic factors, which enhances parental control over the information accessible to younger audiences. Legally, YouTube stipulates that its main platform is designed for users aged 14 and older, thereby directing younger children to utilize YouTube Kids, contingent upon activation by a parent or guardian. Furthermore, individuals under 18 are required to secure parental consent before accessing the platform, as delineated in YouTube's terms of service and corroborated by various research findings (Caldeiro-Pedreira et al., 2022).

Despite these protective measures, YouTube Kids has sparked considerable debate regarding its potential adverse effects on children. Additionally, the platform has faced scrutiny for exposing children's private lives to various digital risks (Neumann & Herodotou, 2020). Excessive engagement with digital content is also linked to issues such as information overload and privacy threats (Asmiarti & Winangun, 2018).

The categorization of educational content on YouTube Kids is both extensive and intricate. On one hand, the platform provides a diverse array of thematic content, enabling users to access a multitude of educational resources (Henderson et al., 2024). On the other hand, children and adolescents often view these videos as dual sources of education and entertainment, which contributes to their increasing dependence on digital media for learning (Burroughs, 2017). According to Burroughs (2017), the educational videos that children interact with can be classified into three primary learning types. The first type is informational learning, which entails seeking and acquiring knowledge from digital platforms. The second type is procedural learning, where videos offer step-by-step instructions to address specific challenges. Finally, there is procedural conceptual learning, which focuses on the enhancement of intellectual and cognitive abilities. Notably, this last category is the least frequently encountered form of learning facilitated by YouTube Kids.

Psychological Concerns Regarding YouTube Kids Channels and Their Impact on Children

The rising prevalence of YouTube Kids channels has prompted significant concern among child psychologists regarding the quality of content available to young viewers. Research indicates that children under the age of two often develop a dependency on animated programming, with parents frequently utilizing screen time as a source of entertainment (Rosin, 2013). However, there is growing apprehension about the potential negative effects of technology on children's health and well-being, particularly in light of reports highlighting the presence of harmful content aimed at very young audiences (Rosen et al., 2014). The importance of examining children's media channels on YouTube lies in the need to comprehend both the advantages and disadvantages that can influence the mental and physical development of infants and young children. Consequently, it is essential for parents to receive appropriate guidance on how to navigate these media platforms to meet their children's entertainment and social learning needs effectively. The impact of animated and musical content on children's psychological development and learning behaviors is profound, necessitating careful consideration by caregivers (Utaminingsih et al., 2024).

YouTube Kids Channels and the Impact on Parenting

YouTube Kids serves as a significant form of electronic media that influences the lives of infants, toddlers, preschoolers, and their caregivers. Research indicates that a substantial majority of parents view television and digital media as advantageous for their children's educational and developmental needs (Nikken & Schols, 2015). Data shows that around 83% of children between the ages of 6 months and 6 years interact with screen media, averaging approximately two hours of usage per day. The incorporation of digital technologies into parenting strategies has given rise to concepts such as the "Digital Economy" and "Tech-Savvy Parenting" (Duch et al., 2013). This trend underscores how advancements in mobile technology have transformed parenting practices, particularly as young children increasingly represent a key demographic for digital content. Consequently, platforms like YouTube Kids play a pivotal role in shaping early childhood learning experiences, thereby influencing children's cognitive and behavioral development in today's digital landscape.

Although YouTube Kids includes parental control features aimed at improving safety, there remains a minor risk that children might still encounter inappropriate content, such as nudity, violence, or advertisements for unhealthy products like junk food (Strasburger, 2004). Nevertheless, the platform is specifically designed to be child-friendly, incorporating vibrant visuals, engaging audio effects, and an intuitive, image-based navigation system that sets it apart from the regular YouTube interface. Children can easily navigate through a vast array of age-appropriate content by swiping left or right on the video menu or by selecting

from curated channels displayed at the top of the screen. As a child-centric adaptation of YouTube, the platform provides a selection of curated, ad-supported content, which includes television shows, music, educational videos, and user-generated content (Rei-Anderson, 2023). To further enhance the user experience, YouTube Kids allows parents to establish individual user profiles for their children, facilitating personalized content recommendations. Additionally, parents have the option to set screen time limits of up to one hour, promoting controlled media consumption that aligns with healthy digital habits.

In contrast to some other child-oriented digital platforms, YouTube Kids does not offer extensive content filtering systems. Instead, parents are tasked with utilizing parental controls to limit their children's access to verified content or videos from approved, child-friendly partners. In the absence of such restrictions, the app organizes content based on age groups (younger or older) and the user's viewing history and search queries (Burroughs, 2017). Given that YouTube Kids features user-generated content, it is crucial for parents to actively monitor their children's media consumption. Parents are advised to view videos alongside their children to ensure the appropriateness of the content. If they encounter any inappropriate or distressing material, they can block the video to prevent it from reappearing. Furthermore, parents have the option to report such content, alerting YouTube's moderation team, which will evaluate and remove it if necessary. This study aims to explore parents' beliefs and attitudes towards YouTube Kids and its impact on children's English communication skills.

METHOD

This study employed a qualitative research design using semi-structured interviews and focus group discussions (FGDs) to explore parents' beliefs and attitudes towards YouTube Kids and its impact on children's English communication skills. The study involved 20 parents of children aged 3 to 7 years who actively used YouTube Kids. Participants were selected based on their experience with the platform and their willingness to share insights regarding its impact on their children's English communication skills. The recruitment process took place through local parenting groups and social media platforms, ensuring a diverse representation of backgrounds, including varying socioeconomic statuses, educational levels, and cultural contexts.

Instruments

A semi-structured interview guide that was developed to facilitate in-depth discussions with participants. The guide included open-ended questions designed to explore parents' perceptions of YouTube Kids as a tool for language development, Observations of their children's engagement with the platform, concerns regarding content appropriateness and screen time, strategies employed by parents to mediate their children's use of YouTube Kids. The interview guide was piloted with a small group of parents to ensure clarity and relevance of the questions, allowing for adjustments based on feedback (Roulston & Halpin, 2022). Moreover, Focus Group Discussion guide was created to encourage interaction among participants (O.Nyumba et al., 2018). This guide focused on collective experiences and diverse viewpoints regarding YouTube Kids, facilitating a richer understanding of shared beliefs and attitudes. Recruitment of participants was conducted through announcements disseminated within local parenting groups. Parents who expressed interest in the study were provided with comprehensive information regarding its purpose, procedures, and ethical considerations. Prior to their participation, informed consent was obtained from all respondents. Participants were made aware of their rights, which included the right to withdraw from the study at any time without facing any penalties, as well as the measures implemented to ensure the confidentiality of their responses.

Data Analysis

The data collected from interviews and focus group discussions was analyzed using thematic analysis, which included several key steps (Braun & Clarke, 2006). First, in the familiarization phase, the researcher re-read the transcripts to gain a comprehensive understanding of the data and to identify initial impressions. Next, during the coding phase, significant themes and patterns were identified and labelled through an open coding process. This involved highlighting key phrases and concepts that emerged from the data. Furthermore, in the theme development stage, the identified codes were grouped into broader themes that reflected the participants' beliefs and attitudes towards YouTube Kids and its impact on their children's English communication skills. The researcher ensured that the themes were representative of the data and grounded in the participants' experiences. Finally, in the interpretation phase, the identified themes were analyzed in relation to the research questions and existing literature. The researcher drew connections between parents' perspectives and the implications for children's language development, thereby providing a nuanced understanding of the role of YouTube Kids in early childhood education.

FINDINGS AND DISCUSSION

The results of this study are based on data collected from semi-structured interviews and focus group discussions (FGDs) involving 20 parents of children aged 3 to 7 years. The analysis revealed several key themes regarding parents' beliefs and attitudes towards YouTube Kids and its impact on their children's English communication skills.

Perceived Educational Value

A predominant theme that emerged from the interviews and FGDs was the perceived educational value of YouTube Kids. Many parents expressed strong beliefs that the platform serves as an effective tool for enhancing their children's language skills. Participants noted that the variety of content available, including educational videos, songs, and storytelling, significantly contributed to vocabulary development and language comprehension. For instance, parents stated,

P3: *"Anak saya suka menonton kartun-kartun di Youtube Kids kaya Baby bus, Tayo, dan lain-lain. Dia belajar kata-kata baru setiap kali dia menonton dan kadang mengatakan ke saya kosakata tersebut di waktu yang tepat"* (My daughter enjoys watching cartoons on YouTube Kids, such as Baby Bus, Tayo, and others. She learns new words each time she watches and often uses them appropriately in conversation with me.)

P5: *"Kalo saya pribadi merasa bahwa Youtube Kids itu, pertama lebih aman dibanding Youtube yang umum karena termasuk kategori anak. Video-video nya juga sudah pasti masuk kategori aman buat anak dan anak bisa menonton sambil belajar dari nyanyian, cerita-cerita dan lain-lain."* (Personally, I believe that YouTube Kids is, first and foremost, safer than the general YouTube platform due to its child-oriented categorization. The content is specifically curated to ensure it is appropriate for children, allowing them to watch while learning through songs, stories, and other educational materials.)

P16: *"Saya sangat percaya bahwa YouTube Kids adalah alat yang efektif untuk meningkatkan keterampilan bahasa anak saya. Berkat berbagai konten yang tersedia, seperti video edukatif, lagu-lagu, dan cerita, anak saya dapat belajar kosakata baru dengan cara yang menyenangkan. Dia sering menirukan kata-kata yang dia dengar dan bahkan mulai berbicara dalam kalimat yang lebih panjang. Ini sangat membantu dalam perkembangan bahasanya."* (I believe that YouTube Kids is an effective tool for enhancing my child's language skills. Thanks to the variety of content available, such as educational videos, songs, and stories, my child is able to learn new vocabulary in fun ways. He often imitates the words he hears and has even begun to speak in longer sentences. This significantly aids in his language development.)

Vocabulary Acquisition and Language Skills

Parents reported noticeable improvements in their children's vocabulary and overall language skills as a result of using YouTube Kids. Several participants shared specific examples of how their children began to use new words and phrases in everyday conversations. Parents remarked,

P10: *"satu hal yang saya notice dari anak saya setelah menonton beberapa episode acara favoritnya Nastya and Friends kalo ga salah, dia mulai menggunakan kata-kata seperti petualangan dan menjelajah dalam waktu bermainnya. Saya kaget sih melihat betapa cepatnya dia mengadopsi kosakata baru."* (One notable observation I made regarding my son is that after watching several episodes of his favorite show, Nastya and Friends (if I recall correctly), he began incorporating words such as adventure and explore during his playtime. I was particularly impressed by the speed at which he acquired this new vocabulary)

P7: *"Kalo saya sih merasa bahwa Youtube Kids itu bermanfaat untuk anak-anak terutama anak saya. Dia jadi bisa tahu banyak kosakata dari menonton nyanyian misal nya. Jadi dia merasa senang dan tanpa disadari dia belajar banyak hal."* (I believe that YouTube Kids is beneficial for children, particularly for my son. He can acquire a significant amount of vocabulary by watching songs, for instance. As a result, he enjoys the experience and, without realizing it, learns many new concepts.)

P12: *"Anak saya itu mulai nonton Youtube Kids itu dari usia sekitar 3 tahun sampai sekarang 5 tahun dan biasanya yang dia tonton itu selalu yang berbahasa Inggris. Jadi walaupun orang-orang bilang jangan memberikan anak tontonan bahasa asing dari dini karena bisa menyebabkan kebingungan, tapi Alhamdulillah anak saya malah sekarang lancar berkomunikasi dalam bahasa Inggris karena sering menonton video-video Youtube Kids yang berbahasa inggris."* (My child started watching YouTube Kids at around three years old and continues to do so at the age of five. The content she watches is predominantly in English. While some advice against exposing children to foreign-language media at an early age due to concerns about potential confusion, I am grateful that my child has developed fluency in English communication through frequent exposure to English-language videos on YouTube Kids.)

Concerns About Content Appropriateness

Despite recognizing the educational benefits, parents also expressed concerns regarding the appropriateness of some content available on YouTube Kids. Many participants highlighted instances where their children encountered videos that did not align with their educational goals or were deemed unsuitable. Parents noted,

P9: *"Meskipun saya suka dengan konten edukatifnya, terkadang saya khawatir dengan iklan dan video yang muncul, yang mungkin tidak cocok untuk anak saya. Jadi tetap harus diawasi."* (While I appreciate the educational content, I sometimes worry about the ads and other videos that pop up, which may not be suitable for my child. So, it must still be monitored.)

P15: *"Saya setuju YouTube Kids punya banyak konten edukatif, seperti lagu berhitung atau cerita moral. Tapi, saya pernah lihat anak saya tiba-tiba menonton video unboxing mainan yang sama sekali tidak ada unsur belajarnya. Bahkan ada konten prank yang menurut saya kurang pantas untuk balita. Jadi, saya harus selalu awasi dan batasi durasi nontonnya."* (I acknowledge that YouTube Kids provides numerous educational materials, such as counting songs and moral stories. However, I have observed instances where my child unexpectedly watches toy unboxing videos that lack educational value. I have even encountered prank content that I deem inappropriate for toddlers. As a result, I must consistently supervise their viewing and limit screen time.)

P19: *"Anak saya suka belajar bahasa Inggris lewat kartun di YouTube Kids, dan itu sangat membantu. Tapi, saya khawatir karena ada beberapa video yang sebenarnya tidak cocok untuk"*

usianya, misalnya kartun dengan adegan kasar atau kata-kata slang. Meski platform ini diklaim aman, tetap saja ada konten yang lolos filter. Sekarang saya lebih aktif pilihkan video sendiri." (My child enjoys learning English through cartoons on YouTube Kids, which has been highly beneficial. However, I am concerned that some videos may not be age-appropriate, such as cartoons containing violent scenes or slang language. Although the platform is claimed to be safe, certain content still bypasses the filters. As a result, I now actively select videos myself to ensure their suitability.)

P2: "Saya senang anak bisa belajar warna dan bentuk lewat YouTube Kids, tapi saya sering nemu video yang isinya cuma iklan produk mainan atau konten tanpa pesan edukasi. Kadang anak jadi minta dibeliin mainan terus. Menurut saya, YouTube Kids perlu sistem penyaringan yang lebih ketat, bukan cuma mengandalkan kategori usia." (I appreciate that my child can learn about colors and shapes through YouTube Kids. However, I frequently encounter videos that solely feature toy advertisements or non-educational content. This often leads to my child persistently requesting to purchase these toys. In my opinion, YouTube Kids requires a stricter content filtering system, rather than relying solely on age-based categorization.) This concern was echoed by several others, indicating a need for better content filtering mechanisms.

Engagement and Interaction

The level of parental engagement during their children's use of YouTube Kids varied among participants. Some parents actively participated by co-viewing videos and discussing the content with their children, which they believed enhanced the learning experience. Participants shared,

P20: "Saya selalu menonton video bersama putri saya. Kami ngomongin tentang cerita-cerita yang dia tonton dan saya kasih pertanyaan-pertanyaan untuk melatih dia mengekspresikan diri." (I always watch the videos with my daughter. We talk about the stories and I ask her questions to encourage her to express herself.)

P4: "Saya selalu menemani anak saya saat menonton YouTube Kids. Kami sering diskusi tentang cerita atau lagu yang ditonton, misalnya tanya dia tentang warna atau tokoh dalam video. Menurut saya, dengan ikut nonton bersama, saya bisa langsung jelaskan hal-hal yang kurang dipahami. Jadi, nontonnya nggak cuma hiburan, tapi jadi ajang belajar interaktif." (I always accompany my child while watching YouTube Kids. We often discuss the stories or songs that we watch, for example, by asking him about the colors or characters in the videos. In my opinion, by watching together, I can directly explain concepts that he may not understand. Therefore, the viewing experience becomes not just entertainment, but an interactive learning opportunity.)

P6: "Saya kadang ikut menonton, tapi nggak setiap saat. Biasanya saya cek riwayat tontonannya dulu, lalu pilih video yang menurut saya bagus untuk dia tonton ulang. Kalau ada konten yang agak rumit, seperti sains sederhana, saya ajak dia ngobrol biar lebih paham. Tapi kalau lagi sibuk, ya saya biarkan dia nonton sendiri sambil sesekali saya awasi." (I sometimes watch with him, but not all the time. Usually, I check his viewing history first and then select videos that I believe are suitable for him to rewatch. If there is content that is somewhat complex, such as simple science topics, I engage him in conversation to enhance his understanding. However, when I am busy, I allow him to watch independently while I occasionally supervise.)

P18: "Saya lebih percaya sistem filter YouTube Kids, jadi anak saya sering nonton sendiri. Tapi saya tetap batasi waktunya dan kadang tanya dia habis nonton, Tadi belajar apa? Kalau dia bisa cerita ulang atau nyanyi lagu dari video itu, berarti kontennya bermanfaat. Tapi kalau kontennya kurang jelas, saya langsung hapus dari riwayat dan blokir channelnya." (I have more confidence in the filtering system of YouTube Kids, so my child often watches independently. However, I still limit his screen time and occasionally ask him after watching, "What did you learn?" If he can recount the content or sing a song from the video, it indicates that the content was

beneficial. However, if the content is unclear, I immediately remove it from the history and block the channel.) Conversely, other parents admitted to allowing their children to use the app independently, which raised concerns about the effectiveness of language learning without parental guidance.

Mediation Strategies

The study identified several strategies that parents employed to mediate their children's use of YouTube Kids. These strategies included setting time limits for screen use, curating playlists of approved content, and engaging in discussions about the videos watched. Parents explained,

P17: *"Saya lebih suka memilih video yang sesuai untuk anak saya. Saya sering mencari rekomendasi dari teman atau grup orang tua di media sosial. Setelah itu, saya buat daftar putar di YouTube Kids agar dia bisa menonton video yang sudah saya pilih. Saya juga membatasi waktu menontonnya menjadi satu jam sehari. Dengan cara ini, saya merasa anak saya mendapatkan konten yang bermanfaat dan tidak terpapar video yang tidak sesuai."* (I prefer to select appropriate videos for my child. I often seek recommendations from friends or parent groups on social media. After that, I create a playlist on YouTube Kids so that he can watch the videos I have chosen. I also limit his viewing time to one hour per day. In this way, I feel that my child is receiving beneficial content and is not exposed to inappropriate videos.)

P1: *"Saya selalu menetapkan batas waktu untuk anak saya saat menonton YouTube Kids. Biasanya, saya hanya mengizinkan dia menonton selama satu jam setiap hari. Selain itu, saya juga membuat daftar putar video yang sudah saya pilih sebelumnya, sehingga dia hanya bisa menonton konten yang saya anggap aman dan edukatif. Dengan cara ini, saya merasa lebih tenang karena tahu apa yang dia tonton."* (I always set time limits for my child when watching YouTube Kids. Typically, I only allow him to watch for one hour each day. Additionally, I create a playlist of videos that I have pre-selected, so he can only view content that I consider safe and educational. In this way, I feel more at ease knowing what he is watching.)

P8: *"Saya percaya penting untuk terlibat dalam apa yang ditonton anak saya. Setiap kali dia selesai menonton, saya selalu mengajaknya berdiskusi tentang video yang baru saja dia lihat. Kami membahas pesan yang ada di dalamnya dan apa yang dia pelajari. Saya juga membatasi waktu menontonnya, biasanya tidak lebih dari 30 menit, agar dia tidak terlalu lama terpapar layar."* (I believe it is important to be involved in what my child is watching. Whenever he finishes watching, I always engage him in a discussion about the video he just viewed. We talk about the messages contained in it and what he has learned. I also limit his viewing time, usually to no more than 30 minutes, to ensure that he is not exposed to screens for too long.) This proactive approach reflects parents' awareness of the need to balance digital media consumption with traditional learning methods.

Impact on Language Development

Parents believed that YouTube Kids positively influenced their children's English communication skills, particularly in terms of vocabulary acquisition and phonological awareness. However, they also emphasized the importance of a balanced approach to screen time, advocating for the integration of traditional learning methods alongside digital media. Parents concluded,

P11: *"Saya percaya bahwa YouTube Kids sangat membantu anak saya dalam meningkatkan keterampilan komunikasi bahasa Inggrisnya. Dia sering belajar kosakata baru dari lagu-lagu dan cerita yang ditonton. Namun, saya juga merasa penting untuk tidak hanya mengandalkan media digital. Saya selalu meluangkan waktu untuk membaca buku bersama anak saya dan bermain permainan edukatif yang tidak melibatkan layar. Dengan cara ini, dia mendapatkan pengalaman belajar yang lebih seimbang."* (I believe that YouTube Kids is very helpful for my child in

enhancing his English communication skills. He often learns new vocabulary from the songs and stories he watches. However, I also feel it is important not to rely solely on digital media. I always make time to read books with my child and play educational games that do not involve screens. In this way, he receives a more balanced learning experience.)

P13: *"Anak saya menunjukkan kemajuan yang signifikan dalam bahasa Inggrisnya berkat YouTube Kids. Dia bisa mengucapkan kata-kata dengan lebih jelas dan memahami banyak kosakata baru. Namun, saya selalu mengingatkan diri saya untuk tidak membiarkannya terlalu lama di depan layar. Saya berusaha mengintegrasikan metode pembelajaran tradisional, seperti mengajarnya menulis dan berbicara langsung, agar dia tidak hanya bergantung pada video."* (My child has shown significant progress in his English skills thanks to YouTube Kids. He is able to pronounce words more clearly and understands a lot of new vocabulary. However, I always remind myself not to let him spend too much time in front of the screen. I strive to integrate traditional learning methods, such as teaching him to write and speak directly, so that he does not rely solely on videos.)

P14: *"Saya melihat bahwa YouTube Kids memberikan dampak positif pada kemampuan bahasa Inggris anak saya, terutama dalam pengenalan kosakata dan kesadaran fonologis. Dia bisa menirukan pengucapan dengan baik. Namun, saya sangat setuju bahwa penting untuk memiliki pendekatan yang seimbang. Saya selalu memastikan bahwa dia juga terlibat dalam aktivitas non-digital, seperti menggambar atau bermain di luar, agar dia tidak hanya terpaku pada layar."* (I have observed that YouTube Kids has a positive impact on my child's English skills, particularly in vocabulary acquisition and phonological awareness. He is able to imitate pronunciation well. However, I strongly agree that it is important to have a balanced approach. I always ensure that he is also engaged in non-digital activities, such as drawing or playing outside, so that he is not solely focused on the screen.)

Discussion

The findings of this study align with existing literature that highlights the dual nature of digital media's impact on early childhood learning. While parents recognized the educational potential of YouTube Kids, their concerns regarding content appropriateness and the necessity of parental involvement underscore the complexities of integrating digital media into children's learning experiences (Bumigora, 2025; Burroughs, 2017; Rahiem, 2021).

The perceived benefits of YouTube Kids as a language development tool reflect the platform's ability to provide engaging and interactive content that resonates with young learners. This supports previous research indicating that exposure to rhythmic and musical language can enhance phonological awareness and vocabulary acquisition (Imaniah et al., 2020). However, the concerns raised by parents about inappropriate content highlight the need for robust content filtering mechanisms and parental controls to ensure a safe viewing environment.

Moreover, the varying levels of parental engagement observed in this study suggest that active participation can significantly enhance the learning experience. Parents who co-viewed content and engaged in discussions with their children reported more positive outcomes in language development. This finding is consistent with research indicating that parental involvement is crucial in mediating the effects of digital media on children's learning (Andari & Wiguna, 2022; Neumann & Herodotou, 2020; Sarwar et al., 2023). The strategies employed by parents to mediate their children's use of YouTube Kids reflect a growing awareness of the importance of balancing screen time with traditional learning methods. As digital media becomes increasingly prevalent in children's lives, it is essential for parents to adopt

a proactive approach to ensure that their children's engagement with platforms like YouTube Kids is both educational and developmentally appropriate.

In conclusion, this study provides valuable insights into parents' beliefs and attitudes towards YouTube Kids and its impact on children's English communication skills. The findings emphasize the need for ongoing dialogue among parents, educators, and content creators to foster a safe and enriching digital environment that supports early childhood language development. Future research should explore the long-term effects of digital media on language acquisition and the role of parental mediation in shaping children's learning experiences.

CONCLUSIONS

This study investigated parents' beliefs and attitudes towards YouTube Kids and its impact on children's English communication skills. The findings of this study indicate that YouTube Kids serves as a valuable resource for enhancing children's language skills, particularly in vocabulary acquisition and language comprehension. Parents expressed strong beliefs regarding the platform's effectiveness, highlighting the diverse range of content available, including educational videos, songs, and storytelling. These elements contribute significantly to children's engagement and learning experiences. However, while parents recognize the educational benefits of YouTube Kids, they also emphasize the importance of a balanced approach to screen time. Many parents advocate for the integration of traditional learning methods alongside digital media to ensure a holistic educational experience. Strategies employed by parents, such as setting time limits, curating playlists of approved content, and engaging in discussions about the videos watched, further illustrate their commitment to mediating their children's use of the platform. In conclusion, YouTube Kids can be an effective tool for language development when used thoughtfully and in conjunction with other educational practices. The active involvement of parents in monitoring and guiding their children's media consumption is crucial in maximizing the platform's potential benefits while mitigating any potential drawbacks associated with excessive screen time. Future research should continue to explore the long-term impacts of digital media on children's language development and the role of parental engagement in this process.

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