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## **The Effect Of Using Youtube Application Towards Social Emotional Development Of Children Aged 5-6 Years**

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**Abstract:** Social emotional development is a child's ability to adapt involving emotions, behavior and thoughts. Children who experience social emotional disorders have difficulty interacting, disrupt achievement, and do not behave well socially. Factors that influence social emotional development are the use of the YouTube application. To determine the effect of using the YouTube application on the social emotional development of children aged 5-6 years. Method Quantitative research type with cross sectional design. The sample consisted of 39 respondents, used proportional simple random sampling technique. Data collection uses a valid and reliable questionnaire. Data analysis used the Univariate test and Spearman's rho ( $\alpha < 0.05$ ) Results the majority of children used YouTube for 60 minutes with a mean value of 98.55. Children's social emotional development with a mean value of 71.03. Spearman's rho correlation test r value 0.05 Correlation Coefficient -.445. Simple linear regression test with p value  $< 0.001$  with a constant value of -0.036. Termination Test with a result of 0.230. There is an effect of using the YouTube application on children's social emotional development by 23%. By adding 1% of the use of the YouTube application, children's social emotionality will decrease by -.036. It is recommended for the parents limit the use of YouTube (Screen Time) to 60 minutes/day

**Keywords:** Age, Children, Development Social Emotional, Youtube

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### **1. Introduction**

Children's social emotional development is the ability to adapt to the surrounding environment and make friends that involve emotions, behavior and thoughts, so that children can successfully socialize according to their development. Social development is a process by which children learn about themselves and others and how to maintain friendships. Social development begins at birth. Early childhood social development is a form of maturation in relating to the people around them from the social relationships they form (Pingky et al., 2022.). The social development of children aged 5 to 6 years varies according to their age. When they are 5 years old, children will be interested in interacting with people outside their environment. 5 year olds are often referred to as the group stage of childhood, where children of the same age come to play together (Hastuty et al., 2021). When you are 6 years old, you can observe how a child understands who he is, how the child interacts with the people around him, and how reciprocal the child is when interacting with the people around him and how the child maintains friendships and also faces things he doesn't like. (Rofi'ah et al., 2022).

Emotions are feelings that arise in a person, emotions can be positive or negative, the development of emotions is caused by thoughts, mental and physical conditions, fear, anger, restlessness, irritability. Envy, depression, jealousy, happiness, affection, and curiosity (Pingky et

al., 2022.) According to the Hurlock, emotions in children are characterized by high intensity, frequent occurrence, and temporary, tend to reflect personality and change with age. Children's emotional development according to their age in children aged 5-6 years, that is, at the age of 5, children are able to assess the emotions produced by their environment and explain strategies to overcome daily stress. Children aged 6 years have a sense of initiative, guilt and behavior that gives a sense of responsibility to the child. Emotional regulation is an important aspect of a child's development that parents must always train (Sari & Nurjanah , 2020).

Data from the World Health Organization (WHO) in the world is 5% to 25% of children with social and emotional developmental disabilities. In Indonesia, children experience social-emotional disorders as much as 9.5% to 14.2%. In South Kalimantan, according to Rikesdas 2018, children with social-emotional development are 67.93%, while children with mental and emotional disorders are 7.78%, and in the Banjarmasin area as many as 5.86%. Data from the 2022 Health Office states that 25.60% of children with developmental disorders at the age of 0-14 years in South Kalimantan are 25.60%. In Banjar Regency as much as 6.83% and in Banjarmasin as much as 3.26%.

Based on UNICEF (United Nation Emergency Children's Fund) data in 2019, it shows that the incidence of child growth and development disorders is quite high, namely 27.5%, more than 200 million children under five experience the inability to achieve progress, half of the children experience 4-6 years of maturity in the experience of developed countries on social problems (Nurhidayah et al., 2020). Social development problems in preschool children often occur so that some children do not want to play with their peers, do not want to talk and discuss, are unable to play cooperatively, resulting in quarrels because children are unable to cooperate with friends. Education from parents, especially mothers in providing stimulus to children can allow children to develop optimally One of the elements that affect children's growth and development is the mother's parenting style, especially the way mothers direct their children to develop according to normal habits, train children, and take care of children. Children will see and emulate the behaviors taught by their mothers in the future so that mothers must provide positive behaviors for the child's social development (Wirakusuma et al., 2022)

The way to deal with children who have social-emotional disorders is to give them the opportunity to get along with people of different ages and backgrounds, communicate with words that can be understood, provide interesting and understandable topics, children have motivation to get along, parents guide children to get along. Children in interaction can control their emotions and express their emotions (Pingky et al., 2022). Factors that affect the socio-emotional development of children aged 5-6 years are: Family, Socioeconomic status, Education, and Mentality. Factors of electronic devices also affect children's social-emotional development such as: Gadgets, Laptops, Tabs, and Televisions (Janah et al., 2019).

According to the Hastuty et al., (2021) YouTube application, it is software that provides a variety of video content such as news, education, entertainment, and comedy. YouTube offers interesting features for kids because it contains interesting videos, audio, and visuals. The use of YouTube has positive and negative impacts, the positive impact of YouTube includes increasing creativity and increasing children's interest in learning, the negative impact of YouTube is that it contains content that is inappropriate for children to watch or listen to, namely pornographic content, gambling, cheating, violence, alcohol ads, cigarettes, games, pranks, and unhealthy food.

Children need to be careful when using YouTube if they receive content or blog videos that are not suitable for early childhood, so it will affect their development (Salsabilla et al., 2023)

Children's social-emotional development is low if parents cannot limit the use of the YouTube application (Fitri et al., 2022). The free use of YouTube for children and the lack of knowledge and supervision from parents mean that children can easily access videos that vary from positive and negative. If children watch YouTube every day for a long time, the child's development will be disrupted, especially the child's social emotional development. Children can access YouTube at certain times, such as 2 times a week for a minimum of 2 hours, make sure children continue to interact with people around them. Continuous use will have a negative impact on development. Children who often watch for long periods of time tend to become dependent on YouTube, which causes children to be lazy about activities and lazy to interact with people around them (Janah et al., 2019). Parents must monitor and provide limited time, encourage children to socialize with their peers, accompany and explain what children are watching, if this is ignored then the child's social and emotional development will be disrupted.(Salsabilla et al., 2023)

This study aims to determine the effect of the use of YouTube Application on the development of children aged 5-6 years at Nusa Indah Sungai Lulut Kindergarten, Banjar Regency, South Kalimantan, so that parents and teachers can find out the social-emotional development of children, if there is a disturbance in the social-emotional development of children, parents and teachers can provide appropriate and fast therapy for children.

This research has an important significance in adding knowledge about the negative side of YouTube that can interfere with children's social-emotional development, by identifying the duration of children's watching, YouTube channels that children often watch, and children's social-emotional behavior, it is hoped that this research can make a positive contribution to children's social-emotional development in the research area. The results of this study can also be a reference for other areas that find that the intensity of YouTube use in children is high and the social emotional development of children is low. The results of this research are expected to improve children's social-emotional development in a good direction in forming a quality next generation of the nation.

## **2. Materials and Methods**

This research method is quantitative with a cross sectional design. This research was conducted at Nusa Indah Kindergarten, Sungai Lulut, Banjar Regency. The population in this study is 43 students and students of Nusa Indah Kindergarten class B who are 5-6 years old. The researcher took a random sample, namely simple random sampling using the Slovin formula, which was 39 respondents. The instrument used in this study is a questionnaire on the use of the YouTube application measured through a guttman scale of 15 statements that have been declared valid and relayed. The questionnaire on the social-emotional development of children aged 5-6 years was measured through a likert scale of 19 statements that have been declared valid and reliable. The data hypothesis analysis technique uses the Spearman Rho test with the help of a computer.

### 3. Results and Discussion

Table 1.1 Distribution of Respondent Frequency by Age

Child Age	Frequency (n)	Percentage (%)
5 Years	7	17,9
6 Years	32	82,1
<b>Total</b>	<b>39</b>	<b>100</b>

Based on table 1.1, it is known that the majority of children aged 6 years are 32 people (82.1%).

Table 1.2 Distribution of Respondent Frequencies Based on Use of the YouTube App

Duration of Use of YouTube App	Frequency (n)	Percentage (%)
10 Minutes	1	2,6
15 Minutes	1	2,6
20 Minutes	1	2,6
30 Minutes	2	5,1
60 Minutes	13	33,3
90 Minutes	7	17,9
120 Minutes	8	20,5
180 Minutes	4	10,3
330 Minutes	2	5,1
<b>Total</b>	<b>39</b>	<b>100</b>

Table 1.2 shows the duration of using the YouTube application, the majority of children use the YouTube application for 60 minutes, which is 13 people (33%).

Table 1.3 Distribution of Respondent Frequency Based on Viewing Cartoon Animation

Watch Cartoon Animation upin & Ipin, Nusa & Rara	Frequency (n)	Percentage (%)
Yes	37	94,9
Not	2	5,1
<b>Total</b>	<b>39</b>	<b>100</b>

Based on table 1.3, the positive viewing of children who saw the animated content of Upin & Ipin, Nusa & Rara was 37 people (94.9%).

Table 1.4 Distribution of Respondent Frequency Based on Prank Animation Watch

Based on table 1.4, there were 7 children (17.9%) who saw prank content.

Table 1.5 Frequency Distribution of Social Emotional Questionnaire Items Lowest & Highest Items

Watch Prank Content Videos	Frequency (n)	Percentage (%)
Yes	7	17,9%
Not	32	82,1
<b>Total</b>	<b>39</b>	<b>100</b>

Based on table 1.5, the frequency of social-emotional development of children likes to invite playmates as many as 26 people (66.7%). Children prefer to be alone

			YouTube	Social Emotional
Spearman's rho	Use of YouTube	Coreelation Coefficient	1,000	-,445
		Sig. (2-tailed)	.	,005
		N	39	39
	Social-Emotional Development	Coreelation Coefficient	-,445	1,000
		Sig. (2-tailed)	,005	.
		N	39	39

rather than playing with their friends as many as 13 people (33.3%)

Table 1.6 Correlation Test of the Influence of the Use of YouTube Application on Children's Social Emotional Development

Children's Social Emotional Development	Frequency (n)	Percentage (%)
Highest (No. 1: Children Love to Invite Playmates)	26	66,7
Lowest (No. 3: Children prefer to be alone rather than playing with their friends)	13	

Based on table 1.6, the correlation test of the use of the YouTube application on social-emotional development obtained a p value of 0.005, which means that there is an influence of the use of the YouTube application on the social-emotional development of children. The Correlation Coefficient value of -0.445 shows that the correlation level is quite strong in the use of the YouTube application on children's social-emotional development. The negative value of Correlation Coefficient explains that the higher the use of the YouTube application, the lower the socio-emotional development, and vice versa, if the lower the use of the YouTube application, the higher the socio-emotional development, meaning that there is an influence from the use of the YouTube application on the social-emotional development of children aged 5-6 years at Nusa Indah Sungai Lulut Kindergarten.

Table 1.7 Simple Linear Regression Test Influence of YouTube Application Usage On Children's Social-Emotional Development

Type	Unstandardized B	Coefficients Std. Error	Standardized Coefficients Beta	T	Sig.
Constant	74,598	1,311		56,906	<,001 reviews

YouTube Duration	-,036	,011	-,480	-3,329	,002
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Based on table 1.7, a constant value of 74.598 was obtained while the YouTube duration value was -0.036, with the regression equation  $Y = 74.598 + -0.036$  interpreted as a constant value of 74.598% with a regression coefficient value of -0.036 so that the coefficient was negative, it was concluded that the direction of the influence of the use of the YouTube application on the child's social-emotional development is negative. This explains that for every 1% increase in the use of the YouTube application, the value of children's social-emotional development will decrease by -0.036,

Table 1.8 Test of the Influence of the Use of the YouTube Application  
On Children's Social-Emotional Development

Type	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,480	,230	,210	4,702

Based on table 1.8 of data processing on 39 respondents that have been carried out, the results of testing the influence of the use of the YouTube application on children's social-emotional development using the termination test are known to have an R Square value of 0.230. This explains that the use of the YouTube application has an effect on children's social-emotional development by 23%.

#### 4. Conclusion

- Children used the YouTube application with an average score of 98.85 watching Youtube and the majority of children watched YouTube for 60 minutes as many as 13 people (33.3%)
- Children have social-emotional development with an average social-emotional score of 71.03. The child's social-emotional score was low with a minimum score of 60 for 2 people (5.1%)
- There is an influence of the use of the YouTube application on children's social-emotional development with a Correlation Coefficient value of -0.445 which shows that the correlation level of the relationship is quite strong and negative. for every 1% increase in the use of the YouTube application, the value of children's social-emotional development will decrease by -0.036. The use of the YouTube application has an effect on children's social-emotional development by 23%

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## Conflict of Interest

The author states that in this study there is no conflict of interest that can affect the results or interpretation of the research. All steps and procedures carried out in this research are purely based on scientific principles and strict research ethics. The study was independently funded and did not receive financial or material support from third parties who have a commercial or political interest in the results of the study. In addition, the authors do not have any personal or professional relationships with individuals or organizations that could affect the objectivity of this research.

The author also guarantees that all information presented in this journal is the result of accurate observation and analysis and that no data is distorted or manipulated for any specific purpose. All sources used in this study have been properly cited to maintain academic integrity. If a potential conflict of interest is found in the future, the author is committed to disclose it transparently to interested parties.

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